

<b>Lesson Plan No.0</b>	<b>Course Name: Constitutional Law-II</b> <b>Topic: Introductory Orientation</b>	<b>Course No: LLB-201</b>
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ol style="list-style-type: none"> <li>1. Understand the meaning, significance, and structure of the Constitution of India.</li> <li>2. Have an overview of the Executive and Legislature under Indian Constitution</li> <li>3. Have an idea about hierarchy the Indian Judiciary under the Constitution of India.</li> <li>4. Develop an understanding of the concept of the Centre-State relations under the Constitution.</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>a) PowerPoint Presentation</li> <li>b) Relevant videos</li> </ol>
<b>Teaching Development</b>	<p><b>Introduction (5 minutes)</b></p> <p><i>Engagement through questions:</i></p> <ul style="list-style-type: none"> <li>• “Why do we need a Constitution?”</li> <li>• “Can you name any fundamental rights that we enjoy in India?”</li> <li>• “Which country’s Constitution do you think is the longest in the world?”</li> </ul> <p><i>Introduction to the Concept:</i></p> <ul style="list-style-type: none"> <li>• Define a Constitution as the fundamental law of a nation that lays down the structure, principles, and functioning of governance.</li> <li>• Explain how the Indian Constitution serves as the supreme law guiding government institutions and protecting citizens’ rights.</li> </ul> <p><b>Development (30 minutes)</b></p> <p><i>Key Features of the Indian Constitution (20 minutes)</i></p> <ul style="list-style-type: none"> <li>• Explain salient features: <ul style="list-style-type: none"> <li>○ <b>Length &amp; Detail:</b> Longest written Constitution.</li> <li>○ <b>Federal Structure with Unitary Bias:</b> Power division between Union and State but with strong Centre.</li> <li>○ <b>Fundamental Rights &amp; Duties:</b> Protection of individual rights and citizen responsibilities.</li> <li>○ <b>Directive Principles of State Policy (DPSP):</b> Principles guiding governance and policy-making.</li> <li>○ <b>Secularism &amp; Socialism:</b> Role in promoting equality and religious freedom.</li> </ul> </li> </ul> <p><i>Exercise (10 minutes)</i></p> <ul style="list-style-type: none"> <li>• <b>Activity:</b> Provide students with statements and ask them to classify them under Fundamental Rights, Directive Principles, or Fundamental Duties.</li> <li>• Example statements: <ul style="list-style-type: none"> <li>○ “Right to Education is a fundamental right.” (<b>Fundamental Right</b>)</li> <li>○ “Protecting the environment is a constitutional duty.” (<b>Fundamental Duty</b>)</li> </ul> </li> </ul>



	<ul style="list-style-type: none"><li>○ “The State should work towards reducing income inequality.” <b>(Directive Principle)</b></li></ul>
<b>Closure</b>	<p><b>Summarize Key Takeaways:</b></p> <ul style="list-style-type: none"><li>• The Constitution as the supreme law and its importance in governance.</li><li>• The evolution and making of the Constitution.</li><li>• The key features, including Fundamental Rights, Duties, and DPSPs.</li><li>• The role of the <b>executive, legislature and judiciary</b> in shaping India’s constitutional vision.</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

<b>Lesson Plan No.1</b>	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Executive under Indian Constitution – President and Vice President	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <p>(a) Understand the constitutional provisions governing the President and Vice President, their election, powers, and functions.</p> <p>(b) Analyze the roles of the President and Vice President in the Indian executive system and their impact on governance.</p> <p>(c) Evaluate the interplay between the President, Vice President, and other organs of the government in a parliamentary democracy.</p> <p>(d) Apply theoretical knowledge to contemporary issues involving the President and Vice President's roles and responsibilities.</p>
<b>Teaching Aids (if any)</b>	<p>c) PowerPoint Presentation</p> <p>d) Relevant videos</p>
<b>Teaching Development</b>	<p><b>Introduction (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Begin with engaging questions to assess prior knowledge:             <ol style="list-style-type: none"> <li>Who is the current President and Vice President of India?</li> <li>What are their primary roles in the Indian governance system?</li> <li>How do they differ from heads of state in other countries?</li> </ol> </li> <li>Introduce the Topic:             <ul style="list-style-type: none"> <li>Briefly define the President and Vice President as part of the Union Executive under the Constitution of India.</li> <li>Use relatable examples to explain their symbolic and functional importance in governance.</li> </ul> </li> <li>Relevance of the Topic:             <ul style="list-style-type: none"> <li>Highlight their roles in safeguarding the Constitution, maintaining checks and balances, and ensuring democratic processes.</li> </ul> </li> </ol> <p><b>Development (30 minutes)</b></p> <p><b>1. Election and Removal Process (10 minutes)</b></p> <p>a) <i>President:</i></p> <ul style="list-style-type: none"> <li>Explain the indirect election through the Electoral College (Articles 54–55).</li> <li>Discuss qualifications, tenure, and grounds for impeachment (Articles 56–61).</li> </ul> <p>b) <i>Vice President:</i></p> <ul style="list-style-type: none"> <li>Highlight the differences in the election process (Article 66).</li> <li>Discuss their dual role as the Vice President and the Chairperson of Rajya Sabha.</li> </ul> <p>c) Use visuals to show the Electoral College composition and process flow.</p> <p><b>2. Powers and Functions of the President (10 minutes)</b></p> <p>a) <b>Executive Powers:</b> Appointment of the Prime Minister, Council of Ministers, Governors, and key positions.</p> <p>b) <b>Legislative Powers:</b> Summoning, proroguing Parliament sessions, and giving</p>

	<p>assent to bills.</p> <p>c) Emergency Powers: National, State, and Financial Emergencies (Articles 352, 356, 360).</p> <p>d) Illustrate these with real-life examples (e.g., declaration of National Emergency).</p> <p><b>3. Role of the Vice President (10 minutes)</b></p> <p>a) Legislative Role: Chairperson of the Rajya Sabha – casting vote in case of a tie.</p> <p>b) Succession Role: Acts as President in the absence or incapacity of the President.</p> <p>c) Discuss key instances where the Vice President played a critical role in legislative decisions.</p> <p><b>Exercise (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Provide the following hypothetical scenarios for discussion:             <ol style="list-style-type: none"> <li>Who would appoint the Prime Minister after a hung Parliament?</li> <li>What is the role of the President during a national emergency?</li> <li>Who oversees the functioning of the Rajya Sabha?</li> </ol> </li> <li>Collect responses through an interactive tool (Google Forms, Polls, etc.) and discuss.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>Summarize the Key Points:             <ol style="list-style-type: none"> <li>The election, powers, and functions of the President and Vice President.</li> <li>Their significance in the executive structure and governance of India.</li> </ol> </li> <li>Motivate students to explore Articles 52–62 and 63–71 of the Constitution for deeper understanding.</li> <li>Conclude with an open-ended question: e.g. "<i>How does the President's role as a constitutional head ensure the balance of power in Indian democracy?</i>"</li> <li>Homework:             <ul style="list-style-type: none"> <li>Provide a case study of a constitutional crisis (e.g., Emergency of 1975).</li> <li>Ask students to analyze the President's role and submit their reflections via Google Forms.</li> </ul> </li> </ol> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No.2</b>	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Council of Ministers - Election, Powers and Functions and Governor - Appointment, Powers and Functions	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ol style="list-style-type: none"> <li>Understand the constitutional provisions governing the Council of Ministers and the Governor, including their composition, appointment, and powers.</li> <li>Analyze the roles and responsibilities of the Council of Ministers at the Union and State levels in policy-making and governance.</li> <li>Evaluate the Governor's role as a constitutional head, his discretionary powers, and his relationship with the State Government.</li> <li>Apply theoretical knowledge to contemporary issues involving the Council of Ministers and the Governor's role in governance.</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>PowerPoint Presentation</li> <li>Relevant videos</li> </ol>
<b>Teaching Development</b>	<p><b>Introduction (5 minutes)</b></p> <ol style="list-style-type: none"> <li>Begin with engaging questions to spark interest and assess prior knowledge:             <ol style="list-style-type: none"> <li>What is the role of the Council of Ministers in a parliamentary system?</li> <li>Can you name any discretionary powers of the Governor?</li> <li>What is the difference between the Chief Minister and the Governor in terms of authority?</li> </ol> </li> <li>Introduce the Topic:             <ul style="list-style-type: none"> <li>Briefly explain the role of the Council of Ministers in assisting the President and the Governor in their executive functions.</li> <li>Define the Governor as the constitutional head of a state and discuss his ceremonial and functional responsibilities.</li> </ul> </li> <li>Relevance of the Topic:             <ul style="list-style-type: none"> <li>Highlight the importance of understanding these positions for comprehending federalism, policy-making, and governance challenges in India.</li> </ul> </li> </ol> <hr/> <p><b>Development (30 minutes)</b></p> <p><b>1. Council of Ministers – Election, Powers, and Functions (15 minutes)</b></p> <p>a) <b>Election and Composition:</b></p> <ul style="list-style-type: none"> <li>Explain the appointment of the Prime Minister (Article 75) and Chief Minister (Article 164).</li> <li>Discuss the classification of ministers into Cabinet Ministers, Ministers of State, and Deputy Ministers.</li> </ul> <p>b) <b>Powers and Functions:</b></p> <ul style="list-style-type: none"> <li><b>Executive Powers:</b> Policy formulation, implementation, and decision-making.</li> <li><b>Legislative Powers:</b> Introducing bills, influencing legislative business, and assisting the President/Governor in summoning and dissolving legislatures.</li> <li><b>Advisory Role:</b> Discuss how the Council of Ministers collectively advises the President and Governor.</li> </ul> <p>c) Use visuals like hierarchical charts to illustrate the structure of the Council of Ministers.</p>

	<p>d) <b>Case Study/Example:</b> Discuss the collective responsibility of the Council of Ministers in the context of a major policy decision, such as GST implementation.</p> <p><b>2. Governor – Appointment, Powers, and Functions (15 minutes)</b></p> <p>a) <b>Appointment and Tenure:</b></p> <ul style="list-style-type: none"> <li>• Explain the appointment of the Governor by the President (Article 155) and discuss the qualifications, tenure, and conditions of service (Article 156).</li> <li>• Highlight the dual role of the Governor as the state’s ceremonial head and a link to the Union Government.</li> </ul> <p>b) <b>Powers and Functions:</b></p> <ul style="list-style-type: none"> <li>• <b>Executive Powers:</b> Appointment of the Chief Minister and other ministers, administration of state affairs, and granting pardons.</li> <li>• <b>Legislative Powers:</b> Summoning and proroguing the State Legislature, giving assent to bills, and reserving bills for the President’s consideration.</li> <li>• <b>Discretionary Powers:</b> Dissolving the Assembly, reserving bills, and other instances as per constitutional provisions.</li> </ul> <p>c) <b>Real-Life Examples:</b> Discuss a situation where the Governor’s discretionary power created controversy (e.g., appointment of a Chief Minister in case of a hung assembly).</p> <p>d) Show an infographic comparing the powers of the Governor and the President to highlight similarities and differences.</p> <p><b>Exercise (5 minutes)</b></p> <ol style="list-style-type: none"> <li>1. Provide the following scenarios for discussion:             <ol style="list-style-type: none"> <li>a) Who appoints the Chief Minister of a state? (Governor)</li> <li>b) Can the Governor refuse assent to a bill passed by the State Legislature? (Yes, under specific conditions.)</li> <li>c) What role does the Council of Ministers play in decision-making for the President? (Advisory role.)</li> </ol> </li> <li>2. Collect responses via tools like Google Forms or Polls and discuss the correct answers.</li> </ol>
<p><b>Closure</b></p>	<ol style="list-style-type: none"> <li>1) Summarize the Key Points:             <ol style="list-style-type: none"> <li>a) Structure, election, powers, and functions of the Council of Ministers at the Union and State levels.</li> <li>b) Appointment, powers, and discretionary functions of the Governor.</li> <li>c) The interplay between the Governor and the State Council of Ministers.</li> </ol> </li> <li>2) Motivate students to explore Articles 74–78 and Articles 153–167 of the Constitution for further understanding.</li> <li>3) End with an open-ended question:             <ul style="list-style-type: none"> <li>• "How do you think the discretionary powers of the Governor impact the federal structure of India?"</li> </ul> </li> <li>4) Homework:             <ul style="list-style-type: none"> <li>• Provide a hypothetical situation or refer to relevant case laws involving the discretionary powers of the Governor.</li> <li>• Ask students to analyze the situation and propose solutions, submitting responses via Google Forms.</li> </ul> </li> </ol> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No.3</b>	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Pardoning Powers of President and Governor, Discretionary powers of Governor	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ol style="list-style-type: none"> <li>1. Explain the constitutional provisions regarding the pardoning powers of the President and Vice President.</li> <li>2. Understand the scope and limitations of these powers.</li> <li>3. Analyze the discretionary powers of the Governor and their impact on state governance.</li> <li>4. Critically assess the judicial review and debates surrounding these powers.</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>c) PowerPoint Presentation</li> <li>d) Relevant videos</li> </ol>
<b>Teaching Development</b>	<p><b>Introduction (5 minutes)</b> Begin with engaging questions to spark interest and assess prior knowledge:</p> <ol style="list-style-type: none"> <li>1. "Imagine a prisoner on death row, hoping for a last-minute pardon. Who has the power to decide his fate? What if the Governor refuses to act as per the Chief Minister's advice?"</li> <li>2. Explain why the pardoning power and Governor's discretionary powers are crucial in Indian democracy.</li> </ol> <p><b>Development (30 minutes)</b></p> <p><b>A. Pardoning Powers of the President &amp; Vice President</b></p> <ul style="list-style-type: none"> <li>• <b>Article 72</b> – President's pardoning power in cases of:             <ul style="list-style-type: none"> <li>○ Court Martial (military cases)</li> <li>○ Death sentences</li> <li>○ Laws under Union jurisdiction</li> </ul> </li> <li>• <b>Forms of Pardon:</b> Pardon, Reprieve, Respite, Remission, Commutation</li> <li>• <b>Article 161</b> – Governor's Pardoning Power</li> </ul> <p><b>B. Discretionary Powers of the Governor</b></p> <ul style="list-style-type: none"> <li>• <b>Article 163(1) &amp; (2):</b> Governor's discretionary power when not bound by ministerial advice.</li> <li>• <b>Article 200 &amp; 201:</b> Withholding or reserving a bill for Presidential assent.</li> <li>• <b>Situations where Governor acts in discretion:</b> <ul style="list-style-type: none"> <li>○ Hung assembly scenario</li> <li>○ Reservation of bills</li> <li>○ Seeking President's guidance</li> </ul> </li> </ul> <p><b>C. Case Law &amp; Current Affairs Discussion</b></p> <ol style="list-style-type: none"> <li>1. <b>Kehar Singh v. Union of India (1989):</b> <ul style="list-style-type: none"> <li>○ Judicial review of pardoning power</li> </ul> </li> <li>2. <b>Maru Ram v. Union of India (1980):</b> <ul style="list-style-type: none"> <li>○ Guidelines on the exercise of pardon</li> </ul> </li> <li>3. <b>S.R. Bommai v. Union of India (1994):</b> <ul style="list-style-type: none"> <li>○ Role of Governor in dismissing state governments</li> </ul> </li> </ol>



	<p>4. <b>Current Affairs:</b> Any recent case of mercy petition or Governor's discretionary decision (example: Maharashtra political crisis)</p> <p><b>Exercise (5 minutes)</b></p> <ol style="list-style-type: none"><li>1. <b>Debate:</b> "Should the Governor have more autonomy, or should discretionary powers be curtailed?"</li><li>2. <b>Q&amp;A Session</b> – Address doubts and discuss students' viewpoints.</li></ol>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ol style="list-style-type: none"><li>1. Motivate students to explore Articles related to pardoning powers of president and governor.</li><li>2. End with an open-ended question: "How do you think the discretionary powers of the Governor impact the federal structure of India?"</li><li>3. Homework:</li><li>4. Provide a hypothetical situation or refer to relevant case laws involving the discretionary powers of the Governor.</li><li>5. Ask students to analyze the situation and propose solutions, submitting responses via Google Forms.</li></ol> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

<b>Lesson Plan No.4</b>	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Attorney General of India & Advocate General of India; Union Legislature	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>To understand the constitutional provisions regarding the Attorney General of India and the Advocate General of India.</li> <li>To analyze the roles, powers, and functions of these legal officers.</li> <li>To examine the composition, powers, and functions of the Union Legislature.</li> <li>To explore the interrelation between these offices and the Union Legislature in the governance framework.</li> </ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>a) PowerPoint Presentation</li> <li>b) Relevant videos</li> <li>c) Bare Act of Constitution of India</li> </ul>
<b>Teaching Development</b>	<p><b>Introduction (5 minutes) and Development (30 minutes)</b></p> <p><b>A. Attorney General of India &amp; Advocate General of India</b></p> <ul style="list-style-type: none"> <li><b>Introduction:</b> Definition and significance of these legal officers.</li> <li><b>Constitutional Provisions:</b> <ul style="list-style-type: none"> <li>Attorney General of India – Article 76</li> <li>Advocate General of India – Article 165</li> </ul> </li> <li><b>Powers and Functions:</b> <ul style="list-style-type: none"> <li>Legal advisory roles, right to audience in courts, and tenure.</li> </ul> </li> <li><b>Comparative Analysis:</b> Differences and similarities between both offices.</li> <li><b>Landmark Cases &amp; Practical Implications</b></li> </ul> <p><b>B. Union Legislature</b></p> <ul style="list-style-type: none"> <li><b>Introduction:</b> Importance of the Legislature in a democratic system.</li> <li><b>Composition of Parliament:</b> Articles 79-122- Lok Sabha, Rajya Sabha, and President's Role</li> <li><b>Powers &amp; Functions:</b> Law-making process, financial powers, and control over the executive.</li> <li><b>Comparison with State Legislature</b></li> <li><b>Landmark Cases &amp; Practical Application</b></li> </ul> <p><b>Exercise (5 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Debate:</b> "Should the Governor have more autonomy, or should discretionary powers be curtailed?"</li> <li><b>Q&amp;A Session</b> – Address doubts and discuss students' viewpoints.</li> </ul>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>Recap of key takeaways from the session.</li> <li>Importance of these offices in maintaining constitutional governance.</li> <li>Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

<b>Lesson Plan No.5</b>	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Composition of Council of States (Rajya Sabha) and House of the People (Lok Sabha)	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ol style="list-style-type: none"> <li>Understand the bicameral structure of the Indian Parliament.</li> <li>Explain the composition, structure, and election process of Rajya Sabha (Council of States) and Lok Sabha (House of the People).</li> <li>Analyze the constitutional provisions related to both houses under Articles 79-88 of the Indian Constitution.</li> <li>Compare the powers, roles, and functions of both houses.</li> </ol>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>PowerPoint Presentation</li> <li>Relevant videos</li> <li>Bare Act of Constitution of India</li> </ol>
<b>Teaching Development</b>	<p><b>Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Begin with a brief discussion on the Parliamentary system in India.</li> <li>Explain the importance of a bicameral legislature in a federal system.</li> <li>Introduce the two houses: <ul style="list-style-type: none"> <li>Rajya Sabha (Council of States) – Upper House</li> <li>Lok Sabha (House of the People) – Lower House</li> </ul> </li> </ul> <hr/> <p><b>Composition of Rajya Sabha (Council of States) (15 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Article 80:</b> Composition <ul style="list-style-type: none"> <li>Maximum strength: <b>250 members</b></li> <li><b>238 members</b> represent <b>States and Union Territories</b> (elected)</li> <li><b>12 members</b> nominated by the <b>President</b> (persons of eminence in art, literature, science, and social service)</li> </ul> </li> <li><b>Election Process:</b> <ul style="list-style-type: none"> <li><b>Elected by MLAs</b> of respective State Legislative Assemblies through <b>Proportional Representation by Single Transferable Vote System</b></li> </ul> </li> <li><b>Tenure &amp; Retirement:</b> <ul style="list-style-type: none"> <li><b>Permanent house</b>, not subject to dissolution.</li> <li><b>One-third</b> of members retire every <b>two years</b> (6-year term).</li> </ul> </li> </ul> <hr/> <p><b>Composition of Lok Sabha (House of the People) (15 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Article 81:</b> Composition <ul style="list-style-type: none"> <li>Maximum strength: <b>552 members</b></li> <li><b>530 members</b> elected from States</li> <li><b>20 members</b> elected from Union Territories</li> <li><b>2 members</b> nominated by the <b>President</b> (from Anglo-Indian community, if needed)</li> </ul> </li> <li><b>Election Process:</b> <ul style="list-style-type: none"> <li><b>Direct elections</b> by citizens based on <b>Universal Adult Suffrage</b></li> <li><b>First-Past-The-Post (FPTP) System</b></li> </ul> </li> <li><b>Tenure &amp; Dissolution:</b> <ul style="list-style-type: none"> <li><b>5-year term</b>, unless dissolved earlier by the <b>President</b></li> <li>Can be extended for <b>one year during Emergency</b></li> </ul> </li> </ul>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>Recap of key takeaways from the session.</li> </ul>



	<ul style="list-style-type: none"><li>• Importance of these offices in maintaining constitutional governance.</li><li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

<b>Lesson Plan No.6</b>	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Officers of the Parliament	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>To understand the roles and responsibilities of the key officers of the Indian Parliament.</li> <li>To explore the constitutional provisions and practical functions associated with these officers.</li> <li>To analyze the significance of these roles in maintaining parliamentary democracy.</li> </ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>a) PowerPoint Presentation</li> <li>b) Relevant videos</li> <li>c) Bare Act of Constitution of India</li> </ul>
<b>Teaching Development</b>	<p><b>Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Begin with a brief discussion on the Parliamentary system in India.</li> <li>Explain the importance of a bicameral legislature in a federal system.</li> <li>Introduce the two houses: <ul style="list-style-type: none"> <li>Rajya Sabha (Council of States) – Upper House</li> <li>Lok Sabha (House of the People) – Lower House</li> </ul> </li> </ul> <hr/> <p><b>Introduction (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Introduction to Officers of the Parliament a. Definition and importance b. Overview of key positions</li> </ul> <p><b>Development (30 minutes)</b></p> <ul style="list-style-type: none"> <li>a) <b>Speaker of the Lok Sabha</b> <ul style="list-style-type: none"> <li>Election and tenure</li> <li>Powers and functions</li> <li>Role in maintaining order and decorum</li> </ul> </li> <li>b) <b>Deputy Speaker of the Lok Sabha</b> <ul style="list-style-type: none"> <li>Election process</li> <li>Duties and responsibilities</li> <li>Acting as the Speaker in absence</li> </ul> </li> <li>c) <b>Chairman of the Rajya Sabha</b> <ul style="list-style-type: none"> <li>Vice President as the ex-officio Chairman</li> <li>Functions and powers</li> <li>Role in legislative proceedings</li> </ul> </li> <li>d) <b>Deputy Chairman of the Rajya Sabha</b> <ul style="list-style-type: none"> <li>Election and role</li> <li>Presiding over sessions in the Chairman’s absence</li> </ul> </li> <li>e) <b>Other Parliamentary Officers</b> <ul style="list-style-type: none"> <li>Secretary-General of the Parliament</li> <li>Whips and their functions</li> </ul> </li> </ul>



	<p>f) <b>Importance of Parliamentary Officers in Legislative Processes</b></p> <ul style="list-style-type: none"><li>• Ensuring smooth conduct of business</li><li>• Maintaining impartiality and fairness</li><li>• Facilitating debates and discussions</li></ul>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"><li>• Recap of key takeaways from the session.</li><li>• Importance of these offices in maintaining constitutional governance.</li><li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

<b>Lesson Plan No.7</b>	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Privileges of Parliament and State Legislatures	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>To understand the concept and significance of parliamentary privileges.</li> <li>To distinguish between the privileges of Parliament and State Legislatures.</li> <li>To explore constitutional provisions and landmark cases related to legislative privileges.</li> <li>To analyze the balance between legislative privileges and fundamental rights</li> </ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>a) PowerPoint Presentation</li> <li>b) Relevant videos</li> <li>c) Bare Act of Constitution of India</li> </ul>
<b>Teaching Development</b>	<p><b>Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Definition and Meaning of Parliamentary Privileges</li> <li>Importance and Need for Legislative Privileges</li> </ul> <p><b>Development (45 minutes)</b></p> <p><b>Constitutional Provisions (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Article 105: Privileges of Parliament</li> <li>Article 194: Privileges of State Legislatures</li> </ul> <p><b>Types of Legislative Privileges (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Freedom of Speech in the House</li> <li>Immunity from Legal Proceedings</li> <li>Power to Regulate Internal Proceedings</li> <li>Right to Punish for Contempt</li> </ul> <p><b>Judicial Interpretation and Landmark Cases (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Pandit Sharma Case</li> <li>Keshav Singh Case</li> </ul> <p><b>Conflict between Fundamental Rights and Legislative Privileges (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Analysis of Article 19 and Article 21 vis-a-vis Legislative Privileges</li> <li>Judicial Approach to Resolving Conflicts</li> </ul> <p><b>Conclusion (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Significance of Maintaining Balance</li> <li>Need for Codification of Privileges</li> </ul>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>Recap of key takeaways from the session.</li> <li>Importance of these offices in maintaining constitutional governance.</li> <li>Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

<b>Lesson Plan No.8</b>	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Introduction and Passing of Bills, Joint Sitting, Money Bills, Budget	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the process of introduction and passing of bills in Parliament.</li> <li>Differentiate between Ordinary Bills, Money Bills, and Financial Bills.</li> <li>Explain the concept and significance of Joint Sitting under Article 108 of the Indian Constitution.</li> <li>Describe the key features and stages of the Budget in India.</li> </ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>a) PowerPoint Presentation</li> <li>b) Relevant videos</li> <li>c) Bare Act of Constitution of India</li> </ul>
<b>Teaching Development</b>	<p><b>1. Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Begin with an engaging question: <i>"How does a law come into existence in India?"</i></li> <li>Brief overview of <b>legislative procedures</b> in the Indian Parliament.</li> </ul> <p><b>2. Introduction &amp; Passing of Bills (20 minutes)</b></p> <p><b>A. Introduction of Bills</b></p> <ul style="list-style-type: none"> <li>Who can introduce bills? (Ministers &amp; Private Members)</li> <li><b>Types of Bills:</b> <ul style="list-style-type: none"> <li>Ordinary Bills (Article 107)</li> <li>Money Bills (Article 110)</li> <li>Financial Bills (Article 117)</li> <li>Constitutional Amendment Bills (Article 368)</li> </ul> </li> </ul> <p><b>B. Stages of Passing a Bill in Parliament</b></p> <ol style="list-style-type: none"> <li><b>First Reading</b> – Introduction and discussion.</li> <li><b>Second Reading</b> – Detailed examination and committee review.</li> <li><b>Third Reading</b> – Final discussion and voting.</li> <li><b>Passage in the other House</b> – Repeats the same process.</li> <li><b>Presidential Assent</b> – Becomes a law.</li> </ol> <p><b>Case Study:</b> Landmark laws like <b>RTI Act 2005</b> and <b>GST Act 2017</b> can be used to explain the process.</p> <p><b>3. Joint Sitting of Parliament (15 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Definition &amp; Constitutional Provision (Article 108)</b></li> <li><b>When is a Joint Sitting called?</b> <ul style="list-style-type: none"> <li>When a bill is rejected by one House.</li> <li>If amendments by one House are not acceptable to the other.</li> <li>When a House does not act on a bill for 6 months.</li> </ul> </li> <li><b>Who Presides?</b> <ul style="list-style-type: none"> <li><b>Speaker of Lok Sabha</b> (or Deputy Speaker in absence).</li> </ul> </li> <li><b>Historical Instances:</b> <ul style="list-style-type: none"> <li><b>Dowry Prohibition Act, 1961</b></li> <li><b>Banking Service Commission (Repeal) Bill, 1977</b></li> <li><b>Prevention of Terrorism Act (POTA), 2002</b></li> </ul> </li> </ul> <p><b>4. Money Bills &amp; Budget (25 minutes)</b></p> <p><b>A. Money Bills (Article 110)</b></p>

	<ul style="list-style-type: none"> <li>• <b>Definition:</b> A bill dealing with taxation, borrowing, and financial matters.</li> <li>• <b>Key Features:</b> <ul style="list-style-type: none"> <li>○ Introduced <b>only in Lok Sabha</b> with the <b>President's recommendation</b>.</li> <li>○ Rajya Sabha <b>cannot reject or amend</b> beyond suggestions.</li> <li>○ <b>Final authority:</b> Speaker of Lok Sabha decides whether a bill is a Money Bill.</li> </ul> </li> </ul> <p><b>B. Financial Bills (Article 117)</b></p> <ul style="list-style-type: none"> <li>• <b>Types:</b> <ul style="list-style-type: none"> <li>○ <b>Category-I Financial Bills</b> (like Money Bills but with non-financial elements).</li> <li>○ <b>Category-II Financial Bills</b> (ordinary bills with financial implications).</li> </ul> </li> </ul> <p><b>C. Budget Process in India</b></p> <ul style="list-style-type: none"> <li>• <b>Definition &amp; Importance</b></li> <li>• <b>Stages of Budget Preparation &amp; Approval:</b> <ol style="list-style-type: none"> <li>1. <b>Presentation:</b> By Finance Minister (usually on February 1st).</li> <li>2. <b>General Discussion:</b> Overall policy debate.</li> <li>3. <b>Detailed Scrutiny:</b> By <b>Standing Committees</b>.</li> <li>4. <b>Voting on Demands for Grants:</b> (Only in Lok Sabha).</li> <li>5. <b>Passing of the Appropriation Bill &amp; Finance Bill.</b></li> </ol> </li> <li>• <b>Types of Budget:</b> <ul style="list-style-type: none"> <li>○ <b>Annual Budget</b></li> <li>○ <b>Supplementary Budget</b></li> <li>○ <b>Vote on Account</b></li> <li>○ <b>Interim Budget</b></li> </ul> </li> </ul> <p><b>Case Study:</b> The Union Budget of India and its impact on economic policies.</p>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>• Recap of key takeaways from the session.</li> <li>• Importance of these offices in maintaining constitutional governance.</li> <li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

<b>Lesson Plan No.9</b>	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Establishment and Constitution of the Supreme Court of India	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the historical background and need for establishing the Supreme Court of India.</li> <li>• Learn the constitutional provisions related to the establishment and composition of the Supreme Court.</li> <li>• Comprehend the qualifications, appointment, tenure, and removal of judges.</li> <li>• Explore the significance of the Supreme Court as the apex judicial body.</li> </ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>a) PowerPoint Presentation</li> <li>b) Relevant videos</li> <li>c) Bare Act of Constitution of India</li> </ul>
<b>Teaching Development</b>	<p><b>1. Introduction (10 min)</b></p> <ul style="list-style-type: none"> <li>• <b>Historical Background:</b> <ul style="list-style-type: none"> <li>○ Evolution of the Indian judiciary from British colonial courts to post-independence judicial structure.</li> <li>○ Establishment of the Federal Court of India (1937) and its transformation into the Supreme Court of India (1950).</li> </ul> </li> <li>• <b>Need for the Supreme Court:</b> <ul style="list-style-type: none"> <li>○ Role of the apex court in upholding constitutional supremacy and protecting fundamental rights.</li> </ul> </li> </ul> <p><b>2. Constitutional Provisions (20 min)</b></p> <ul style="list-style-type: none"> <li>• <b>Article 124:</b> Establishment and Constitution of the Supreme Court of India.</li> <li>• <b>Composition:</b> <ul style="list-style-type: none"> <li>○ Chief Justice of India (CJI) and other judges (fixed by Parliament, currently 34).</li> </ul> </li> <li>• <b>Appointment of Judges:</b> <ul style="list-style-type: none"> <li>○ Process of appointment by the President of India (Article 124(2)).</li> <li>○ Role of the Collegium System and evolution through case laws (e.g., Three Judges Cases).</li> </ul> </li> <li>• <b>Qualifications:</b> <ul style="list-style-type: none"> <li>○ As per Article 124(3): Indian citizen, judge of a high court for 5 years, or an advocate for 10 years, or a distinguished jurist.</li> </ul> </li> <li>• <b>Tenure and Removal:</b> <ul style="list-style-type: none"> <li>○ Tenure until the age of 65.</li> <li>○ Removal through impeachment (Article 124(4)) on grounds of proved misbehavior or incapacity.</li> </ul> </li> </ul> <p><b>3. Powers and Functions of the Supreme Court (15 min)</b></p> <ul style="list-style-type: none"> <li>• <b>Original Jurisdiction (Article 131)</b></li> <li>• <b>Appellate Jurisdiction (Articles 132-136)</b></li> <li>• <b>Advisory Jurisdiction (Article 143)</b></li> <li>• <b>Review Power (Article 137)</b></li> <li>• <b>Public Interest Litigation (PIL) and Judicial Activism</b></li> </ul> <p><b>4. Key Case Laws (10 min)</b></p> <ul style="list-style-type: none"> <li>• <b>S.P. Gupta v. Union of India (1981)</b> – Evolution of the Collegium system.</li> <li>• <b>Supreme Court Advocates-on-Record Association v. Union of India (1993)</b> – Second Judges Case.</li> <li>• <b>In Re: Special Reference No. 1 of 1998</b> – Advisory Jurisdiction.</li> </ul>



<b>Closure</b>	<b>Summarize the Key Points:</b> <ul style="list-style-type: none"><li>• Recap of key takeaways from the session.</li><li>• Importance of these offices in maintaining constitutional governance.</li><li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li></ul> Spend 5 minutes to wrap up and consolidate the learnings
<b>Evaluation</b>	<b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b> Spend 5 minutes to evaluate student assimilation of the lesson contents

<b>Lesson Plan No.10</b>	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Special Leave to Appeal	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the concept, scope, and purpose of Special Leave Petition (SLP).</li> <li>• Explain the constitutional provision under Article 136 of the Indian Constitution.</li> <li>• Analyze the conditions under which an SLP can be filed and its limitations.</li> <li>• Examine landmark cases and their interpretations of SLP.</li> </ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>a) PowerPoint Presentation</li> <li>b) Relevant videos</li> <li>c) Bare Act of Constitution of India</li> </ul>
<b>Teaching Development</b>	<p><b>1. Introduction (10 min)</b></p> <ul style="list-style-type: none"> <li>• <b>Historical Background:</b> <ul style="list-style-type: none"> <li>○ Concept of Special Leave Petition (SLP) and its origins in the Indian judicial system.</li> <li>○ Evolution of Article 136 of the Indian Constitution and its role in granting the Supreme Court discretionary powers.</li> </ul> </li> <li>• <b>Purpose and Significance of SLP:</b> <ul style="list-style-type: none"> <li>○ Ensures access to justice by allowing the Supreme Court to intervene in exceptional cases.</li> <li>○ Acts as a corrective mechanism when a substantial question of law or gross injustice is involved.</li> </ul> </li> </ul> <p><b>2. Constitutional Provisions (20 min)</b></p> <ul style="list-style-type: none"> <li>• <b>Article 136 of the Indian Constitution:</b> <ul style="list-style-type: none"> <li>○ Empowers the Supreme Court to grant special leave to appeal against any judgment, decree, or order passed by any court or tribunal in India.</li> <li>○ It is an extraordinary jurisdiction and not a right but a privilege granted by the court.</li> </ul> </li> <li>• <b>Scope and Nature of SLP:</b> <ul style="list-style-type: none"> <li>○ Discretionary power of the Supreme Court — the court is not bound to grant SLP in every case.</li> <li>○ SLP can be filed in civil, criminal, constitutional, and tax-related matters.</li> <li>○ No SLP can be filed against judgments from military tribunals or courts-martial.</li> </ul> </li> </ul> <p><b>3. Procedure and Conditions for Filing SLP (15 min)</b></p> <ul style="list-style-type: none"> <li>• <b>Timeframe:</b> <ul style="list-style-type: none"> <li>○ SLP against a high court judgment — within 90 days from the date of the judgment.</li> <li>○ SLP against an order of refusal of certificate of fitness for appeal — within 60 days.</li> </ul> </li> <li>• <b>Prerequisites:</b> <ul style="list-style-type: none"> <li>○ The impugned order must have serious legal errors or result in gross injustice.</li> <li>○ Cases must involve significant questions of law or interpretation of constitutional provisions.</li> </ul> </li> <li>• <b>Documents Required:</b> <ul style="list-style-type: none"> <li>○ Petition with grounds of appeal.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ Certified copy of the judgment/order being challenged.</li> <li>○ Relevant legal provisions and supporting documents.</li> </ul> <p><b>4. Powers and Discretion of the Supreme Court (15 min)</b></p> <ul style="list-style-type: none"> <li>● <b>Extraordinary Jurisdiction:</b> <ul style="list-style-type: none"> <li>○ SLP is not a regular appellate procedure but an exceptional remedy provided under Article 136.</li> </ul> </li> <li>● <b>Limited Scope of Interference:</b> <ul style="list-style-type: none"> <li>○ The Supreme Court generally does not interfere with findings of fact unless they result in grave injustice.</li> <li>○ SLP is granted primarily when there is a substantial question of law or misinterpretation of statutes.</li> </ul> </li> </ul> <p><b>5. Landmark Case Laws (10 min)</b></p> <ul style="list-style-type: none"> <li>● <b>Pritam Singh v. State of Punjab (1950):</b> <ul style="list-style-type: none"> <li>○ Established that Article 136 is to be exercised only in exceptional circumstances.</li> </ul> </li> <li>● <b>Daryao v. State of UP (1962):</b> <ul style="list-style-type: none"> <li>○ Affirmed that SLP should not be used as a substitute for regular appellate processes.</li> </ul> </li> <li>● <b>Bengal Chemical &amp; Pharmaceutical Works Ltd. v. Their Employees (1959):</b> <ul style="list-style-type: none"> <li>○ Clarified the discretionary power of the Supreme Court under Article 136.</li> </ul> </li> </ul>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>● Recap of key takeaways from the session.</li> <li>● Importance of these offices in maintaining constitutional governance.</li> <li>● Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

<b>Lesson Plan No.</b> 12	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> High Courts – Establishment and Composition; Appointment and Transfer of Judges – Powers and Jurisdiction	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the constitutional provisions related to the establishment and composition of High Courts in India.</li> <li>• Explain the process of appointment, transfer, and removal of High Court judges.</li> <li>• Analyze the powers and jurisdiction of High Courts, including their original, appellate, and writ jurisdiction.</li> <li>• Evaluate the significance of High Courts in upholding the rule of law and protecting constitutional rights.</li> <li>• Discuss landmark case laws and their impact on the functioning and independence of High Courts.</li> </ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>a) PowerPoint Presentation</li> <li>b) Relevant videos</li> <li>c) Bare Act of Constitution of India</li> </ul>
<b>Teaching Development</b>	<p><b>1. Introduction (10 min)</b> <b>Historical Background:</b></p> <ul style="list-style-type: none"> <li>• <b>Establishment of High Courts:</b> <ul style="list-style-type: none"> <li>○ Origin: Indian High Courts Act, 1861 — first High Courts in Calcutta, Bombay, and Madras.</li> <li>○ Post-independence: Constitution of India (1950) redefined the judicial system.</li> </ul> </li> <li>• <b>Need and Role of High Courts:</b> <ul style="list-style-type: none"> <li>○ Highest judicial authority at the state level.</li> <li>○ Functions as a court of record with the power to punish for contempt.</li> <li>○ Ensures judicial review and safeguards fundamental rights.</li> </ul> </li> </ul> <p><b>2. Establishment and Composition of High Courts (20 min)</b> <b>Constitutional Provisions:</b></p> <ul style="list-style-type: none"> <li>• <b>Article 214:</b> Establishment of a High Court for each state.</li> <li>• <b>Article 231:</b> High Court for two or more states or Union Territories (e.g., Punjab &amp; Haryana High Court).</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>• Chief Justice of the High Court.</li> <li>• Other judges as determined by President of India from time to time.</li> </ul> <p><b>3. Appointment and Transfer of Judges (20 min)</b> <b>Appointment of Judges:</b></p> <ul style="list-style-type: none"> <li>• <b>Article 217:</b> Appointment by President of India after consultation with: <ul style="list-style-type: none"> <li>○ Chief Justice of India (CJI).</li> <li>○ Governor of the respective state.</li> <li>○ Chief Justice of the concerned High Court.</li> </ul> </li> <li>• <b>Qualifications (Article 217(2)):</b> <ul style="list-style-type: none"> <li>○ Citizen of India.</li> <li>○ Minimum 10 years' experience as an advocate in a High Court.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Minimum 10 years holding judicial office in India.</li> </ul> <p>Transfer of Judges:</p> <ul style="list-style-type: none"> <li>● <b>Article 222:</b> Transfer by President of India after consultation with CJI.</li> <li>● <b>Key Case:</b> S.P. Gupta v. Union of India (1981) — established the Collegium system.</li> </ul> <p><b>4. Powers and Jurisdiction of High Courts (20 min)</b></p> <p><b>Original Jurisdiction:</b></p> <ul style="list-style-type: none"> <li>● Disputes relating to election matters, enforcement of fundamental rights, and writ petitions.</li> </ul> <p><b>Appellate Jurisdiction:</b></p> <ul style="list-style-type: none"> <li>● <b>Civil Appeals:</b> From district and subordinate courts.</li> <li>● <b>Criminal Appeals:</b> In cases of grave offenses from sessions courts.</li> </ul> <p><b>Writ Jurisdiction (Article 226):</b></p> <ul style="list-style-type: none"> <li>● Power to issue writs: Habeas Corpus, Mandamus, Prohibition, Certiorari, Quo Warranto.</li> <li>● Wider scope compared to Supreme Court’s writ jurisdiction under Article 32.</li> </ul> <p><b>Supervisory Jurisdiction (Article 227):</b></p> <ul style="list-style-type: none"> <li>● General power of superintendence over subordinate courts.</li> </ul> <p><b>5. Key Case Laws (10 min)</b></p> <ul style="list-style-type: none"> <li>● S.P. Gupta v. Union of India (1981) — Independence of Judiciary, established Collegium system.</li> <li>● Union of India v. Sankalchand Himmatlal Sheth (1977) — Transfer of judges and necessity of consultation with CJI.</li> <li>● L. Chandra Kumar v. Union of India (1997) — Power of judicial review under Article 226 is part of the basic structure of the Constitution.</li> </ul>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>● Recap of key takeaways from the session.</li> <li>● Importance of these offices in maintaining constitutional governance.</li> <li>● Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

<b>Lesson Plan No.13</b>	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Precedents	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the concept, definition, and importance of judicial precedents in the Indian legal system.</li> <li>• Explain the constitutional and legal basis of precedents, especially Article 141 of the Indian Constitution.</li> <li>• Differentiate between various types of precedents (binding, persuasive, declaratory, original, authoritative).</li> <li>• Interpret the doctrine of <i>stare decisis</i> and its role in maintaining consistency in judicial decisions.</li> <li>• Analyze landmark case laws and their contribution to the development of legal principles in India.</li> <li>• Evaluate the circumstances under which precedents may be overruled or distinguished.</li> </ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>a) PowerPoint Presentation</li> <li>b) Relevant videos</li> <li>c) Bare Act of Constitution of India</li> </ul>
<b>Teaching Development</b>	<p><b>1. Introduction (10 min)</b> <i>Historical Background:</i></p> <ul style="list-style-type: none"> <li>• <b>Evolution of Precedents:</b> Origin of judicial precedents in the English common law system.</li> <li>• <b>Development in India:</b> Transition from colonial judicial systems to the post-independence legal framework.</li> <li>• <b>Significance:</b> Role of precedents in creating consistency, predictability, and stability in law.</li> </ul> <p><i>Definition and Importance of Precedents:</i></p> <ul style="list-style-type: none"> <li>• <b>Definition:</b> A judicial decision that serves as an authoritative rule for future cases with similar facts.</li> <li>• <b>Importance:</b> <ul style="list-style-type: none"> <li>○ Promotes uniformity and certainty in legal rulings.</li> <li>○ Reduces arbitrariness and enhances judicial efficiency.</li> <li>○ Guides the interpretation and application of statutes and constitutional provisions.</li> </ul> </li> </ul> <p><b>2. Constitutional and Legal Basis of Precedents (20 min)</b></p> <ul style="list-style-type: none"> <li>• <b>Article 141 of the Indian Constitution:</b> <ul style="list-style-type: none"> <li>○ Law declared by the Supreme Court is binding on all lower courts.</li> <li>○ Ensures consistency and uniformity across the judiciary.</li> </ul> </li> <li>• <b>Hierarchy of Precedents:</b> <ul style="list-style-type: none"> <li>○ <b>Binding Precedents:</b> Decisions of higher courts that must be followed by subordinate courts.</li> <li>○ <b>Persuasive Precedents:</b> Judgments from foreign courts or coordinate benches, used for guidance but not mandatory.</li> </ul> </li> <li>• <b>Types of Precedents:</b> <ul style="list-style-type: none"> <li>○ <b>Declaratory Precedents:</b> Reaffirm established legal principles.</li> <li>○ <b>Original Precedents:</b> Lay down new legal principles or interpretations.</li> <li>○ <b>Authoritative Precedents:</b> Compulsory for lower courts to follow.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>Persuasive Precedents:</b> Optional for courts to consider, often used for guidance.</li> </ul> <p><b>3. Doctrine of Stare Decisis (15 min)</b></p> <ul style="list-style-type: none"> <li>● <b>Meaning:</b> <ul style="list-style-type: none"> <li>○ "Stare decisis" means "to stand by things decided."</li> <li>○ Ensures adherence to established legal principles unless strong reasons justify deviation.</li> </ul> </li> <li>● <b>Application in Indian Judiciary:</b> <ul style="list-style-type: none"> <li>○ <b>Supreme Court:</b> Decisions are binding on all lower courts but can overrule its own precedents through larger benches.</li> <li>○ <b>High Courts:</b> Follow Supreme Court rulings and their own previous decisions unless a valid reason for departure exists.</li> <li>○ <b>Lower Courts:</b> Obligated to follow judgments of higher courts within their jurisdiction.</li> </ul> </li> <li>● <b>Exceptions to Stare Decisis:</b> <ul style="list-style-type: none"> <li>○ When a precedent conflicts with constitutional provisions.</li> <li>○ When a precedent becomes outdated or unjust.</li> <li>○ When a larger bench overrules a smaller bench's decision.</li> </ul> </li> </ul> <p><b>4. Landmark Case Laws (10 min)</b></p> <ul style="list-style-type: none"> <li>● <b>Kesavananda Bharati v. State of Kerala (1973):</b> <ul style="list-style-type: none"> <li>○ Established the "Basic Structure Doctrine," shaping constitutional interpretation.</li> </ul> </li> <li>● <b>Golaknath v. State of Punjab (1967):</b> <ul style="list-style-type: none"> <li>○ Held that Parliament cannot amend fundamental rights; later overruled by Kesavananda Bharati.</li> </ul> </li> <li>● <b>Indra Sawhney v. Union of India (1992):</b> <ul style="list-style-type: none"> <li>○ Set the 50% ceiling on reservations, balancing social justice with equality.</li> </ul> </li> <li>● <b>M.C. Mehta v. Union of India (1986):</b> <ul style="list-style-type: none"> <li>○ Expanded environmental jurisprudence and public interest litigation (PIL).</li> </ul> </li> </ul>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>● Recap of key takeaways from the session.</li> <li>● Importance of these offices in maintaining constitutional governance.</li> <li>● Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

<b>Lesson Plan No.14</b>	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Sub-ordinate Judiciary	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the structure and composition of the subordinate judiciary in India.</li> <li>• Explain the process of appointment, qualifications, and conditions of service of subordinate judges.</li> <li>• Analyze the powers, functions, and jurisdiction of subordinate courts.</li> <li>• Evaluate the role of the subordinate judiciary in the Indian legal system and its contribution to delivering justice at the grassroots level.</li> <li>• Discuss relevant constitutional provisions and landmark case laws related to subordinate judiciary.</li> </ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>a) PowerPoint Presentation</li> <li>b) Relevant videos</li> <li>c) Bare Act of Constitution of India</li> </ul>
<b>Teaching Development</b>	<p><b>1. Introduction (10 min)</b> <b>Historical Background:</b></p> <ul style="list-style-type: none"> <li>• <b>Evolution:</b> Originated from the British colonial judicial system — established the hierarchical structure of courts.</li> <li>• <b>Post-Independence:</b> Constitution of India (1950) retained and reformed the system for better access to justice.</li> </ul> <p><b>Need and Importance:</b></p> <ul style="list-style-type: none"> <li>• Foundation of the Indian judiciary — deals with majority of cases in civil and criminal matters.</li> <li>• Ensures speedy and accessible justice at the district and lower levels.</li> <li>• Acts as primary courts of fact-finding and evidence collection.</li> </ul> <p><b>2. Structure and Composition of Subordinate Judiciary (15 min)</b> <b>Constitutional Provisions:</b></p> <ul style="list-style-type: none"> <li>• <b>Article 233:</b> Appointment of District Judges.</li> <li>• <b>Article 234:</b> Recruitment of persons other than District Judges.</li> <li>• <b>Article 235:</b> Control over subordinate courts lies with the High Court.</li> </ul> <p><b>Hierarchy of Subordinate Courts:</b></p> <ol style="list-style-type: none"> <li><b>1. District Courts (Civil and Sessions Courts)</b> — Highest subordinate court in the district.</li> <li><b>2. Civil Courts:</b> <ul style="list-style-type: none"> <li>○ Senior Civil Judge Court.</li> <li>○ Junior Civil Judge Court / Munsiff Court.</li> </ul> </li> <li><b>3. Criminal Courts:</b> <ul style="list-style-type: none"> <li>○ Sessions Court.</li> <li>○ Chief Judicial Magistrate (CJM) Court.</li> <li>○ Judicial Magistrate First Class (JMFC) and Second Class Magistrate.</li> </ul> </li> <li><b>4. Special Courts:</b> <ul style="list-style-type: none"> <li>○ Family Courts, Consumer Courts, Labour Courts, etc.</li> </ul> </li> </ol>

### 3. Appointment, Qualifications, and Conditions of Service (15 min)

#### Appointment of District Judges:

- **Article 233:**
  - Appointed by the Governor of the state in consultation with the High Court.
  - Must have 7 years of practice as an advocate.
  - Must be recommended by the High Court.

#### Appointment of Other Judges:

- **Article 234:**
  - Recruitment through State Public Service Commission **and** High Court oversight.

#### Qualifications:

- **For Civil Judges:** Degree in law, state-level judicial service exam.
- **For Magistrates:** Law degree, judicial training, and competitive exams.

#### Tenure and Removal:

- Controlled by the High Court (Article 235).
- Removal on grounds of misbehavior or incapacity following due procedure.

### 4. Powers and Jurisdiction of Subordinate Courts (20 min)

#### Civil Jurisdiction:

- **District Court:** Appellate jurisdiction over civil matters from lower civil courts.
- **Senior Civil Judge:** Unlimited pecuniary jurisdiction in many states.
- **Junior Civil Judge:** Handles smaller claims and suits.

#### Criminal Jurisdiction:

- **Sessions Court:** Tries serious offenses, including murder, rape, etc.
- **Chief Judicial Magistrate (CJM):** Tries cases with sentences up to 7 years.
- **Judicial Magistrate First Class:** Can award up to 3 years imprisonment.
- **Judicial Magistrate Second Class:** Handles petty offenses.

#### Special Jurisdiction:

- Family Courts: Marriage and family disputes.
- Consumer Courts: Consumer rights issues.
- Labour Courts: Employment and wage-related matters.

### 5. Control and Supervision by High Court (10 min)

- **Administrative Control (Article 235):**
  - High Court controls postings, promotions, and disciplinary actions.
- **Judicial Control:**
  - Supervises the functioning and performance of subordinate courts.
- **Inspection:**
  - Regular inspections and audits to ensure proper functioning.

### 6. Key Case Laws (10 min)

- **Union of India v. Sankalchand Himmatlal Sheth (1977):** Clarified the procedure of transfer of judges.
- **All India Judges' Association v. Union of India (1993):** Emphasized the importance of better service conditions for the subordinate judiciary.
- **State of Bihar v. Bal Mukund Sah (2000):** Reinforced the importance of High Court's control over the subordinate judiciary.

### 7. Challenges Faced by Subordinate Judiciary (5 min)

- Pendency of cases and delayed justice.



	<ul style="list-style-type: none"><li>• Inadequate infrastructure and manpower.</li><li>• Political and executive interference.</li><li>• Need for judicial reforms and modernization.</li></ul>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"><li>• Recap of key takeaways from the session.</li><li>• Importance of these offices in maintaining constitutional governance.</li><li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>



<b>Lesson Plan No.15</b>	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Legislative Relations Between Centre & State	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the concept and significance of legislative relations between the Centre and State.</li> <li>Distinguish between the legislative powers of the Union and State governments.</li> <li>Explore constitutional provisions and landmark cases related to Centre-State legislative relations.</li> <li>Analyze the balance of power and the need for cooperative federalism.</li> </ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>a) PowerPoint Presentation</li> <li>b) Relevant videos</li> <li>c) Bare Act of Constitution of India</li> </ul>
<b>Teaching Development</b>	<p><b>1. Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Definition and Meaning of Legislative Relations</li> <li>Importance and Need for Division of Legislative Powers</li> <li>Overview of the Federal Structure and Distribution of Powers</li> </ul> <p><b>2. Development (45 minutes)</b></p> <p><b>a) Constitutional Provisions (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Article 245: Extent of Laws Made by Parliament and State Legislatures</li> <li>Article 246: Subject-Matter of Laws — Union, State, and Concurrent Lists</li> <li>Seventh Schedule: Division of Powers Among Lists</li> </ul> <p><b>b) Distribution of Legislative Powers (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Union List: Subjects of National Importance (Defense, Foreign Affairs, etc.)</li> <li>State List: Subjects of Regional Importance (Police, Public Health, etc.)</li> <li>Concurrent List: Subjects of Common Interest (Education, Criminal Law, etc.)</li> <li>Residuary Powers: Vested with the Centre (Article 248)</li> </ul> <p><b>c) Doctrine of Repugnancy and Inconsistency (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Article 254: When a State Law Conflicts with a Central Law</li> <li>Precedence of Central Law in Concurrent List Matters</li> </ul> <p><b>d) Judicial Interpretation and Landmark Cases (10 minutes)</b></p> <ul style="list-style-type: none"> <li>State of Karnataka v. Union of India (1977)</li> <li>S.R. Bommai v. Union of India (1994)</li> <li>Kesavananda Bharati v. State of Kerala (1973) — Impact on Federalism</li> </ul> <p><b>3. Conflict and Cooperation (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Tensions in Legislative Relations: Overreach and Encroachment</li> <li>Role of the Judiciary in Maintaining Balance</li> <li>Need for Cooperative Federalism and Coordination Mechanisms</li> </ul> <p><b>4. Conclusion (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Significance of a Balanced Legislative Framework</li> <li>Importance of Respecting Federal Principles in Lawmaking</li> <li>Need for Harmonization Between Centre and State for Effective Governance</li> </ul>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>Recap of key takeaways from the session.</li> <li>Importance of these offices in maintaining constitutional governance.</li> <li>Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>



<b>Evaluation</b>	<b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b> Spend 5 minutes to evaluate student assimilation of the lesson contents

<b>Lesson Plan No.16</b>	<b>Course Name: Constitutional Law-II</b> <b>Topic: Administrative Relations Between Centre &amp; State</b>	<b>Course No: LLB-201</b>
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the concept and significance of administrative relations between the Centre and State.</li> <li>Explore constitutional provisions governing administrative relations.</li> <li>Analyze the distribution of executive power and mechanisms for cooperation and coordination.</li> <li>Examine the role of the judiciary in resolving Centre-State administrative disputes.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a) PowerPoint Presentation b) Relevant videos c) Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Definition and Meaning of Administrative Relations:</b> Explaining how the executive powers and responsibilities are divided and coordinated between the Centre and States.</li> <li><b>Significance of Administrative Relations:</b> Ensuring effective governance, smooth implementation of laws, and maintaining harmony in federal structure.</li> <li><b>Overview of the Federal Structure and Executive Division:</b> Understanding India's quasi-federal nature and the need for administrative coordination.</li> </ul> <p><b>2. Development (45 minutes)</b></p> <p><b>a) Constitutional Provisions (10 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Article 256:</b> Obligation of States and the Centre to ensure compliance with central laws.</li> <li><b>Article 257:</b> Control of the Union over States in certain cases, particularly in matters of national importance.</li> <li><b>Article 258:</b> Power of the Union to confer administrative functions on the States with their consent.</li> <li><b>Article 263:</b> Establishment of an Inter-State Council to promote cooperation and resolve disputes.</li> </ul> <p><b>b) Distribution of Executive Powers (15 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Union's Executive Powers:</b> <ul style="list-style-type: none"> <li>Covering matters on the Union List — defense, foreign affairs, atomic energy, etc.</li> </ul> </li> <li><b>State's Executive Powers:</b> <ul style="list-style-type: none"> <li>Covering matters on the State List — police, public health, agriculture, etc.</li> </ul> </li> <li><b>Concurrent Executive Powers:</b> <ul style="list-style-type: none"> <li>Matters on the Concurrent List — education, criminal law, environment, etc., requiring coordination between Centre and States.</li> </ul> </li> <li><b>Administrative Control of the Centre:</b> <ul style="list-style-type: none"> <li>Provisions allowing the Centre to issue directives to States for implementation of international treaties and agreements.</li> </ul> </li> </ul> <p><b>c) Mechanisms for Coordination and Cooperation (10 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Inter-State Council (Article 263):</b> Role in investigating disputes and advising on intergovernmental matters.</li> <li><b>All India Services (Article 312):</b> Officers like IAS, IPS, and IFS serving both Centre and States to ensure administrative uniformity.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>National Development Council (NDC):</b> A platform for joint policy-making and planning between Centre and States.</li> </ul> <p><b>d) Judicial Interpretation and Landmark Cases (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Rameshwar Prasad v. Union of India (2006):</b> Judicial review of the misuse of executive power.</li> <li>• <b>S.R. Bommai v. Union of India (1994):</b> Landmark judgment on the misuse of Article 356 and Centre's intervention in State affairs.</li> <li>• <b>State of Rajasthan v. Union of India (1977):</b> Defining the Centre's role in ensuring constitutional governance in States.</li> </ul> <p><b>3. Conflict and Cooperation (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Tensions in Administrative Relations:</b></li> <li>• Instances of Centre's overreach and State resistance.</li> <li>• <b>Role of Judiciary:</b></li> <li>• Interpreting constitutional provisions to maintain balance and fairness.</li> <li>• <b>Need for Cooperative Federalism:</b></li> <li>• Encouraging dialogue, joint decision-making, and mutual respect between Centre and States.</li> </ul> <p><b>4. Conclusion (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Significance of a Balanced Administrative Framework:</b></li> <li>• Ensuring efficient governance and preserving the federal spirit.</li> <li>• <b>Importance of Respecting Federal Principles:</b></li> <li>• Avoiding encroachment and maintaining harmony in Centre-State relations.</li> <li>• <b>Need for Harmonization:</b></li> <li>• Promoting cooperation for effective policy implementation and service delivery.</li> </ul>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>• Recap of key takeaways from the session.</li> <li>• Importance of these offices in maintaining constitutional governance.</li> <li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

<b>Lesson Plan No.17</b>	<b>Course Name: Constitutional Law-II</b> <b>Topic: Financial Relations Between Centre &amp; State</b>	<b>Course No: LLB-201</b>
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the concept and significance of financial relations between the Centre and States.</li> <li>• Explore constitutional provisions governing financial relations.</li> <li>• Analyze the distribution of financial resources and taxation powers between the Centre and States.</li> <li>• Examine mechanisms for financial cooperation and conflict resolution.</li> <li>• Evaluate the role of the Finance Commission and the impact of financial relations on federalism.</li> </ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>a) PowerPoint Presentation</li> <li>b) Relevant videos</li> <li>c) Bare Act of Constitution of India</li> </ul>
<b>Teaching Development</b>	<p><b>1. Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Definition and Meaning of Financial Relations:</b> <ul style="list-style-type: none"> <li>○ Understanding the fiscal structure of the Indian Constitution and the allocation of financial powers.</li> </ul> </li> <li>• <b>Significance of Financial Relations:</b> <ul style="list-style-type: none"> <li>○ Financial autonomy of States vs. fiscal dependence on the Centre.</li> <li>○ Ensuring smooth governance, balanced economic development, and efficient public services.</li> </ul> </li> <li>• <b>Overview of the Federal Fiscal Structure:</b> <ul style="list-style-type: none"> <li>○ India's quasi-federal nature and its implications on financial relations.</li> <li>○ The need for a coordinated approach to revenue distribution and financial administration.</li> </ul> </li> </ul> <p><b>2. Development (45 minutes)</b></p> <p><b>a) Constitutional Provisions (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Article 268-293:</b> Provisions dealing with financial distribution between the Centre and States.</li> <li>• <b>Article 268:</b> Duties levied by the Centre but collected by the States.</li> <li>• <b>Article 269:</b> Taxes levied and collected by the Centre but assigned to the States.</li> <li>• <b>Article 270:</b> Distribution of net proceeds of taxes between Centre and States.</li> <li>• <b>Article 275:</b> Grants-in-aid provided by the Centre to the States.</li> <li>• <b>Article 280:</b> Establishment and role of the Finance Commission.</li> <li>• <b>Article 282:</b> Discretionary grants given by the Centre and States.</li> </ul> <p><b>b) Distribution of Financial Powers (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Taxation Powers:</b> <ul style="list-style-type: none"> <li>○ <b>Union List:</b> Income tax (except agricultural income), customs duties, corporate tax, GST (on inter-state trade).</li> <li>○ <b>State List:</b> Land revenue, agricultural income tax, sales tax (on goods), excise duties on alcohol.</li> <li>○ <b>Concurrent List:</b> GST (shared between Centre and States).</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Revenue Distribution:</b> <ul style="list-style-type: none"> <li>○ <b>Vertical Distribution:</b> Division of revenue between Centre and States.</li> <li>○ <b>Horizontal Distribution:</b> Allocation of funds among States based on needs, population, fiscal capacity, etc.</li> </ul> </li> <li>• <b>Grants-in-Aid and Financial Assistance:</b> <ul style="list-style-type: none"> <li>○ <b>Statutory Grants:</b> Based on the recommendation of the Finance Commission.</li> <li>○ <b>Discretionary Grants:</b> Provided under Article 282 at the Centre's discretion.</li> </ul> </li> </ul> <p><b>c) Mechanisms for Coordination and Conflict Resolution (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Finance Commission (Article 280):</b> <ul style="list-style-type: none"> <li>○ Composition, functions, and role in recommending the distribution of tax revenues.</li> </ul> </li> <li>• <b>Goods and Services Tax (GST) Council:</b> <ul style="list-style-type: none"> <li>○ Role in harmonizing indirect tax structures across Centre and States.</li> </ul> </li> <li>• <b>Planning and Financial Institutions:</b> <ul style="list-style-type: none"> <li>○ <b>NITI Aayog:</b> Formulating policies and ensuring financial cooperation.</li> <li>○ <b>Reserve Bank of India (RBI):</b> Managing monetary policy and financial regulations.</li> </ul> </li> </ul> <p><b>d) Judicial Interpretation and Landmark Cases (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>State of West Bengal v. Union of India (1963):</b> <ul style="list-style-type: none"> <li>○ Reinforced the Centre's supremacy in financial matters.</li> </ul> </li> <li>• <b>S.R. Bommai v. Union of India (1994):</b> <ul style="list-style-type: none"> <li>○ Highlighted financial autonomy as an essential aspect of federalism.</li> </ul> </li> <li>• <b>GST Implementation &amp; Legal Challenges:</b> <ul style="list-style-type: none"> <li>○ Cases concerning the constitutional validity and cooperative federalism under GST.</li> </ul> </li> </ul> <p><b>3. Conflict and Cooperation (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Challenges in Financial Relations:</b> <ul style="list-style-type: none"> <li>○ Fiscal dependence of States on the Centre.</li> <li>○ Disputes over devolution of funds and tax-sharing.</li> <li>○ Delay in fund disbursement and unequal distribution of grants.</li> </ul> </li> <li>• <b>Role of Judiciary in Resolving Disputes:</b> <ul style="list-style-type: none"> <li>○ Constitutional interpretation to ensure fairness in financial relations.</li> </ul> </li> <li>• <b>Need for Cooperative Fiscal Federalism:</b> <ul style="list-style-type: none"> <li>○ Strengthening institutions like the Finance Commission and GST Council.</li> <li>○ Encouraging dialogue and collaboration between Centre and States.</li> </ul> </li> </ul>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>• Recap of key takeaways from the session.</li> <li>• Importance of these offices in maintaining constitutional governance.</li> <li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>



<b>Evaluation</b>	<b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b> Spend 5 minutes to evaluate student assimilation of the lesson contents
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<b>Lesson Plan No.18</b>	<b>Course Name: Constitutional Law-II</b> <b>Topic: Cooperation and Coordination between the Centre and States</b>	<b>Course No: LLB-201</b>
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the significance of cooperation and coordination between the Centre and States in a federal system.</li> <li>• Analyze the constitutional provisions that facilitate Centre-State coordination.</li> <li>• Examine mechanisms like Inter-State Council, Finance Commission, and NITI Aayog in fostering collaboration.</li> <li>• Evaluate judicial interpretations and landmark cases on Centre-State relations.</li> <li>• Identify challenges in Centre-State cooperation and suggest solutions for better governance.</li> </ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>a) PowerPoint Presentation</li> <li>b) Relevant videos</li> <li>c) Bare Act of Constitution of India</li> </ul>
<b>Teaching Development</b>	<p><b>1. Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Definition of Cooperation and Coordination</b> <ul style="list-style-type: none"> <li>○ Explanation of how Centre and States work together in policy formulation, administration, and governance.</li> </ul> </li> <li>• <b>Significance in a Federal System</b> <ul style="list-style-type: none"> <li>○ The necessity of Centre-State coordination for maintaining national unity while ensuring regional autonomy.</li> </ul> </li> <li>• <b>Historical Context and Evolution</b> <ul style="list-style-type: none"> <li>○ Development of Centre-State relations in India post-independence.</li> </ul> </li> </ul> <p><b>2. Constitutional Provisions for Cooperation (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Legislative Cooperation</b> <ul style="list-style-type: none"> <li>○ Article 246: Distribution of legislative powers (Union List, State List, Concurrent List).</li> <li>○ Article 254: Resolution of conflicts between Union and State laws.</li> </ul> </li> <li>• <b>Administrative Coordination</b> <ul style="list-style-type: none"> <li>○ Article 256: Obligation of States to comply with Union laws.</li> <li>○ Article 257: Union's control over States in certain matters.</li> </ul> </li> <li>• <b>Financial Relations</b> <ul style="list-style-type: none"> <li>○ Article 280: Finance Commission for equitable financial distribution.</li> <li>○ GST as an example of fiscal coordination.</li> </ul> </li> </ul> <p><b>3. Mechanisms for Centre-State Coordination (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Inter-State Council (Article 263)</b> <ul style="list-style-type: none"> <li>○ Role in dispute resolution and policy discussions.</li> </ul> </li> <li>• <b>Zonal Councils</b> <ul style="list-style-type: none"> <li>○ Regional cooperation among States and the Centre.</li> </ul> </li> <li>• <b>NITI Aayog</b> <ul style="list-style-type: none"> <li>○ Successor to the Planning Commission, fostering cooperative federalism.</li> </ul> </li> <li>• <b>Finance Commission</b> <ul style="list-style-type: none"> <li>○ Allocation of financial resources between Centre and States.</li> </ul> </li> <li>• <b>All India Services (Article 312)</b></li> </ul>

	<ul style="list-style-type: none"> <li>○ IAS, IPS, IFS serving both Centre and States to ensure uniform administration.</li> </ul> <p><b>4. Judicial Interpretation and Landmark Cases (15 minutes)</b></p> <ul style="list-style-type: none"> <li>● <b>S.R. Bommai v. Union of India (1994)</b> – Limits on Centre’s power to impose President’s Rule.</li> <li>● <b>State of Rajasthan v. Union of India (1977)</b> – Balance of power between Centre and State governments.</li> <li>● <b>Rameshwar Prasad v. Union of India (2006)</b> – Judicial review of Centre’s intervention in State affairs.</li> </ul> <p><b>5. Challenges in Centre-State Relations (10 minutes)</b></p> <ul style="list-style-type: none"> <li>● <b>Conflicts over Legislative and Executive Powers</b> <ul style="list-style-type: none"> <li>○ Examples of disputes over laws and governance issues.</li> </ul> </li> <li>● <b>Financial Dependence of States on Centre</b> <ul style="list-style-type: none"> <li>○ Revenue sharing challenges and GST concerns.</li> </ul> </li> <li>● <b>Political Disputes Affecting Cooperation</b> <ul style="list-style-type: none"> <li>○ Impact of different ruling parties at Centre and State levels.</li> </ul> </li> <li>● <b>Role of Judiciary in Conflict Resolution</b> <ul style="list-style-type: none"> <li>○ Courts as arbiters in Centre-State disputes.</li> </ul> </li> </ul> <p><b>6. Case Study Discussion (15 minutes)</b></p> <ul style="list-style-type: none"> <li>● <b>Students Analyze a recent conflict between Centre and a State</b> (e.g., farm laws, GST compensation, President’s Rule).</li> <li>● <b>Debate on possible solutions for better Centre-State cooperation.</b></li> </ul> <p><b>7. Conclusion (5 minutes)</b></p> <ul style="list-style-type: none"> <li>● <b>Importance of Balanced Centre-State Relations</b> for effective governance.</li> <li>● <b>Need for Strengthening Cooperative Federalism</b> through dialogue and policy adjustments.</li> <li>● <b>Encouraging Harmonization</b> between Centre and States for national progress.</li> </ul>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>● Recap of key takeaways from the session.</li> <li>● Importance of these offices in maintaining constitutional governance.</li> <li>● Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

<b>Lesson Plan No.19</b>	<b>Course Name: Constitutional Law-II</b> <b>Topic: Judicial Interpretation of Centre-State Relations</b>	<b>Course No: LLB-201</b>
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the role of the judiciary in interpreting Centre-State relations.</li> <li>• Analyze key constitutional provisions governing Centre-State relations.</li> <li>• Examine landmark Supreme Court judgments that shaped federalism in India.</li> <li>• Evaluate the judiciary's role in resolving Centre-State conflicts and maintaining a balance of power.</li> <li>• Apply judicial interpretations to contemporary Centre-State disputes.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a) PowerPoint Presentation b) Relevant videos c) Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Definition of Judicial Interpretation</b> <ul style="list-style-type: none"> <li>○ How courts interpret constitutional provisions governing Centre-State relations.</li> </ul> </li> <li>• <b>Significance of Judiciary in Federalism</b> <ul style="list-style-type: none"> <li>○ Judiciary as the guardian of the Constitution.</li> <li>○ Role in resolving Centre-State disputes.</li> </ul> </li> <li>• <b>Overview of Centre-State Relations</b> <ul style="list-style-type: none"> <li>○ Legislative, administrative, and financial relations between the Centre and States.</li> </ul> </li> </ul> <p><b>2. Constitutional Provisions Relevant to Judicial Interpretation (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Legislative Relations (Article 246, 254)</b> <ul style="list-style-type: none"> <li>○ Division of powers between Union and States.</li> <li>○ Doctrine of Repugnancy and conflict resolution.</li> </ul> </li> <li>• <b>Administrative Relations (Articles 256-263)</b> <ul style="list-style-type: none"> <li>○ Centre's control over State administration in specific cases.</li> </ul> </li> <li>• <b>Financial Relations (Article 280)</b> <ul style="list-style-type: none"> <li>○ Role of the Finance Commission in revenue sharing.</li> </ul> </li> <li>• <b>Emergency Provisions (Articles 352, 356, 360)</b> <ul style="list-style-type: none"> <li>○ Impact on Centre-State relations during emergencies.</li> </ul> </li> </ul> <p><b>3. Landmark Supreme Court Judgments (40 minutes)</b></p> <p><b>A. Cases on Legislative Relations (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>State of West Bengal v. Union of India (1963)</b> <ul style="list-style-type: none"> <li>○ Upheld Parliament's power to acquire State property.</li> </ul> </li> <li>• <b>K.C. Gajapati Narayan Deo v. State of Orissa (1953)</b> <ul style="list-style-type: none"> <li>○ Examined the scope of State legislative power over land reforms.</li> </ul> </li> <li>• <b>Union of India v. H.S. Dhillon (1972)</b> <ul style="list-style-type: none"> <li>○ Parliament's legislative competence <b>on taxation matters</b>.</li> </ul> </li> </ul> <p><b>B. Cases on Administrative Relations (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Rameshwar Prasad v. Union of India (2006)</b> <ul style="list-style-type: none"> <li>○ Invalidated Bihar Assembly dissolution, upholding constitutional principles.</li> </ul> </li> <li>• <b>State of Rajasthan v. Union of India (1977)</b></li> </ul>

	<ul style="list-style-type: none"> <li>○ Justified Centre’s power to dismiss State governments under Article 356.</li> </ul> <p><b>C. Cases on Federalism and Emergency Powers (15 minutes)</b></p> <ul style="list-style-type: none"> <li>● <b>S.R. Bommai v. Union of India (1994)</b> <ul style="list-style-type: none"> <li>○ Defined limits on President’s Rule under Article 356.</li> <li>○ Stressed judicial review of Centre’s actions.</li> </ul> </li> <li>● <b>Kesavananda Bharati v. State of Kerala (1973)</b> <ul style="list-style-type: none"> <li>○ Established the Basic Structure Doctrine, limiting constitutional amendments.</li> </ul> </li> </ul> <p><b>4. Judicial Trends and Evolving Interpretation (15 minutes)</b></p> <ul style="list-style-type: none"> <li>● <b>Shift from Centralized to Cooperative Federalism</b> <ul style="list-style-type: none"> <li>○ Increasing role of States in governance.</li> </ul> </li> <li>● <b>Supreme Court’s Role in Maintaining Federal Balance</b> <ul style="list-style-type: none"> <li>○ Striking down unconstitutional laws and interventions.</li> </ul> </li> <li>● <b>Recent Judicial Interventions</b> <ul style="list-style-type: none"> <li>○ GST Council Disputes: Centre-State financial coordination.</li> <li>○ Farm Laws: Examining legislative competence and federalism.</li> </ul> </li> </ul> <p><b>5. Case Study Discussion (15 minutes)</b></p> <ul style="list-style-type: none"> <li>● <b>Students analyze a recent Centre-State conflict resolved by the judiciary.</b></li> <li>● <b>Group discussion on how judicial intervention impacted governance.</b></li> </ul> <p><b>6. Conclusion (5 minutes)</b></p> <ul style="list-style-type: none"> <li>● <b>Judiciary as the protector of federalism.</b></li> <li>● <b>Need for a balanced approach in Centre-State relations.</b></li> <li>● <b>Importance of judicial review in preventing constitutional overreach.</b></li> </ul>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>● Recap of key takeaways from the session.</li> <li>● Importance of these offices in maintaining constitutional governance.</li> <li>● Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

<b>Lesson Plan No.20</b>	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Doctrines Evolved by Judiciary in Centre State Relations	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the role of the judiciary in interpreting Centre-State relations.</li> <li>• Analyze key constitutional doctrines evolved by the judiciary.</li> <li>• Examine the impact of these doctrines on Centre-State relations in India.</li> <li>• Evaluate landmark Supreme Court cases that shaped these doctrines.</li> <li>• Apply these doctrines to contemporary Centre-State disputes.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a) PowerPoint Presentation b) Relevant videos c) Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Definition of Doctrines in Constitutional Law</b> <ul style="list-style-type: none"> <li>○ Judicially evolved principles that interpret constitutional provisions.</li> </ul> </li> <li>• <b>Significance of Doctrines in Centre-State Relations</b> <ul style="list-style-type: none"> <li>○ Helps in resolving conflicts between the Centre and States.</li> <li>○ Ensures a balance of power within the federal structure.</li> </ul> </li> <li>• <b>Overview of Centre-State Relations</b> <ul style="list-style-type: none"> <li>○ Legislative, administrative, and financial relations.</li> </ul> </li> </ul> <p><b>2. Key Doctrines Evolved by the Judiciary (45 minutes)</b></p> <p><b>A. Doctrine of Federal Supremacy (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Concept:</b> When there is a conflict between Union and State laws, Union law prevails.</li> <li>• <b>Case Law:</b> <ul style="list-style-type: none"> <li>○ <b>State of West Bengal v. Union of India (1963)</b> – Upheld the Centre’s power to acquire State land.</li> <li>○ <b>Union of India v. H.S. Dhillon (1972)</b> – Expanded Parliament’s taxation powers.</li> </ul> </li> </ul> <p><b>B. Doctrine of Repugnancy (Article 254) (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Concept:</b> If a State law conflicts with a Union law on a subject in the Concurrent List, the Union law prevails.</li> <li>• <b>Case Law:</b> <ul style="list-style-type: none"> <li>○ <b>M. Karunanidhi v. Union of India (1979)</b> – Defined when repugnancy arises.</li> <li>○ <b>Hoechst Pharmaceuticals v. State of Bihar (1983)</b> – Explained the scope of Article 254.</li> </ul> </li> </ul> <p><b>C. Doctrine of Territorial Nexus (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Concept:</b> A State can legislate beyond its territorial limits if there is a sufficient nexus.</li> <li>• <b>Case Law:</b> <ul style="list-style-type: none"> <li>○ <b>State of Bombay v. R.M.D. Chamarbaugwala (1957)</b> – Defined sufficient nexus test.</li> <li>○ <b>Tata Iron &amp; Steel Co. Ltd. v. State of Bihar (1958)</b> – Applied the nexus test in taxation.</li> </ul> </li> </ul> <p><b>D. Doctrine of Pith and Substance (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Concept:</b> If a law substantially falls within a legislature’s jurisdiction, incidental encroachments do not make it invalid.</li> <li>• <b>Case Law:</b></li> </ul>



	<ul style="list-style-type: none"><li>○ <b>State of Bombay v. F.N. Balsara (1951)</b> – Upheld a prohibition law despite incidental effects on imports.</li><li>○ <b>Union of India v. Shah Goverdhan Lal Kabra Teachers' Union (2002)</b> – Applied doctrine to service matters.</li></ul> <p><b>E. Doctrine of Colourable Legislation (5 minutes)</b></p> <ul style="list-style-type: none"><li>● <b>Concept:</b> If a legislature exceeds its power while pretending to act within it, the law is invalid.</li><li>● <b>Case Law:</b><ul style="list-style-type: none"><li>○ <b>K.C. Gajapati Narayan Deo v. State of Orissa (1953)</b> – First major case on this doctrine.</li><li>○ <b>State of Bihar v. Kameshwar Singh (1952)</b> – Applied the doctrine to land reforms.</li></ul></li></ul>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"><li>● Recap of key takeaways from the session.</li><li>● Importance of these offices in maintaining constitutional governance.</li><li>● Brief discussion on how these topics relate to competitive exams and legal practice.</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents</p>

<b>Lesson Plan No.</b> 21	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Interstate Trade, Commerce & Inter-Course	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the constitutional provisions governing interstate trade, commerce, and intercourse.</li> <li>Analyze the significance of free trade and movement within India's federal structure.</li> <li>Examine judicial interpretations and landmark cases on the subject.</li> <li>Evaluate the impact of restrictions imposed by the Centre or States on trade and commerce.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a. PowerPoint Presentation b. Relevant videos c. Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Definition and Meaning</b> <ul style="list-style-type: none"> <li>Explain the concept of <b>trade, commerce, and intercourse</b> in a federal system.</li> <li>Highlight its importance for economic integration and national unity.</li> </ul> </li> <li><b>Constitutional Framework (Overview)</b> <ul style="list-style-type: none"> <li>Article <b>301</b>: Freedom of trade, commerce, and intercourse throughout India.</li> <li>Article <b>302-307</b>: Powers of Parliament and States to regulate and restrict trade.</li> <li>Role of the <b>Finance Commission and GST Council</b> in maintaining uniformity.</li> </ul> </li> </ul> <p><b>2. Development (45 minutes)</b></p> <p><b>a) Free Trade vs. Restrictions (15 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Article 301</b>: Ensuring free trade across states.</li> <li><b>Article 302</b>: Parliament's power to impose restrictions in public interest.</li> <li><b>Article 303</b>: Prohibition on discrimination between states.</li> <li><b>Article 304</b>: States' power to impose reasonable restrictions, subject to Presidential assent.</li> <li><b>Article 307</b>: Authority of Parliament to appoint an authority for trade regulation.</li> </ul> <p><b>b) Judicial Interpretation &amp; Landmark Cases (15 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Atiabari Tea Co. Ltd. v. State of Assam (1961)</b> – Defined the scope of free trade under Article 301.</li> <li><b>State of Madras v. N.K. Nataraja Mudaliar (1968)</b> – Clarified the role of Parliament in regulating interstate trade.</li> <li><b>Automobile Transport Ltd. v. State of Rajasthan (1962)</b> – Allowed reasonable restrictions for state revenue collection.</li> </ul> <p><b>c) Mechanisms Ensuring Free Trade (10 minutes)</b></p> <ul style="list-style-type: none"> <li><b>GST (Goods and Services Tax)</b> – Unified indirect tax structure eliminating multiple levies.</li> <li><b>Interstate Council</b> – Facilitates coordination between Centre and States.</li> <li><b>Role of Judiciary</b> – Protecting trade freedoms while allowing necessary regulations.</li> </ul>



	<p><b>3. Conflict and Cooperation (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Challenges in Interstate Trade</b> <ul style="list-style-type: none"> <li>○ Excessive taxation by some states.</li> <li>○ Discriminatory state policies affecting competition.</li> <li>○ Bureaucratic hurdles in the movement of goods.</li> </ul> </li> <li>• <b>Cooperative Federalism as a Solution</b> <ul style="list-style-type: none"> <li>○ Harmonization of tax structures (GST implementation).</li> <li>○ Encouraging ease of doing business across states.</li> <li>○ Establishment of a regulatory authority under Article 307.</li> </ul> </li> </ul> <p><b>4. Conclusion (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Importance of free trade and commerce in a federal system.</li> <li>• Judiciary's role in ensuring a balance between regulation and economic freedom.</li> <li>• Need for cooperative mechanisms to resolve disputes and enhance economic integration.</li> </ul>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>• Recap of key takeaways from the session.</li> <li>• Importance of these offices in maintaining constitutional governance.</li> <li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 22	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Services under State	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the constitutional provisions governing civil services under the state.</li> <li>Analyze the classification and recruitment process of state public services.</li> <li>Examine the role of the Public Service Commission in state service appointments.</li> <li>Evaluate judicial interpretations related to state services and service conditions.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a. PowerPoint Presentation b. Relevant videos c. Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Definition and Meaning of State Services</b> <ul style="list-style-type: none"> <li>Explanation of services under the state government, including <b>civil services, police services, judicial services, and other state administrative bodies.</b></li> <li>Importance of state services in governance and public administration.</li> </ul> </li> <li><b>Constitutional Framework (Overview)</b> <ul style="list-style-type: none"> <li>Article <b>309</b>: Regulation of recruitment and conditions of service of persons serving under the Union or a State.</li> <li>Article <b>310</b>: Doctrine of pleasure—government servants hold office during the pleasure of the Governor.</li> <li>Article <b>311</b>: Safeguards against arbitrary dismissal, removal, or reduction in rank.</li> </ul> </li> </ul> <p><b>2. Development (45 minutes)</b></p> <p><b>a) Classification of State Services (15 minutes)</b></p> <ul style="list-style-type: none"> <li><b>State Public Services:</b> Administrative officers, revenue officers, etc.</li> <li><b>State Police Services:</b> Law enforcement agencies under state control.</li> <li><b>State Judicial Services:</b> Subordinate judiciary under the High Court’s supervision.</li> <li><b>Other Allied Services:</b> Public sector employees, municipal officers, etc.</li> </ul> <p><b>b) Recruitment Process &amp; Role of State Public Service Commission (15 minutes)</b></p> <ul style="list-style-type: none"> <li><b>State Public Service Commissions (SPSC) – Article 315-323</b> <ul style="list-style-type: none"> <li>Responsible for recruitment through <b>competitive exams &amp; interviews.</b></li> <li>Ensures transparency, efficiency, and merit-based selection.</li> </ul> </li> <li><b>Process of Appointment &amp; Removal</b> <ul style="list-style-type: none"> <li>Governor’s role in appointment (Article 316).</li> <li>Conditions of service and tenure protection under constitutional provisions.</li> </ul> </li> </ul> <p><b>c) Judicial Interpretation &amp; Landmark Cases (15 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Union of India v. Tulsiram Patel (1985):</b> Explained the concept of natural justice in service matters.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>State of Bihar v. Abdul Majid (1954):</b> Government employees can claim arrears of salary.</li> <li>• <b>L. Chandra Kumar v. Union of India (1997):</b> Strengthened the role of tribunals in service disputes.</li> </ul> <p><b>3. Service Conditions &amp; Challenges (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Challenges in State Services:</b> <ul style="list-style-type: none"> <li>○ Political interference in appointments and promotions.</li> <li>○ Delay in recruitment and backlog vacancies.</li> <li>○ Lack of training and career development.</li> </ul> </li> <li>• <b>Judicial Safeguards &amp; Reforms:</b> <ul style="list-style-type: none"> <li>○ Strengthening of <b>Administrative Tribunals</b> under Article 323-A.</li> <li>○ Transparent and digitalized recruitment processes.</li> <li>○ Performance-based promotion system.</li> </ul> </li> </ul> <p><b>4. Conclusion (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Significance of an independent and efficient state service system.</b></li> <li>• <b>Need for reforms to improve the accountability and efficiency of state services.</b></li> <li>• <b>Role of the judiciary in protecting the rights of state employees.</b></li> </ul>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>• Recap of key takeaways from the session.</li> <li>• Importance of these offices in maintaining constitutional governance.</li> <li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 23	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> All India Services	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the concept and significance of <b>All India Services (AIS)</b> in the Indian administrative framework.</li> <li>Analyze the <b>constitutional provisions</b> governing AIS.</li> <li>Examine the <b>structure, recruitment, and role</b> of AIS officers.</li> <li>Evaluate the <b>challenges and reforms</b> related to AIS.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a. PowerPoint Presentation b. Relevant videos c. Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Definition of All India Services (AIS)</b> <ul style="list-style-type: none"> <li>AIS consists of services that operate at both the <b>Central and State levels</b>, ensuring administrative uniformity.</li> <li>Examples:           <ul style="list-style-type: none"> <li><b>Indian Administrative Service (IAS)</b></li> <li><b>Indian Police Service (IPS)</b></li> <li><b>Indian Forest Service (IFoS)</b></li> </ul> </li> </ul> </li> <li><b>Significance of AIS</b> <ul style="list-style-type: none"> <li>Ensures <b>administrative continuity and efficiency</b> across states.</li> <li>Helps maintain <b>national integration</b> while catering to local governance.</li> <li>Provides <b>skilled leadership</b> for policy implementation.</li> </ul> </li> </ul> <p><b>2. Development (45 minutes)</b></p> <p><b>a) Constitutional Provisions (15 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Article 312:</b> Parliament's power to create AIS through a Rajya Sabha resolution.</li> <li><b>Article 313:</b> Existing rules and laws governing services.</li> <li><b>Article 315-323:</b> Role of <b>Union and State Public Service Commissions</b> in recruitment.</li> <li><b>Seventh Schedule:</b> Distribution of powers between Union and States regarding AIS.</li> </ul> <p><b>b) Structure &amp; Recruitment Process (15 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Recruitment through UPSC (Union Public Service Commission)</b> <ul style="list-style-type: none"> <li>Conducted through the <b>Civil Services Examination (CSE)</b> for IAS &amp; IPS.</li> <li><b>Indian Forest Service Examination (IFoS)</b> is conducted separately.</li> </ul> </li> <li><b>Training &amp; Postings</b> <ul style="list-style-type: none"> <li>Training at <b>Lal Bahadur Shastri National Academy of Administration (LBSNAA)</b> for IAS.</li> <li>Training at <b>Sardar Vallabhbhai Patel National Police Academy (SVPNPA)</b> for IPS.</li> <li>IFoS officers are trained at <b>Indira Gandhi National Forest Academy (IGNFA)</b>.</li> <li>Officers serve in <b>both the Centre and State governments</b>, ensuring smooth coordination.</li> </ul> </li> </ul> <p><b>c) Role &amp; Functions of AIS Officers (10 minutes)</b></p> <ul style="list-style-type: none"> <li><b>IAS (Indian Administrative Service):</b></li> </ul>



	<ul style="list-style-type: none"><li>○ Policy formulation and implementation.</li><li>○ District administration, law, and order.</li><li>○ Revenue collection and developmental planning.</li><li>● <b>IPS (Indian Police Service):</b><ul style="list-style-type: none"><li>○ Law enforcement and crime prevention.</li><li>○ Counter-terrorism and intelligence services.</li><li>○ Maintenance of public order.</li></ul></li><li>● <b>IFoS (Indian Forest Service):</b><ul style="list-style-type: none"><li>○ Management of forests and environmental conservation.</li><li>○ Implementation of forestry policies.</li><li>○ Sustainable development initiatives.</li></ul></li></ul> <p><b>3. Conclusion (5 minutes)</b></p> <ul style="list-style-type: none"><li>● Importance of AIS in maintaining administrative efficiency and governance.</li><li>● Need for reforms to enhance transparency and accountability.</li><li>● Role of AIS in fostering national integration and development.</li></ul>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"><li>● Recap of key takeaways from the session.</li><li>● Importance of these offices in maintaining constitutional governance.</li><li>● Brief discussion on how these topics relate to competitive exams and legal practice.</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 24	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Union Public Service Commission	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the <b>role and significance</b> of the Union Public Service Commission (UPSC).</li> <li>Analyze the <b>constitutional provisions</b> related to UPSC.</li> <li>Examine the <b>composition, powers, and functions</b> of UPSC.</li> <li>Evaluate the <b>challenges and reforms</b> associated with UPSC.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a. PowerPoint Presentation b. Relevant videos c. Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Definition of UPSC</b> <ul style="list-style-type: none"> <li>The Union Public Service Commission (UPSC) is India's premier central recruiting agency responsible for conducting examinations for All India Services, Central Services, and other Group A &amp; B positions.</li> </ul> </li> <li><b>Significance of UPSC</b> <ul style="list-style-type: none"> <li>Ensures merit-based recruitment in civil services.</li> <li>Upholds impartiality, transparency, and efficiency in recruitment.</li> <li>Plays a crucial role in maintaining administrative stability and governance.</li> </ul> </li> </ul> <p><b>2. Development (45 minutes)</b></p> <p><b>a) Constitutional Provisions (15 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Article 315:</b> Establishment of the UPSC and State Public Service Commissions.</li> <li><b>Article 316:</b> Appointment and tenure of UPSC members.</li> <li><b>Article 317:</b> Removal and suspension of members.</li> <li><b>Article 318:</b> Power to make regulations for the conditions of service of UPSC members.</li> <li><b>Article 319:</b> Restrictions on reappointment after retirement.</li> <li><b>Article 320:</b> Functions of UPSC.</li> <li><b>Article 321:</b> Extension of functions by an act of Parliament.</li> </ul> <p><b>b) Composition &amp; Structure of UPSC (10 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Composition:</b> <ul style="list-style-type: none"> <li>The UPSC consists of a Chairperson and other members appointed by the President of India.</li> <li>The number of members is decided by the President.</li> </ul> </li> <li><b>Appointment &amp; Tenure:</b> <ul style="list-style-type: none"> <li>Members hold office for a term of 6 years or until they attain the age of 65 years, whichever is earlier.</li> <li>The President has the authority to remove a member under specific conditions.</li> </ul> </li> </ul> <p><b>c) Powers &amp; Functions of UPSC (15 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Recruitment Functions:</b> <ul style="list-style-type: none"> <li>Conducts exams like Civil Services Examination (CSE), Indian Forest Service (IFoS), Engineering Services, Combined Defence Services (CDS), and more.</li> </ul> </li> <li><b>Advisory Functions:</b></li> </ul>

	<ul style="list-style-type: none"> <li>○ Advises the President and Governors on disciplinary matters, promotions, and appointments.</li> <li>• <b>Disciplinary Functions:</b> <ul style="list-style-type: none"> <li>○ Involved in the process of dismissal, removal, or reduction in rank of civil servants.</li> </ul> </li> <li>• <b>Consultative Functions:</b> <ul style="list-style-type: none"> <li>○ Recommends suitable candidates for senior administrative positions.</li> <li>○ Suggests improvements in recruitment policies and examination patterns.</li> </ul> </li> </ul> <p><b>3. Challenges &amp; Reforms (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Challenges:</b> <ul style="list-style-type: none"> <li>○ <b>Increasing competition</b> and pressure on candidates.</li> <li>○ <b>Need for examination reforms</b> to suit modern governance needs.</li> <li>○ <b>Delays in recruitment process</b> affecting administrative efficiency.</li> <li>○ <b>Limited transparency</b> in interviews and final selections.</li> </ul> </li> <li>• <b>Reforms &amp; Suggestions:</b> <ul style="list-style-type: none"> <li>○ Introduction of technological solutions to speed up the selection process.</li> <li>○ Enhancing interview transparency and selection criteria.</li> <li>○ Strengthening UPSC's advisory role in administrative reforms.</li> <li>○ Encouraging greater diversity and inclusivity in recruitment.</li> </ul> </li> </ul> <p><b>4. Conclusion (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• UPSC plays a crucial role in nation-building by selecting competent civil servants.</li> <li>• Continuous reforms are needed to ensure it remains fair, transparent, and efficient.</li> <li>• It upholds the principles of democracy by ensuring independent and merit-based recruitment.</li> </ul>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>• Recap of key takeaways from the session.</li> <li>• Importance of these offices in maintaining constitutional governance.</li> <li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 25	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> State Public Service Commission	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the <b>role and significance</b> of the State Public Service Commission (SPSC).</li> <li>Analyze the <b>constitutional provisions</b> related to SPSC.</li> <li>Examine the <b>composition, powers, and functions</b> of SPSC.</li> <li>Evaluate the <b>challenges and reforms</b> associated with SPSC.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a. PowerPoint Presentation b. Relevant videos c. Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (10 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Definition of SPSC</b> <ul style="list-style-type: none"> <li>The State Public Service Commission (SPSC) is a constitutional body responsible for conducting recruitment exams for state government services.</li> </ul> </li> <li><b>Significance of SPSC</b> <ul style="list-style-type: none"> <li>Ensures merit-based recruitment in state administration.</li> <li>Upholds impartiality, transparency, and efficiency in selection processes.</li> <li>Plays a crucial role in maintaining administrative stability at the state level.</li> </ul> </li> </ul> <p><b>2. Development (45 minutes)</b></p> <p><b>a) Constitutional Provisions (15 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Article 315:</b> Establishment of the State Public Service Commission.</li> <li><b>Article 316:</b> Appointment and tenure of SPSC members.</li> <li><b>Article 317:</b> Removal and suspension of members.</li> <li><b>Article 318:</b> Power to frame rules regarding the conditions of service of members.</li> <li><b>Article 319:</b> Restrictions on reappointment after retirement.</li> <li><b>Article 320:</b> Functions of SPSC.</li> <li><b>Article 321:</b> Extension of functions through legislation.</li> </ul> <p><b>b) Composition &amp; Structure of SPSC (10 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Composition:</b> <ul style="list-style-type: none"> <li>Each state has its own Public Service Commission.</li> <li>It consists of a Chairperson and other members, appointed by the Governor.</li> </ul> </li> <li><b>Appointment &amp; Tenure:</b> <ul style="list-style-type: none"> <li>Members hold office for a term of 6 years or until the age of 62 years, whichever is earlier.</li> <li>The President can remove a member on grounds of misbehaviour after a reference from the Supreme Court.</li> </ul> </li> </ul> <p><b>c) Powers &amp; Functions of SPSC (15 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Recruitment Functions:</b> <ul style="list-style-type: none"> <li>Conducts examinations for state civil services, police services, forest services, and other Group A &amp; B posts.</li> </ul> </li> <li><b>Advisory Functions:</b> <ul style="list-style-type: none"> <li>Advises the Governor on disciplinary matters, promotions, and appointments.</li> </ul> </li> <li><b>Disciplinary Functions:</b></li> </ul>

	<ul style="list-style-type: none"> <li>○ Handles matters related to dismissal, removal, or reduction in rank of state civil servants.</li> <li>● <b>Consultative Functions:</b> <ul style="list-style-type: none"> <li>○ Recommends improvements in recruitment policies and examination patterns.</li> </ul> </li> <li>3. <b>Challenges &amp; Reforms (10 minutes)</b> <ul style="list-style-type: none"> <li>● <b>Challenges:</b> <ul style="list-style-type: none"> <li>○ Political interference in recruitment and appointments.</li> <li>○ Lack of uniformity in recruitment processes across states.</li> <li>○ Delays in examination and selection procedures.</li> <li>○ Corruption and favouritism in certain cases.</li> </ul> </li> <li>● <b>Reforms &amp; Suggestions:</b> <ul style="list-style-type: none"> <li>○ Implementing strict anti-corruption measures.</li> <li>○ Introducing technology-based recruitment systems for efficiency.</li> <li>○ Ensuring greater transparency in selection processes.</li> <li>○ Strengthening autonomy and accountability of SPSC.</li> </ul> </li> </ul> </li> <li>4. <b>Conclusion (5 minutes)</b> <ul style="list-style-type: none"> <li>● SPSC plays a vital role in selecting competent individuals for state administration.</li> <li>● Continuous reforms are needed to enhance transparency and efficiency.</li> <li>● It upholds the principles of federalism by allowing states to manage their own recruitment.</li> </ul> </li> </ul>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>● Recap of key takeaways from the session.</li> <li>● Importance of these offices in maintaining constitutional governance.</li> <li>● Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 26	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Election Commission – Composition, Powers, and Functions	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the composition of the Election Commission of India (ECI).</li> <li>Explain the powers and functions of the Election Commission as per the Constitution.</li> <li>Analyze the role of the Election Commission in ensuring free and fair elections.</li> <li>Evaluate the challenges faced by the Election Commission in India.</li> </ul>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>PowerPoint Presentation</li> <li>Relevant videos</li> <li>Bare Act of Constitution of India</li> </ol>
<b>Teaching Development</b>	<p><b>1. Introduction to the Election Commission (10 mins)</b></p> <ul style="list-style-type: none"> <li>Definition and Importance of the Election Commission</li> <li>Constitutional Provisions: <b>Article 324</b></li> <li>Need for an independent election body in a democracy</li> </ul> <p><b>2. Development</b></p> <p><b>a. Composition of the Election Commission (10 mins)</b></p> <ul style="list-style-type: none"> <li>Single-member vs. Multi-member body</li> <li>Appointment, tenure, and removal of Election Commissioners</li> <li>Chief Election Commissioner (CEC) and Other Election Commissioners</li> </ul> <p><b>b. Powers and Functions of the Election Commission (15 mins)</b></p> <ul style="list-style-type: none"> <li><b>Administrative Functions:</b> Conducting elections for Lok Sabha, Rajya Sabha, State Legislative Assemblies, and the offices of President &amp; Vice-President</li> <li><b>Advisory Functions:</b> Advising the President/Governor on matters related to disqualifications of members</li> <li><b>Quasi-Judicial Functions:</b> Resolving disputes regarding recognition of political parties and allotment of election symbols</li> <li><b>Electoral Reforms and Model Code of Conduct:</b> Ensuring free and fair elections</li> </ul> <p><b>c. Judicial Interpretation &amp; Case Laws (15 mins)</b></p> <ul style="list-style-type: none"> <li><b>S. S. Dhanoa v. Union of India (1991):</b> Status and independence of the Election Commission</li> <li><b>TN Seshan v. Union of India (1995):</b> Powers of the Chief Election Commissioner</li> <li><b>PUCL v. Union of India (2013):</b> NOTA (None of the Above) and voter rights</li> </ul> <p><b>d. Challenges and Reforms (10 mins)</b></p> <ul style="list-style-type: none"> <li>Political pressure and interference</li> <li>Need for more financial and operational autonomy</li> <li>Electoral malpractices and misuse of power</li> <li>Proposed reforms (state funding of elections, use of technology in elections)</li> </ul> <p><b>e. Conclusion and Assessment (5 mins)</b></p> <ul style="list-style-type: none"> <li>Recap of key points</li> <li>Quick Quiz (MCQs or short questions)</li> <li>Open discussion on the role of ECI in strengthening democracy</li> </ul>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>Recap of key takeaways from the session.</li> </ul>



	<ul style="list-style-type: none"><li>• Importance of these offices in maintaining constitutional governance.</li><li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b> Spend 5 minutes to evaluate student assimilation of the lesson contents.

<b>Lesson Plan No.</b> 27	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Role of the Election Commission in the Superintendence of Elections	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Explain the constitutional authority of the Election Commission of India (ECI) in conducting elections.</li> <li>• Analyze the scope of superintendence, direction, and control exercised by the ECI.</li> <li>• Examine the legal framework and case laws governing ECI's role.</li> <li>• Discuss challenges and reforms in election superintendence.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a. PowerPoint Presentation b. Relevant videos c. Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (10 mins)</b></p> <ul style="list-style-type: none"> <li>• Definition and meaning of <b>superintendence</b> in elections</li> <li>• Constitutional mandate: <b>Article 324</b> of the Indian Constitution</li> <li>• Role of ECI as an autonomous and independent body</li> <li>• Importance of free and fair elections in a democracy</li> </ul> <p><b>2. Development (40 mins)</b></p> <p><b>A. Constitutional &amp; Legal Framework (10 mins)</b></p> <ul style="list-style-type: none"> <li>• <b>Article 324:</b> ECI's power over elections to Parliament, State Legislatures, and the offices of the President &amp; Vice-President</li> <li>• <b>Representation of the People Act, 1951:</b> Statutory provisions related to elections</li> <li>• <b>Model Code of Conduct (MCC):</b> Role in ensuring ethical election practices</li> </ul> <p><b>B. Powers of the Election Commission in Superintendence (15 mins)</b></p> <ul style="list-style-type: none"> <li>• <b>Pre-election powers:</b> <ul style="list-style-type: none"> <li>○ Preparation and revision of electoral rolls</li> <li>○ Recognition and deregistration of political parties</li> <li>○ Allocation of election symbols</li> <li>○ Appointment of election officials</li> </ul> </li> <li>• <b>During elections:</b> <ul style="list-style-type: none"> <li>○ Conduct of polling and vote counting</li> <li>○ Monitoring election expenditure and campaign regulations</li> <li>○ Implementation of MCC</li> </ul> </li> <li>• <b>Post-election powers:</b> <ul style="list-style-type: none"> <li>○ Declaration of election results</li> <li>○ Handling disputes and complaints related to election malpractices</li> <li>○ Re-polling in cases of electoral fraud</li> </ul> </li> </ul> <p><b>C. Judicial Interpretation &amp; Case Laws (10 mins)</b></p> <ul style="list-style-type: none"> <li>• <b>TN Seshan v. Union of India (1995):</b> Strengthened ECI's authority</li> <li>• <b>S. S. Dhanoa v. Union of India (1991):</b> Clarified the status of ECI members</li> <li>• <b>PUCL v. Union of India (2013):</b> Introduced NOTA (None of the Above)</li> <li>• <b>Indira Gandhi v. Raj Narain (1975):</b> Addressed electoral malpractices</li> </ul>



	<b>D. Challenges &amp; Reforms (5 mins)</b> <ul style="list-style-type: none"><li>• Political pressure and lack of autonomy</li><li>• Need for financial independence of ECI</li><li>• Electoral malpractices like vote-buying and booth capturing</li><li>• Use of technology (EVMs, VVPATs) in elections</li></ul>
<b>Closure</b>	<b>Summarize the Key Points:</b> <ul style="list-style-type: none"><li>• Recap of key takeaways from the session.</li><li>• Importance of these offices in maintaining constitutional governance.</li><li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li></ul> Spend 5 minutes to wrap up and consolidate the learnings
<b>Evaluation</b>	<b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b> Spend 5 minutes to evaluate student assimilation of the lesson contents.

<b>Lesson Plan No.</b> 28	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Anti-Defection Laws in India	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the meaning, need, and objectives of the Anti-Defection Law.</li> <li>• Analyze the provisions of the <b>Tenth Schedule</b> of the Indian Constitution.</li> <li>• Examine landmark cases and judicial interpretations related to defection.</li> <li>• Discuss the challenges and possible reforms to strengthen the law.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a. PowerPoint Presentation b. Relevant videos c. Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (10 mins)</b></p> <ul style="list-style-type: none"> <li>• <b>Definition of Defection:</b> Meaning and concept</li> <li>• <b>Need for Anti-Defection Law:</b> Political instability due to frequent party switching</li> <li>• <b>Historical Background:</b> <ul style="list-style-type: none"> <li>○ Political defections in the 1960s &amp; 1970s</li> <li>○ Rajiv Gandhi government introducing the <b>52nd Constitutional Amendment Act, 1985</b></li> <li>○ Addition of the <b>Tenth Schedule</b> to the Constitution</li> </ul> </li> </ul> <p><b>2. Development (40 mins)</b></p> <p><b>A. Constitutional &amp; Legal Framework (10 mins)</b></p> <ul style="list-style-type: none"> <li>• <b>Tenth Schedule of the Constitution:</b> Provisions of the Anti-Defection Law</li> <li>• <b>Who can be disqualified?</b> <ul style="list-style-type: none"> <li>○ <b>Individual Members:</b> If they voluntarily give up membership or vote against party directives</li> <li>○ <b>Group Defection:</b> If 2/3rd members of a party defect, they are exempt from disqualification</li> </ul> </li> <li>• <b>Exceptions:</b> <ul style="list-style-type: none"> <li>○ <b>Mergers and splits</b> under the original provisions (amended in 2003)</li> <li>○ <b>Presiding officers of legislatures</b> (Speaker &amp; Chairman)</li> </ul> </li> </ul> <p><b>B. Role of the Presiding Officer (10 mins)</b></p> <ul style="list-style-type: none"> <li>• The Speaker/Chairman of the House decides on disqualification</li> <li>• <b>Kihoto Hollohan v. Zachillhu (1992)</b> – Upheld the Speaker’s power but made it subject to judicial review</li> </ul> <p><b>C. Judicial Interpretation &amp; Landmark Cases (15 mins)</b></p> <ul style="list-style-type: none"> <li>• <b>Kihoto Hollohan v. Zachillhu (1992)</b> – Validated the Anti-Defection Law, allowed judicial review</li> <li>• <b>Ravi S. Naik v. Union of India (1994)</b> – "Voluntarily giving up membership" does not require explicit resignation</li> <li>• <b>Rajendra Singh Rana v. Swami Prasad Maurya (2007)</b> – Limited the Speaker’s discretion in disqualification matters</li> <li>• <b>Manoj Narula v. Union of India (2014)</b> – Addressed concerns about defections undermining democracy</li> <li>• <b>Karnataka &amp; Maharashtra Political Crisis (2019, 2022)</b> – Recent interpretations of the law</li> </ul>



	<p><b>D. Challenges &amp; Reforms (5 mins)</b></p> <ul style="list-style-type: none"> <li>• <b>Political Bias of the Speaker</b> – Need for an independent tribunal</li> <li>• <b>Loopholes in the law</b> – Defections often take place before government formation</li> <li>• <b>Lack of enforcement</b> – Delay in decision-making leads to manipulation</li> <li>• <b>Proposal for Electoral Reforms</b> – Strengthening provisions against defections</li> </ul>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>• Recap of key takeaways from the session.</li> <li>• Importance of these offices in maintaining constitutional governance.</li> <li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 29	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Representation of the People Act, 1951	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the background and objectives of the Representation of the People Act, 1951 (RPA, 1951).</li> <li>Analyze the key provisions related to elections, qualifications, disqualifications, and corrupt practices.</li> <li>Examine landmark judicial decisions interpreting the Act.</li> <li>Discuss the challenges and possible reforms to strengthen electoral democracy in India.</li> </ul>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>PowerPoint Presentation</li> <li>Relevant videos</li> <li>Bare Act of Constitution of India</li> </ol>
<b>Teaching Development</b>	<p><b>1. Introduction (10 mins)</b></p> <ul style="list-style-type: none"> <li><b>Definition &amp; Need for RPA, 1951</b> <ul style="list-style-type: none"> <li>Enacted to regulate <b>free and fair elections</b> in India.</li> <li>Provides for the <b>conduct of elections</b>, qualifications and disqualifications of candidates, election offenses, and disputes.</li> </ul> </li> <li><b>Historical Context:</b> <ul style="list-style-type: none"> <li>Came into force in <b>1951</b>, before the <b>first general elections of 1952</b>.</li> <li>Complementary to the <b>Representation of the People Act, 1950</b>, which deals with electoral rolls and constituency delimitation.</li> </ul> </li> </ul> <p><b>2. Development (40 mins)</b></p> <p><b>A. Key Provisions of the RPA, 1951 (15 mins)</b></p> <ol style="list-style-type: none"> <li><b>Conduct of Elections (Part II)</b> <ul style="list-style-type: none"> <li>Elections to <b>Lok Sabha &amp; State Legislative Assemblies</b>.</li> <li><b>Election Commission of India (ECI)</b> – Powers &amp; Role.</li> <li><b>Nomination Process &amp; Scrutiny of Candidates</b>.</li> </ul> </li> <li><b>Qualifications &amp; Disqualifications (Part III &amp; IV)</b> <ul style="list-style-type: none"> <li>Qualifications for Lok Sabha &amp; Rajya Sabha (<b>Article 84 &amp; 102</b>).</li> <li>Disqualifications: <ul style="list-style-type: none"> <li>Office of Profit</li> <li>Unsound Mind &amp; Undischarged Insolvency</li> <li>Conviction for Criminal Offenses (<b>Section 8</b>).</li> </ul> </li> </ul> </li> <li><b>Corrupt Practices &amp; Election Offenses (Part VII)</b> <ul style="list-style-type: none"> <li>Definition of Corrupt Practices (<b>Section 123</b>): <ul style="list-style-type: none"> <li>Bribery, Undue Influence &amp; Booth Capturing</li> <li>Appeal to Religion, Caste &amp; Community</li> </ul> </li> <li>Election Offenses (Sections 125-136): <ul style="list-style-type: none"> <li>False Statements, Promoting Hatred, Paid News</li> </ul> </li> </ul> </li> <li><b>Dispute Resolution &amp; Election Petitions (Part VI)</b> <ul style="list-style-type: none"> <li>Election Petitions in High Courts.</li> <li>Grounds for Challenging Elections (Malpractices, Corrupt Practices).</li> <li>Role of the Supreme Court in Election Matters.</li> </ul> </li> </ol> <p><b>B. Landmark Judicial Interpretations (15 mins)</b></p> <ol style="list-style-type: none"> <li><b>Indira Gandhi v. Raj Narain (1975)</b> – Declared her election void due to misuse of government machinery.</li> </ol>

	<ol style="list-style-type: none"> <li>2. <b>Manoj Narula v. Union of India (2014)</b> – Linked disqualification to criminalization of politics.</li> <li>3. <b>Lily Thomas v. Union of India (2013)</b> – Disqualification upon conviction in a criminal case.</li> <li>4. <b>Ramesh Dalal v. Union of India (2005)</b> – Disqualification due to office of profit.</li> <li>5. <b>Ashok Chavan Case (2016)</b> – Regarding paid news as a corrupt practice.</li> </ol> <p><b>C. Challenges &amp; Reforms (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. <b>Criminalization of Politics</b> – Rising number of MPs/MLAs with criminal cases.</li> <li>2. <b>Money &amp; Muscle Power in Elections</b> – Need for strict enforcement of spending limits.</li> <li>3. <b>Defects in the Electoral Petition System</b> – Long delays in election dispute resolution.</li> <li>4. <b>Need for Electoral Reforms</b> – Law Commission &amp; Election Commission recommendations.</li> <li>5. <b>One Nation, One Election Debate</b> – Implications of simultaneous elections.</li> </ol>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>• Recap of key takeaways from the session.</li> <li>• Importance of these offices in maintaining constitutional governance.</li> <li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 30	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Emergency Powers	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the constitutional provisions related to Emergency Powers under Articles 352, 356, and 360.</li> <li>Analyze the different types of emergencies and their implications on fundamental rights, federalism, and governance.</li> <li>Examine landmark judicial pronouncements related to emergency provisions.</li> <li>Critically assess the misuse and necessity of emergency powers in a democracy.</li> </ul>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>PowerPoint Presentation</li> <li>Relevant videos</li> <li>Bare Act of Constitution of India</li> </ol>
<b>Teaching Development</b>	<p><b>1. Introduction (10 mins)</b></p> <ul style="list-style-type: none"> <li><b>Concept of Emergency:</b> Situations where the government is empowered to take extraordinary measures to protect national security, sovereignty, or financial stability.</li> <li><b>Need for Emergency Provisions:</b> <ul style="list-style-type: none"> <li>To deal with <b>war, external aggression, internal disturbances, and financial crises.</b></li> <li>To ensure <b>continuity of governance</b> in times of crisis.</li> </ul> </li> <li><b>Historical Context:</b> <ul style="list-style-type: none"> <li>Inspired by the <b>Weimar Constitution of Germany.</b></li> <li>Drafted under the influence of past emergencies like World War II.</li> </ul> </li> </ul> <p><b>2. Development (40 mins)</b></p> <p><b>A. Types of Emergencies &amp; Their Provisions (15 mins)</b></p> <p><b>1. National Emergency (Article 352)</b></p> <ul style="list-style-type: none"> <li>Declared by the President if the security of India is threatened due to: <ul style="list-style-type: none"> <li>War</li> <li>External Aggression</li> <li>Armed Rebellion (Amended by the 44th Amendment).</li> </ul> </li> <li>Effects of National Emergency: <ul style="list-style-type: none"> <li>Suspension of Fundamental Rights under Article 19.</li> <li>Extension of Parliamentary Tenure.</li> <li>Executive &amp; Legislative powers centralized to Union Government.</li> </ul> </li> </ul> <p><b>2. State Emergency / President's Rule (Article 356)</b></p> <ul style="list-style-type: none"> <li>Declared when a state government fails to function as per the Constitutional provisions.</li> <li>Can be imposed based on: <ul style="list-style-type: none"> <li>Governor's Report</li> <li>Failure of Constitutional Machinery in a State</li> </ul> </li> <li><b>Effects:</b> <ul style="list-style-type: none"> <li>Dissolution/Suspension of State Legislature.</li> <li>President assumes all executive powers of the state.</li> <li>Judicial Review &amp; Safeguards (S.R. Bommai Case, 1994).</li> </ul> </li> </ul>

	<p><b>3. Financial Emergency (Article 360)</b></p> <ul style="list-style-type: none"> <li>• Declared by the <b>President</b> when the financial stability or credit of India is threatened.</li> <li>• <b>Effects:</b> <ul style="list-style-type: none"> <li>○ Reduction of Salaries of Government Employees &amp; Judges.</li> <li>○ Control of Center over State Financial Matters.</li> <li>○ Parliamentary Approval required within 2 months.</li> </ul> </li> </ul> <p><b>B. Judicial Interpretations &amp; Safeguards (15 mins)</b></p> <ol style="list-style-type: none"> <li>1. <b>Kesavananda Bharati Case (1973)</b> – Basic structure doctrine limits emergency powers.</li> <li>2. <b>ADM Jabalpur v. Shiv Kant Shukla (1976) (Habeas Corpus Case)</b> – Upheld suspension of fundamental rights during Emergency (later criticized).</li> <li>3. <b>S.R. Bommai v. Union of India (1994)</b> – Set limits on misuse of President’s Rule in states.</li> <li>4. <b>Indira Gandhi v. Raj Narain (1975)</b> – Examined misuse of emergency provisions for political gain.</li> </ol> <p><b>C. Criticism &amp; Reforms (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. <b>Misuse of Emergency Powers:</b> <ul style="list-style-type: none"> <li>○ <b>1975 Emergency (Indira Gandhi)</b> – Political misuse for suppressing dissent.</li> <li>○ <b>Frequent Imposition of President’s Rule</b> – Overuse in non-BJP/non-Congress ruled states.</li> </ul> </li> <li>2. <b>Reforms Introduced:</b> <ul style="list-style-type: none"> <li>○ <b>44th Amendment (1978)</b> – Restricted emergency powers, requiring stricter parliamentary approval.</li> <li>○ <b>Judicial Review of Emergency Proclamations.</b></li> </ul> </li> <li>3. <b>Need for Further Reforms:</b> <ul style="list-style-type: none"> <li>○ Stronger safeguards against political misuse.</li> <li>○ Greater parliamentary oversight &amp; review mechanisms.</li> </ul> </li> </ol>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>• Recap of key takeaways from the session.</li> <li>• Importance of these offices in maintaining constitutional governance.</li> <li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 31	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> National Emergency (Art. 352)	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the concept and constitutional provisions related to National Emergency under Article 352.</li> <li>Examine the legal effects and implications of National Emergency on fundamental rights, federalism, and governance.</li> <li>Analyze landmark judicial pronouncements related to National Emergency.</li> <li>Evaluate the misuse, safeguards, and reforms introduced to regulate emergency powers.</li> </ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>a. PowerPoint Presentation</li> <li>b. Relevant videos</li> <li>c. Bare Act of Constitution of India</li> </ul>
<b>Teaching Development</b>	<p><b>1. Introduction (10 mins)</b></p> <ul style="list-style-type: none"> <li><b>Definition &amp; Meaning:</b> <ul style="list-style-type: none"> <li>A National Emergency is a <b>constitutional provision</b> that allows the <b>central government</b> to assume extraordinary powers in case of a threat to the security and sovereignty of India.</li> </ul> </li> <li><b>Historical Context:</b> <ul style="list-style-type: none"> <li>The provision was influenced by the <b>Weimar Constitution of Germany</b>.</li> <li>Used three times in India (1962, 1971, and 1975).</li> </ul> </li> <li><b>Purpose of National Emergency:</b> <ul style="list-style-type: none"> <li>To enable the <b>Union Government</b> to respond swiftly in times of crisis.</li> <li>To maintain <b>national security and stability</b>.</li> </ul> </li> </ul> <p><b>2. Development (40 mins)</b></p> <p><b>A. Provisions &amp; Grounds for National Emergency (15 mins)</b></p> <ul style="list-style-type: none"> <li><b>Article 352:</b> <ul style="list-style-type: none"> <li>The <b>President of India</b> can declare National Emergency if there is:           <ol style="list-style-type: none"> <li>War</li> <li>External Aggression</li> <li>Armed Rebellion (Amended by the <b>44th Amendment Act, 1978</b>).</li> </ol> </li> <li><b>Procedure for Declaration:</b> <ul style="list-style-type: none"> <li>Must be approved by both Houses of Parliament within <b>one month</b>.</li> <li>Can be <b>extended indefinitely</b> with parliamentary approval every <b>six months</b>.</li> </ul> </li> </ul> <p><b>B. Effects of National Emergency (15 mins)</b></p> <p><b>1. Impact on Fundamental Rights</b></p> <ul style="list-style-type: none"> <li>Article 19 automatically suspended.</li> <li>Other fundamental rights (except Articles 20 &amp; 21) can also be suspended (Article 359).</li> <li><b>Criticism:</b> Leads to excessive <b>curtailment of civil liberties</b>.</li> </ul> <p><b>2. Effect on Federalism</b></p> <ul style="list-style-type: none"> <li>Power of States transferred to the Union Government.</li> <li>State Governments continue to function but under central direction.</li> <li>Parliament empowered to legislate on state subjects.</li> </ul> </li></ul>

	<p><b>3. Effect on Legislative &amp; Executive Powers</b></p> <ul style="list-style-type: none"> <li>• Parliament can extend its tenure beyond 5 years.</li> <li>• Center can modify revenue-sharing arrangements with states.</li> <li>• Executive authority of the Union becomes absolute.</li> </ul> <p><b>C. Judicial Interpretations &amp; Safeguards (10 mins)</b></p> <ol style="list-style-type: none"> <li>1. <b>Golaknath v. State of Punjab (1967)</b> – Fundamental rights cannot be abridged even during an emergency.</li> <li>2. <b>ADM Jabalpur v. Shiv Kant Shukla (1976) (Habeas Corpus Case)</b> – Upheld the suspension of fundamental rights during the 1975 Emergency (later criticized).</li> <li>3. <b>Minerva Mills v. Union of India (1980)</b> – Stated that <b>judicial review is a part of the basic structure</b>, even in an emergency.</li> <li>4. <b>44th Amendment Act, 1978</b> – Introduced safeguards: <ul style="list-style-type: none"> <li>○ Emergency can now be proclaimed only based on <b>written advice from the Cabinet</b>.</li> <li>○ <b>Article 20 and 21 cannot be suspended during emergencies</b>.</li> </ul> </li> </ol>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>• Recap of key takeaways from the session.</li> <li>• Importance of these offices in maintaining constitutional governance.</li> <li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 32	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> State Emergency (Art. 356)	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the constitutional provisions related to State Emergency (President's Rule) under Article 356.</li> <li>Analyze the grounds for imposing President's Rule and the procedure for its proclamation.</li> <li>Examine the impact of State Emergency on federalism, governance, and state autonomy.</li> <li>Critically evaluate judicial interpretations and safeguards against misuse.</li> <li>Discuss landmark cases and the Sarkaria Commission recommendations.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a. PowerPoint Presentation b. Relevant videos c. Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (10 mins)</b></p> <ul style="list-style-type: none"> <li><b>Definition &amp; Meaning:</b> <ul style="list-style-type: none"> <li><b>State Emergency</b>, commonly referred to as <b>President's Rule</b>, is imposed <b>when a state government fails to function according to the Constitution.</b></li> </ul> </li> <li><b>Historical Context:</b> <ul style="list-style-type: none"> <li>Borrowed from <b>Government of India Act, 1935.</b></li> <li>First imposed in <b>Punjab (1951)</b> and later misused multiple times.</li> </ul> </li> <li><b>Purpose of President's Rule:</b> <ul style="list-style-type: none"> <li>To ensure <b>constitutional governance in states.</b></li> <li>To maintain <b>law and order when the state machinery fails.</b></li> </ul> </li> </ul> <p><b>2. Development (40 mins)</b></p> <p><b>A. Constitutional Provisions &amp; Grounds for Imposing State Emergency (15 mins)</b></p> <ul style="list-style-type: none"> <li><b>Article 356:</b> The President can impose President's Rule if: <ol style="list-style-type: none"> <li>The Governor reports that the state government is unable to function as per the Constitution.</li> <li>The state fails to comply with Central directions under Article 365.</li> </ol> </li> <li><b>Procedure for Proclamation:</b> <ul style="list-style-type: none"> <li>Must be approved by both Houses of Parliament within 2 months.</li> <li>Can be extended for up to 3 years with periodic approval every 6 months.</li> <li>After <b>1 year</b>, extension beyond this requires extraordinary conditions (National Emergency or Election Commission's report).</li> </ul> </li> </ul> <p><b>B. Effects of State Emergency (15 mins)</b></p> <p><b>1. Effect on State Government</b></p> <ul style="list-style-type: none"> <li>The State Legislative Assembly is either dissolved or kept under suspension.</li> <li>The Governor assumes executive powers on behalf of the President.</li> <li>The Parliament makes laws for the state.</li> </ul> <p><b>2. Effect on Federalism</b></p> <ul style="list-style-type: none"> <li>State autonomy is curtailed, leading to centralization of power.</li> </ul>



	<ul style="list-style-type: none"> <li>• Often seen as a tool for political misuse by the central government.</li> </ul> <p><b>3. Role of Governor</b></p> <ul style="list-style-type: none"> <li>• Governor plays a crucial role by recommending President’s Rule.</li> <li>• <b>Controversy:</b> Many instances where Governors acted partisanly in favor of the ruling party at the Centre.</li> </ul> <p><b>C. Judicial Interpretations &amp; Safeguards (10 mins)</b></p> <ol style="list-style-type: none"> <li><b>S.R. Bommai v. Union of India (1994)</b> <ul style="list-style-type: none"> <li>○ Judicial review of President’s Rule allowed.</li> <li>○ Legislative majority must be tested on the Assembly floor before dismissing a government.</li> <li>○ Misuse of Article 356 is unconstitutional.</li> </ul> </li> <li><b>Rameshwar Prasad v. Union of India (2006)</b> <ul style="list-style-type: none"> <li>○ Dissolution of Bihar Assembly (2005) was unconstitutional as elections could have been held.</li> </ul> </li> <li><b>Sarkaria Commission (1983) Recommendations:</b> <ul style="list-style-type: none"> <li>○ Article 356 should be used as a last resort.</li> <li>○ Prior warning should be given to the state government.</li> <li>○ Judicial review must be ensured.</li> </ul> </li> </ol>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>• Recap of key takeaways from the session.</li> <li>• Importance of these offices in maintaining constitutional governance.</li> <li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 33	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Financial Emergency (Art. 360)	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the constitutional provisions regarding Financial Emergency under Article 360.</li> <li>• Analyze the grounds and procedure for proclamation of Financial Emergency.</li> <li>• Examine the effects of Financial Emergency on states and the economy.</li> <li>• Evaluate judicial perspectives and safeguards against misuse.</li> <li>• Discuss whether India has ever faced a Financial Emergency and its implications.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a. PowerPoint Presentation b. Relevant videos c. Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (10 mins)</b></p> <ul style="list-style-type: none"> <li>• <b>Definition &amp; Meaning:</b> <ul style="list-style-type: none"> <li>○ A Financial Emergency is imposed when India's financial stability or credit is threatened.</li> </ul> </li> <li>• <b>Purpose of Financial Emergency:</b> <ul style="list-style-type: none"> <li>○ To maintain economic stability and financial discipline during a crisis.</li> </ul> </li> <li>• <b>Historical Context:</b> <ul style="list-style-type: none"> <li>○ Inspired by the Government of India Act, 1935.</li> <li>○ No Financial Emergency has been declared in India to date.</li> </ul> </li> <li>• <b>Comparison with National &amp; State Emergencies:</b> <ul style="list-style-type: none"> <li>○ Less severe impact compared to National Emergency (Article 352) and State Emergency (Article 356).</li> </ul> </li> </ul> <p><b>2. Development (40 mins)</b></p> <p><b>A. Constitutional Provisions &amp; Grounds for Proclamation (15 mins)</b></p> <ul style="list-style-type: none"> <li>• Article 360 of the Indian Constitution states that: <ul style="list-style-type: none"> <li>○ The President can proclaim a Financial Emergency if he/she believes that the financial stability or credit of India or any part of its territory is threatened.</li> <li>○ Parliamentary Approval: <ul style="list-style-type: none"> <li>▪ Must be approved by both Houses of Parliament within 2 months.</li> <li>▪ Once approved, it remains in force until revoked—no time limit like National Emergency.</li> </ul> </li> <li>○ <b>Grounds for Proclamation:</b> <ul style="list-style-type: none"> <li>▪ Severe economic recession.</li> <li>▪ Drastic fall in currency value.</li> <li>▪ Failure of financial institutions.</li> <li>▪ Excessive external debt crisis.</li> </ul> </li> </ul> </li> </ul>

	<p><b>B. Effects of Financial Emergency (15 mins)</b></p> <p><b>1. Effect on Central and State Governments</b></p> <ul style="list-style-type: none"> <li>• <b>Control over state finances:</b> The Union Government can give directions to states regarding financial matters.</li> <li>• <b>Reduction of salaries:</b> The President can order the reduction of salaries and allowances of government officials, including judges.</li> <li>• <b>Financial restrictions:</b> All money bills and financial decisions of states must be approved by the Centre.</li> </ul> <p><b>2. Effect on Economy and Federalism</b></p> <ul style="list-style-type: none"> <li>• Centralization of economic power—limits financial autonomy of states.</li> <li>• <b>Potential for misuse:</b> May be used as a political tool to suppress opposition-ruled states.</li> </ul> <p><b>C. Judicial Interpretations &amp; Safeguards (10 mins)</b></p> <p>1. <b>Judicial Review of Financial Emergency</b></p> <ul style="list-style-type: none"> <li>○ Unlike State and National Emergency, Article 360 does not explicitly mention judicial review.</li> <li>○ However, courts can still review its misuse under the doctrine of basic structure.</li> </ul> <p>2. <b>Key Debates &amp; Legal Perspectives</b></p> <ul style="list-style-type: none"> <li>○ Whether Financial Emergency could have been imposed during the 1991 Economic Crisis?</li> <li>○ Potential concerns of political misuse similar to Article 356 (State Emergency).</li> <li>○ Lack of clear safeguards against arbitrary action.</li> </ul>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>• Recap of key takeaways from the session.</li> <li>• Importance of these offices in maintaining constitutional governance.</li> <li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 34	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Impact of Emergency on Federalism	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>To understand the concept of emergency provisions under the Indian Constitution.</li> <li>To analyze how different types of emergencies impact federalism.</li> <li>To critically assess the role of the Union Government in times of emergency.</li> <li>To examine judicial pronouncements on the impact of emergencies on federalism.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a. PowerPoint Presentation b. Relevant videos c. Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (15 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Definition of Federalism:</b> Explain the basic concept of federalism and its importance in the Indian Constitution.</li> <li><b>Emergency Provisions in the Constitution:</b> Briefly introduce Articles 352, 356, and 360, which deal with National Emergency, State Emergency (President's Rule), and Financial Emergency.</li> <li><b>Concept of Cooperative and Competitive Federalism:</b> Discuss the nature of center-state relations in normal circumstances.</li> </ul> <p><b>2. Development (35 minutes)</b></p> <p><b>A. Impact of National Emergency on Federalism (15 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Article 352 – National Emergency</b></li> <li><b>Effects on Federalism:</b> <ul style="list-style-type: none"> <li>Shift of power from State Governments to the Union Government.</li> <li>Parliament empowered to legislate on subjects in the State List.</li> <li>Fundamental Rights, especially under Article 19, can be suspended.</li> <li>Role of the President and the reduction of State autonomy.</li> </ul> </li> <li><b>Judicial Interpretation:</b> Discuss landmark cases like <b>Kesavananda Bharati v. State of Kerala (1973)</b> and <b>Minerva Mills v. Union of India (1980)</b> regarding the limits on emergency powers.</li> </ul> <p><b>B. Impact of State Emergency (President's Rule) on Federalism (10 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Article 356 – State Emergency</b></li> <li><b>Effects on Federalism:</b> <ul style="list-style-type: none"> <li>Suspension of State Government and imposition of President's Rule.</li> <li>Parliament assumes legislative powers of the state.</li> <li>Possible misuse for political purposes (e.g., <b>SR Bommai v. Union of India (1994)</b>).</li> </ul> </li> <li><b>Judicial Safeguards:</b> The Supreme Court's role in restricting arbitrary use of Article 356.</li> </ul> <p><b>C. Impact of Financial Emergency on Federalism (10 minutes)</b></p> <ul style="list-style-type: none"> <li><b>Article 360 – Financial Emergency</b></li> <li><b>Effects on Federalism:</b> <ul style="list-style-type: none"> <li>Control of Union Government over state financial matters.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Reduction of executive and financial independence of states.</li> <li>○ Presidential authority to reduce salaries and financial allocations to states.</li> </ul> <p><b>3. Conclusion (10 minutes)</b></p> <ul style="list-style-type: none"> <li>● <b>Summary of the Impact on Federalism:</b> <ul style="list-style-type: none"> <li>○ Emergencies shift power dynamics significantly towards the Union Government.</li> <li>○ National and State emergencies weaken the autonomy of states.</li> <li>○ Judicial intervention has played a key role in balancing federal principles.</li> </ul> </li> </ul>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>● Recap of key takeaways from the session.</li> <li>● Importance of these offices in maintaining constitutional governance.</li> <li>● Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 35	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Impact of Emergency on Fundamental Rights	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the impact of Emergency provisions on fundamental rights.</li> <li>Analyze the constitutional provisions related to the suspension of fundamental rights during an Emergency.</li> <li>Discuss key judicial interpretations regarding the impact of Emergency on fundamental rights.</li> </ul>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>PowerPoint Presentation</li> <li>Relevant videos</li> <li>Bare Act of Constitution of India</li> </ol>
<b>Teaching Development</b>	<p><b>1. Introduction (15 Minutes)</b></p> <p><b>A. Definition of Emergency (5 Minutes)</b></p> <ul style="list-style-type: none"> <li>Meaning and types of Emergencies under the Indian Constitution (Articles 352, 356, and 360).</li> <li>Brief overview of how Emergency affects governance and individual rights.</li> </ul> <p><b>B. Fundamental Rights and Their Importance (10 Minutes)</b></p> <ul style="list-style-type: none"> <li>Overview of Part III of the Constitution (Articles 12-35).</li> <li>Importance of fundamental rights in a democracy.</li> <li>Relationship between Emergency and fundamental rights.</li> </ul> <p><b>2. Development (40 Minutes)</b></p> <p><b>A. Suspension of Fundamental Rights During Emergency (15 Minutes)</b></p> <ol style="list-style-type: none"> <li><b>Article 358</b> – Suspension of fundamental rights under Article 19 during a National Emergency.</li> <li><b>Article 359</b> – Suspension of enforcement of other fundamental rights during Emergency.</li> <li>Impact of these provisions on individual rights and civil liberties.</li> </ol> <p><b>B. Judicial Interpretations and Landmark Cases (15 Minutes)</b></p> <ol style="list-style-type: none"> <li><b>ADM Jabalpur v. Shivkant Shukla (1976) – Habeas Corpus Case</b> <ul style="list-style-type: none"> <li>Supreme Court upheld the suspension of fundamental rights, particularly Article 21.</li> <li>Controversial judgment and its criticism.</li> </ul> </li> <li><b>Maneka Gandhi v. Union of India (1978)</b> <ul style="list-style-type: none"> <li>Expanded the interpretation of Article 21 and overruled ADM Jabalpur.</li> <li>Strengthened the doctrine of due process in India.</li> </ul> </li> <li><b>Recent Developments and Judicial Safeguards</b> <ul style="list-style-type: none"> <li>The role of the judiciary in protecting fundamental rights post-Emergency.</li> </ul> </li> </ol> <p><b>C. Consequences and Lessons Learned (10 Minutes)</b></p> <ul style="list-style-type: none"> <li>Impact of Emergency (1975-1977) on democracy and civil liberties.</li> <li>Changes introduced by the 44th Amendment Act, 1978: <ul style="list-style-type: none"> <li>Restrictions on the power to declare Emergency.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"><li>○ Restoration of judicial review and protection of fundamental rights.</li></ul> <p><b>3. Conclusion &amp; Discussion (5 Minutes)</b></p> <ul style="list-style-type: none"><li>● Recap of the key impacts of Emergency on fundamental rights.</li><li>● Class discussion on whether sufficient safeguards exist today to prevent misuse of Emergency provisions.</li><li>● Open forum for students to express opinions and ask questions.</li></ul>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"><li>● Recap of key takeaways from the session.</li><li>● Importance of these offices in maintaining constitutional governance.</li><li>● Brief discussion on how these topics relate to competitive exams and legal practice.</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 36	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Amendment of Indian Constitution – Power and Necessary Procedure	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the power of Parliament to amend the Indian Constitution.</li> <li>• Analyze the constitutional provisions and procedures for amendment.</li> <li>• Examine judicial interpretations and limitations on the amending power.</li> <li>• Discuss the significance of constitutional amendments in India.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a. PowerPoint Presentation b. Relevant videos c. Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (15 Minutes)</b> <b>A. Meaning and Need for Amendment (5 Minutes)</b></p> <ul style="list-style-type: none"> <li>• Definition of constitutional amendment.</li> <li>• Need for flexibility and rigidity in the Indian Constitution.</li> <li>• Importance of amendments in adapting to socio-political changes.</li> </ul> <p><b>B. Constitutional Provisions Related to Amendments (10 Minutes)</b></p> <ul style="list-style-type: none"> <li>• Article 368 of the Indian Constitution – Power and procedure to amend.</li> <li>• Role of the Parliament in constitutional amendments.</li> <li>• Classification of amendments based on their nature.</li> </ul> <p><b>2. Development (40 Minutes)</b> <b>A. Types of Amendments and Necessary Procedure (15 Minutes)</b></p> <ol style="list-style-type: none"> <li><b>By a Simple Majority of Parliament:</b> <ul style="list-style-type: none"> <li>○ Amendments made through ordinary legislative procedures.</li> <li>○ Examples: Formation of new states, citizenship laws, etc.</li> </ul> </li> <li><b>By a Special Majority of Parliament (Article 368(2)):</b> <ul style="list-style-type: none"> <li>○ Requires a two-thirds majority in both Houses of Parliament.</li> <li>○ Examples: Fundamental Rights, Directive Principles, etc.</li> </ul> </li> <li><b>By a Special Majority of Parliament and Ratification by States:</b> <ul style="list-style-type: none"> <li>○ Requires a two-thirds majority in Parliament and approval by at least 50% of state legislatures.</li> <li>○ Examples: Distribution of legislative powers, representation of states, etc.</li> </ul> </li> </ol> <p><b>B. Judicial Review and Landmark Cases (15 Minutes)</b></p> <ol style="list-style-type: none"> <li><b>Shankari Prasad v. Union of India (1951):</b> <ul style="list-style-type: none"> <li>○ Upheld Parliament’s absolute power to amend the Constitution, including Fundamental Rights.</li> </ul> </li> <li><b>Golaknath v. State of Punjab (1967):</b> <ul style="list-style-type: none"> <li>○ Held that Fundamental Rights cannot be amended under Article 368.</li> </ul> </li> <li><b>Kesavananda Bharati v. State of Kerala (1973) – Basic Structure Doctrine:</b> <ul style="list-style-type: none"> <li>○ Supreme Court ruled that Parliament cannot alter the "basic structure" of the Constitution.</li> </ul> </li> </ol>



	<ul style="list-style-type: none"> <li>○ Established judicial limitations on the amending power.</li> </ul> <p>4. <b>Minerva Mills v. Union of India (1980):</b></p> <ul style="list-style-type: none"> <li>○ Reaffirmed the basic structure doctrine and limited Parliament's power to amend.</li> </ul> <p><b>C. Key Amendments and Their Impact (10 Minutes)</b></p> <ul style="list-style-type: none"> <li>● <b>42nd Amendment (1976):</b> Strengthened the power of Parliament but curtailed judicial review.</li> <li>● <b>44th Amendment (1978):</b> Restored democratic values by limiting Emergency powers.</li> <li>● <b>73rd &amp; 74th Amendments (1992):</b> Strengthened local self-governance.</li> <li>● <b>101st Amendment (2016):</b> Introduced the Goods and Services Tax (GST).</li> </ul>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>● Recap of key takeaways from the session.</li> <li>● Importance of these offices in maintaining constitutional governance.</li> <li>● Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 38	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Features of 42 <sup>nd</sup> Constitutional Amendment Act, 1976	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the historical context and reasons behind the 42nd Constitutional Amendment.</li> <li>• Identify the key changes introduced by the amendment.</li> <li>• Analyze the impact of the amendment on Indian democracy and governance.</li> <li>• Evaluate the judicial response and subsequent developments.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a. PowerPoint Presentation b. Relevant videos c. Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (15 Minutes)</b></p> <p><b>A. Historical Background and Need for the Amendment (10 Minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Political Context:</b> Passed during the Emergency (1975-1977) under Prime Minister Indira Gandhi.</li> <li>• <b>Objective:</b> Strengthened the power of the executive and curtailed judicial review.</li> <li>• <b>Criticism:</b> Often referred to as the "Mini-Constitution" due to its wide-ranging impact.</li> </ul> <p><b>B. Key Areas Affected by the Amendment (5 Minutes)</b></p> <ul style="list-style-type: none"> <li>• Strengthening the <b>Directive Principles of State Policy (DPSP)</b> over <b>Fundamental Rights</b>.</li> <li>• Expansion of Parliament's power and curtailment of judicial authority.</li> <li>• Changes in governance, elections, and legislative procedures.</li> </ul> <p><b>2. Development (40 Minutes)</b></p> <p><b>A. Major Features of the 42nd Constitutional Amendment (20 Minutes)</b></p> <ol style="list-style-type: none"> <li><b>Changes to the Preamble:</b> <ul style="list-style-type: none"> <li>○ Added the words "<b>Socialist</b>," "<b>Secular</b>," and "<b>Integrity</b>" to the Preamble.</li> </ul> </li> <li><b>Strengthening of Directive Principles of State Policy (DPSP):</b> <ul style="list-style-type: none"> <li>○ <b>Article 39A:</b> Free legal aid for the poor.</li> <li>○ <b>Article 43A:</b> Participation of workers in management.</li> <li>○ <b>Article 48A:</b> Protection and improvement of the environment.</li> <li>○ Stated that laws implementing DPSPs <b>cannot be challenged</b> for violating Fundamental Rights.</li> </ul> </li> <li><b>Curtailement of Fundamental Rights:</b> <ul style="list-style-type: none"> <li>○ <b>Restrictions on Judicial Review:</b> Courts' power to review constitutional amendments was limited.</li> <li>○ <b>Amendment to Article 368:</b> Made constitutional amendments beyond judicial scrutiny.</li> </ul> </li> <li><b>Expansion of Parliamentary Powers:</b> <ul style="list-style-type: none"> <li>○ Increased the term of Lok Sabha and State Assemblies from 5 to 6 years.</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>○ Shifted five subjects from the State List to the Concurrent List, increasing Central government control.</li> </ul> <p>5. <b>Judiciary and Executive Relationship:</b></p> <ul style="list-style-type: none"> <li>○ <b>Article 32A:</b> Limited the power of the Supreme Court to hear challenges on the constitutionality of laws.</li> <li>○ <b>Article 131A:</b> Gave exclusive jurisdiction to the Supreme Court on constitutional matters.</li> </ul> <p>6. <b>Creation of Administrative Tribunals:</b></p> <ul style="list-style-type: none"> <li>○ <b>Article 323A &amp; 323B:</b> Introduced tribunals for service matters and taxation.</li> </ul> <p>7. <b>Amendments to Service and Election Laws:</b></p> <ul style="list-style-type: none"> <li>○ <b>Allowed laws on elections, including the Prime Minister's election, to be beyond judicial review.</b></li> </ul> <p><b>B. Impact and Criticism (10 Minutes)</b></p> <p>1. <b>Authoritarian Shift:</b></p> <ul style="list-style-type: none"> <li>○ Weakened democratic institutions by reducing checks and balances.</li> <li>○ Centralized power with the executive and limited judicial intervention.</li> </ul> <p>2. <b>Judicial Response – The Minerva Mills Case (1980):</b></p> <ul style="list-style-type: none"> <li>○ Supreme Court struck down parts of the amendment, restoring balance between Fundamental Rights and DPSPs.</li> <li>○ Reaffirmed the <b>Basic Structure Doctrine</b> (Kesavananda Bharati case).</li> </ul> <p>3. <b>Subsequent Amendments (44th Amendment Act, 1978):</b></p> <ul style="list-style-type: none"> <li>○ Restored Lok Sabha and State Assembly tenure to 5 years.</li> <li>○ Removed restrictions on judicial review.</li> </ul>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>● Recap of key takeaways from the session.</li> <li>● Importance of these offices in maintaining constitutional governance.</li> <li>● Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 39	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Features of 44 <sup>th</sup> Constitutional Amendment Act, 1978	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the historical context and necessity of the 44th Constitutional Amendment.</li> <li>Identify the key changes introduced by the amendment.</li> <li>Analyze the impact of the amendment on democratic governance and constitutional rights.</li> <li>Evaluate the judicial response and its significance in strengthening democracy.</li> </ul>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>PowerPoint Presentation</li> <li>Relevant videos</li> <li>Bare Act of Constitution of India</li> </ol>
<b>Teaching Development</b>	<p><b>1. Introduction (15 Minutes)</b></p> <p><b>A. Historical Background and Need for the Amendment (10 Minutes)</b></p> <ul style="list-style-type: none"> <li><b>Emergency Period (1975-1977):</b> The 42nd Amendment (1976) significantly increased executive power and weakened democratic institutions.</li> <li><b>Post-Emergency Government (Janata Party Government, 1977):</b> Focused on restoring constitutional democracy.</li> <li><b>Objective:</b> Undo the undemocratic provisions of the 42nd Amendment and reinforce the supremacy of fundamental rights.</li> </ul> <p><b>B. Key Objectives of the 44th Amendment (5 Minutes)</b></p> <ul style="list-style-type: none"> <li>Restoring <b>fundamental rights</b> and <b>judicial review</b>.</li> <li>Limiting the power of the <b>executive and Parliament</b>.</li> <li>Strengthening <b>constitutional democracy and federalism</b>.</li> </ul> <p><b>2. Development (40 Minutes)</b></p> <p><b>A. Major Features of the 44th Constitutional Amendment (20 Minutes)</b></p> <ol style="list-style-type: none"> <li><b>Restoration of Fundamental Rights:</b> <ul style="list-style-type: none"> <li><b>Right to Property (Article 31) removed as a Fundamental Right</b> and made a legal right under Article 300A.</li> <li><b>Reinforced protections under Articles 20 &amp; 21:</b> These rights (protection in conviction cases and personal liberty) cannot be suspended even during an Emergency.</li> </ul> </li> <li><b>Changes to Emergency Provisions (Articles 352, 356, and 360):</b> <ul style="list-style-type: none"> <li><b>Stricter conditions for imposing a National Emergency (Article 352):</b> <ul style="list-style-type: none"> <li>Introduced the requirement of a written recommendation from the Cabinet before the President can proclaim an Emergency.</li> <li>Limited the grounds to “armed rebellion” instead of “internal disturbances.”</li> <li>Emergency must be approved by Parliament within <b>one month</b> (earlier six months).</li> </ul> </li> <li><b>President’s Rule (Article 356) and Financial Emergency (Article 360):</b> <ul style="list-style-type: none"> <li>Increased legislative safeguards to prevent misuse.</li> </ul> </li> </ul> </li> </ol>

	<p>3. <b>Safeguards Against Executive Overreach:</b></p> <ul style="list-style-type: none"> <li>○ Restored Lok Sabha's tenure to 5 years (earlier extended to 6 years by the 42nd Amendment).</li> <li>○ Restored judicial review power of courts.</li> </ul> <p>4. <b>Changes in the Election Process:</b></p> <ul style="list-style-type: none"> <li>○ President's election disputes to be decided by the Supreme Court, not Parliament.</li> <li>○ Prime Minister and Speaker can be removed by a simple majority instead of requiring a two-thirds majority.</li> </ul> <p>5. <b>Restoration of Judiciary's Power:</b></p> <ul style="list-style-type: none"> <li>○ Restored the Supreme Court and High Court's power to review constitutional amendments.</li> <li>○ Reinforced the Basic Structure Doctrine (Kesavananda Bharati case).</li> </ul> <p>6. <b>Citizen Rights &amp; Democratic Reforms:</b></p> <ul style="list-style-type: none"> <li>○ Guaranteed freedom of the press.</li> <li>○ Empowered citizens with protection against arbitrary detention.</li> </ul> <p><b>B. Impact and Significance of the 44th Amendment (15 Minutes)</b></p> <p>1. <b>Democratic Restoration:</b></p> <ul style="list-style-type: none"> <li>○ Undid most of the authoritarian provisions of the 42nd Amendment.</li> <li>○ Strengthened separation of powers and checks and balances.</li> </ul> <p>2. <b>Strengthening of Fundamental Rights &amp; Civil Liberties:</b></p> <ul style="list-style-type: none"> <li>○ Prevented future governments from arbitrarily suspending rights.</li> <li>○ Ensured greater constitutional stability.</li> </ul> <p>3. <b>Judicial Response:</b></p> <ul style="list-style-type: none"> <li>○ Strengthened the Basic Structure Doctrine.</li> <li>○ Ensured Executive Accountability.</li> </ul> <p>4. <b>Challenges &amp; Criticism:</b></p> <ul style="list-style-type: none"> <li>○ Some provisions still left ambiguous (e.g., judicial review limits).</li> <li>○ Did not completely reverse all changes made by the 42nd Amendment.</li> </ul>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>● Recap of key takeaways from the session.</li> <li>● Importance of these offices in maintaining constitutional governance.</li> <li>● Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 40	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Features of the 101st Constitutional Amendment Act, 2016	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the need for the 101st Constitutional Amendment Act, 2016.</li> <li>Identify the key features of the amendment.</li> <li>Analyze the impact of the amendment on Indian federalism and the taxation system.</li> <li>Evaluate the benefits and challenges of the Goods and Services Tax (GST).</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a. PowerPoint Presentation b. Relevant videos c. Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (15 Minutes)</b></p> <p><b>A. Background and Need for the Amendment (10 Minutes)</b></p> <ul style="list-style-type: none"> <li><b>Pre-GST Taxation System:</b> <ul style="list-style-type: none"> <li>Existence of multiple indirect taxes at the Central and State levels (e.g., VAT, Service Tax, Excise Duty, Entry Tax).</li> <li>Cascading effect of taxes (tax on tax).</li> <li>Lack of uniformity in tax rates across states, causing trade barriers.</li> </ul> </li> <li><b>Need for GST:</b> <ul style="list-style-type: none"> <li>Simplification of the indirect tax system.</li> <li>Creation of a common national market.</li> <li>Enhancement of ease of doing business.</li> </ul> </li> </ul> <p><b>B. Key Objectives of the Amendment (5 Minutes)</b></p> <ul style="list-style-type: none"> <li>Introduction of <b>Goods and Services Tax (GST)</b> to replace multiple indirect taxes.</li> <li>Creation of a <b>unified taxation structure</b> across India.</li> <li>Ensuring <b>cooperative federalism</b> through GST Council.</li> </ul> <p><b>2. Development (40 Minutes)</b></p> <p><b>A. Major Features of the 101st Constitutional Amendment Act (20 Minutes)</b></p> <ol style="list-style-type: none"> <li><b>Introduction of GST (Article 246A):</b> <ul style="list-style-type: none"> <li>GST is applicable on the supply of goods and services, replacing multiple indirect taxes.</li> <li>Both the Centre and States have the power to legislate on GST.</li> </ul> </li> <li><b>Creation of the GST Council (Article 279A):</b> <ul style="list-style-type: none"> <li>A constitutional body to make decisions on GST-related issues.</li> <li><b>Composition:</b> <ul style="list-style-type: none"> <li>Union Finance Minister (Chairperson).</li> <li>Union Minister of State for Finance.</li> <li>Finance Ministers of all States.</li> </ul> </li> <li><b>Functions:</b> <ul style="list-style-type: none"> <li>Recommending tax rates, exemptions, and laws.</li> <li>Resolving disputes between Centre and States.</li> </ul> </li> </ul> </li> </ol>

	<p>3. <b>Types of GST Implemented:</b></p> <ul style="list-style-type: none"> <li>○ <b>CGST (Central GST):</b> Collected by the Central Government.</li> <li>○ <b>SGST (State GST):</b> Collected by State Governments.</li> <li>○ <b>IGST (Integrated GST):</b> Applied to inter-state trade, collected by the Centre and distributed to states.</li> </ul> <p>4. <b>Removal of Tax Barriers (Article 269A):</b></p> <ul style="list-style-type: none"> <li>○ <b>Inter-State Trade:</b> GST ensures uniformity in taxation across all states.</li> <li>○ <b>No Entry Tax:</b> Promotes free movement of goods across India.</li> </ul> <p>5. <b>Compensation to States (Article 279A(5)):</b></p> <ul style="list-style-type: none"> <li>○ The Centre promised <b>compensation to states for revenue loss</b> due to GST implementation for 5 years.</li> </ul> <p>6. <b>Amendments to Various Articles:</b></p> <ul style="list-style-type: none"> <li>○ <b>Article 246A:</b> Special provision for GST legislation by both Centre and States.</li> <li>○ <b>Article 269A:</b> Distribution of IGST revenue.</li> <li>○ <b>Article 279A:</b> Formation of GST Council.</li> <li>○ <b>Seventh Schedule Changes:</b> Removed multiple tax entries from Union and State Lists.</li> </ul> <p><b>B. Impact and Significance of the 101st Amendment (15 Minutes)</b></p> <p>1. <b>Economic Impact:</b></p> <ul style="list-style-type: none"> <li>○ <b>Simplified tax structure</b> leading to easier compliance.</li> <li>○ <b>Boost to business &amp; trade</b> due to uniform tax rates.</li> <li>○ <b>Increase in tax collection</b> due to better compliance and transparency.</li> </ul> <p>2. <b>Federalism &amp; Governance:</b></p> <ul style="list-style-type: none"> <li>○ Strengthened <b>cooperative federalism</b> through the GST Council.</li> <li>○ Balanced power-sharing between Centre and States.</li> </ul> <p>3. <b>Challenges &amp; Criticism:</b></p> <ul style="list-style-type: none"> <li>○ <b>Complex implementation</b> in the initial years.</li> <li>○ <b>Technical issues</b> with GST filing and compliance.</li> <li>○ <b>Concerns over revenue losses</b> for some states after the compensation period.</li> </ul>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>● Recap of key takeaways from the session.</li> <li>● Importance of these offices in maintaining constitutional governance.</li> <li>● Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 41	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> S.R. Bommai v. Union of India 1994	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the background and facts of the case.</li> <li>Analyze the constitutional provisions related to <b>President's Rule (Article 356)</b>.</li> <li>Examine the Supreme Court's judgment and its significance for Indian federalism.</li> <li>Discuss the implications of the verdict on misuse of Article 356.</li> </ul>
<b>Teaching Aids (if any)</b>	<ol style="list-style-type: none"> <li>PowerPoint Presentation</li> <li>Relevant videos</li> <li>Bare Act of Constitution of India</li> </ol>
<b>Teaching Development</b>	<p><b>I. Introduction (15 Minutes)</b></p> <p><b>A. Background (10 Minutes)</b></p> <ul style="list-style-type: none"> <li><b>Concept of Federalism:</b> India follows a quasi-federal structure with a strong Centre.</li> <li><b>President's Rule (Article 356):</b> <ul style="list-style-type: none"> <li>If a state government fails to function as per the Constitution, the President can dismiss the state government and take direct control.</li> <li>Used multiple times, often for political reasons rather than genuine constitutional crises.</li> </ul> </li> <li><b>Frequent Misuse of Article 356:</b> <ul style="list-style-type: none"> <li>Between 1950-1994, Article 356 was invoked over 90 times.</li> <li>Example: Indira Gandhi's tenure saw excessive use of President's Rule against opposition-ruled states.</li> </ul> </li> </ul> <p><b>B. Events Leading to the Case (5 Minutes)</b></p> <ul style="list-style-type: none"> <li><b>Karnataka (1989):</b> S.R. Bommai, Chief Minister of Karnataka (Janata Dal), was dismissed by the Governor based on alleged loss of majority.</li> <li><b>Issue:</b> Was the dismissal constitutional, or was it politically motivated?</li> <li>S.R. Bommai challenged the dismissal in the Supreme Court.</li> </ul> <p><b>2. Development (40 Minutes)</b></p> <p><b>A. Issues Raised in the Case (10 Minutes)</b></p> <ol style="list-style-type: none"> <li>Can the President's decision under Article 356 be subject to judicial review?</li> <li>What are the limitations on the Union Government while imposing President's Rule?</li> <li>What role does the Governor play in such dismissals?</li> </ol> <p><b>B. Supreme Court Judgment (20 Minutes)</b></p> <p>The nine-judge Constitution Bench gave a landmark ruling:</p> <ol style="list-style-type: none"> <li><b>Judicial Review of Article 356:</b> <ul style="list-style-type: none"> <li>The President's decision is not absolute and is subject to judicial review.</li> <li>The court can examine whether the President's Rule was imposed mala fide (in bad faith).</li> </ul> </li> <li><b>Floor Test as the Ultimate Proof of Majority:</b> <ul style="list-style-type: none"> <li>The Court held that the majority of a government must be tested on the floor of the House, not determined by the Governor.</li> <li>A Governor's personal opinion is not sufficient to dismiss a government.</li> </ul> </li> <li><b>Limits on Article 356:</b> <ul style="list-style-type: none"> <li>If misused, courts can reinstate the dismissed government.</li> </ul> </li> </ol>



	<ul style="list-style-type: none"> <li>○ Emergency power cannot be used arbitrarily.</li> </ul> <p>4. <b>Federalism Strengthened:</b></p> <ul style="list-style-type: none"> <li>○ The ruling emphasized that states are not mere agents of the Centre but have independent constitutional status.</li> <li>○ Prevented political misuse of Article 356.</li> </ul> <p><b>C. Impact of the Judgment (10 Minutes)</b></p> <p>1. <b>Strengthened Democracy &amp; Federalism:</b></p> <ul style="list-style-type: none"> <li>○ Made it difficult for the Central Government to misuse Article 356 for political reasons.</li> <li>○ Limited the power of the President and Governor in dismissing state governments.</li> </ul> <p>2. <b>Guidelines for Imposing President’s Rule:</b></p> <ul style="list-style-type: none"> <li>○ President’s Rule cannot be used for partisan politics.</li> <li>○ A breakdown of constitutional machinery must be genuine and provable.</li> </ul> <p>3. <b>Reduced Political Dismissals:</b></p> <ul style="list-style-type: none"> <li>○ Before <b>S.R. Bommai</b>, Article 356 was frequently misused.</li> <li>○ After the judgment, its use significantly reduced.</li> </ul> <p>4. <b>Governor’s Role Limited:</b></p> <ul style="list-style-type: none"> <li>○ The Governor cannot unilaterally dismiss a state government.</li> <li>○ The Governor must first allow a floor test.</li> </ul>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>● Recap of key takeaways from the session.</li> <li>● Importance of these offices in maintaining constitutional governance.</li> <li>● Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 42	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Indira Nehru Gandhi v. Raj Narain (1975)	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the background and facts of the case.</li> <li>• Analyze the key legal issues, including electoral malpractices and constitutional amendments.</li> <li>• Examine the Supreme Court's judgment and its impact on Indian democracy.</li> <li>• Discuss the significance of the case in the context of judicial review and separation of powers.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a. PowerPoint Presentation b. Relevant videos c. Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (15 Minutes)</b> <b>A. Background (10 Minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Political Context:</b> <ul style="list-style-type: none"> <li>○ Indira Gandhi was the Prime Minister of India (1966-1977).</li> <li>○ In the 1971 general elections, she contested from Rae Bareli against Raj Narain.</li> <li>○ Indira Gandhi won with a large margin, but Raj Narain challenged her victory, alleging electoral malpractices.</li> </ul> </li> <li>• <b>Legal Framework:</b> <ul style="list-style-type: none"> <li>○ The Representation of the People Act, 1951 governs free and fair elections in India.</li> <li>○ The case was filed in the Allahabad High Court challenging Indira Gandhi's election victory.</li> </ul> </li> </ul> <p><b>B. Allahabad High Court Judgment (5 Minutes)</b></p> <ul style="list-style-type: none"> <li>• On 12th June 1975, the Allahabad High Court declared Indira Gandhi's election null and void, citing:             <ol style="list-style-type: none"> <li>1. Use of government officials for election purposes (a corrupt practice under the Representation of People Act, 1951).</li> <li>2. Misuse of state resources for campaigning.</li> </ol> </li> <li>• Indira Gandhi was barred from holding office for six years, leading to a political crisis.</li> </ul> <p><b>2. Development (40 Minutes)</b> <b>A. Issues Raised in the Case (10 Minutes)</b></p> <ol style="list-style-type: none"> <li>1. Was Indira Gandhi's election invalid due to electoral malpractices?</li> <li>2. Could Parliament pass a retrospective law (39th Amendment) to protect her election?</li> <li>3. Could the Judiciary review constitutional amendments that affected free and fair elections?</li> <li>4. Did the case violate the Basic Structure Doctrine?</li> </ol> <p><b>B. The 39th Constitutional Amendment (10 Minutes)</b></p> <ul style="list-style-type: none"> <li>• To prevent Indira Gandhi's disqualification, Parliament passed the 39th Amendment (August 1975), which:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Removed the power of courts to challenge the election of the Prime Minister, President, Vice President, and Speaker of Lok Sabha.</li> <li>○ Applied retroactively, making the Allahabad High Court’s ruling ineffective.</li> <li>● <b>Legal Issue:</b> <ul style="list-style-type: none"> <li>○ Could the government change the law to protect one person (Indira Gandhi) and override judicial decisions?</li> </ul> </li> </ul> <p><b>C. Supreme Court Judgment (15 Minutes)</b></p> <ul style="list-style-type: none"> <li>● Supreme Court’s Verdict (7:6 Majority) on 7th November 1975:             <ol style="list-style-type: none"> <li>1. <b>Struck Down the 39th Amendment:</b> <ul style="list-style-type: none"> <li>▪ It violated the Basic Structure Doctrine (established in Kesavananda Bharati v. State of Kerala, 1973).</li> <li>▪ The amendment took away the judiciary’s power to review election disputes, affecting democracy.</li> </ul> </li> <li>2. <b>Judicial Review Upheld:</b> <ul style="list-style-type: none"> <li>▪ The Court held that laws affecting elections must be subject to judicial scrutiny.</li> </ul> </li> <li>3. <b>Indira Gandhi’s Election Upheld:</b> <ul style="list-style-type: none"> <li>▪ While striking down the 39th Amendment, the Court validated Indira Gandhi’s election.</li> <li>▪ The Court held that some allegations were not severe enough to cancel her election.</li> </ul> </li> </ol> </li> </ul> <p><b>D. Impact of the Judgment (5 Minutes)</b></p> <ol style="list-style-type: none"> <li>1. <b>Strengthened Judicial Review:</b> <ul style="list-style-type: none"> <li>○ Reinforced that Parliament cannot take away the power of the Judiciary.</li> </ul> </li> <li>2. <b>Protected the Basic Structure Doctrine:</b> <ul style="list-style-type: none"> <li>○ Established that free and fair elections are part of the Basic Structure of the Constitution.</li> </ul> </li> <li>3. <b>Emergency and Authoritarianism:</b> <ul style="list-style-type: none"> <li>○ This case was one of the reasons Indira Gandhi declared the Emergency (1975-77), leading to political suppression.</li> </ul> </li> </ol>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>● Recap of key takeaways from the session.</li> <li>● Importance of these offices in maintaining constitutional governance.</li> <li>● Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 43	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> A.D.M Jabalpur v. Shivkant Shukla	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the background and facts of the case.</li> <li>• Analyze the key legal issues, particularly regarding fundamental rights and judicial review.</li> <li>• Examine the Supreme Court’s judgment and its implications on Indian democracy.</li> <li>• Discuss the impact of the case on the evolution of constitutional law, particularly post-1977 reforms.</li> </ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>a. PowerPoint Presentation</li> <li>b. Relevant videos</li> <li>c. Bare Act of Constitution of India</li> </ul>
<b>Teaching Development</b>	<p><b>1. Introduction (15 Minutes)</b></p> <p><b>A. Background (10 Minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Political Context:</b> <ul style="list-style-type: none"> <li>○ On June 25, 1975, the Emergency was declared by Prime Minister Indira Gandhi under Article 352 due to internal disturbances.</li> <li>○ Fundamental Rights under Article 14 (equality), Article 19 (freedom of speech), Article 21 (right to life &amp; liberty), and Article 22 (protection from arbitrary detention) were suspended.</li> <li>○ Thousands of political opponents were arrested under the Maintenance of Internal Security Act (MISA), 1971, without trial.</li> </ul> </li> <li>• <b>Legal Issue:</b> <ul style="list-style-type: none"> <li>○ Can courts review habeas corpus petitions during an Emergency when fundamental rights are suspended?</li> </ul> </li> </ul> <p><b>B. High Court Judgments (5 Minutes)</b></p> <ul style="list-style-type: none"> <li>• Different High Courts ruled that even during an Emergency, courts could hear habeas corpus petitions, protecting personal liberty.</li> <li>• The government challenged these rulings, leading to a Supreme Court case.</li> </ul> <p><b>2. Development (40 Minutes)</b></p> <p><b>A. Issues Raised in the Case (10 Minutes)</b></p> <ol style="list-style-type: none"> <li>1. Whether a citizen has any remedy under the law if detained arbitrarily during an Emergency?</li> <li>2. Does Article 21 (Right to Life &amp; Personal Liberty) remain in force when suspended under Article 359?</li> <li>3. Does the Judiciary have the power to review detention orders during an Emergency?</li> </ol> <p><b>B. Supreme Court Judgment (15 Minutes)</b></p> <ul style="list-style-type: none"> <li>• Verdict (Majority: 4-1) on April 28, 1976): <ul style="list-style-type: none"> <li>○ The Supreme Court ruled against personal liberty, holding that: <ol style="list-style-type: none"> <li>1. During an Emergency, fundamental rights, including Article 21 (Right to Life &amp; Liberty), remain suspended.</li> <li>2. No person can approach courts for habeas corpus if detained under MISA or other preventive detention laws.</li> <li>3. The executive (government) had supreme authority during an Emergency.</li> </ol> </li> </ul> </li> </ul>

	<p>4. The court cannot question the legality of the detention order.</p> <ul style="list-style-type: none"> <li>• Judges in Favor (Supporting Government’s Stance): <ul style="list-style-type: none"> <li>○ Chief Justice A.N. Ray, Justices M.H. Beg, Y.V. Chandrachud, P.N. Bhagwati</li> </ul> </li> <li>• Dissenting Opinion (Justice H.R. Khanna): <ul style="list-style-type: none"> <li>○ Argued that the Right to Life is inherent and cannot be taken away even during an Emergency.</li> <li>○ Warned that the ruling could lead to a dictatorship.</li> <li>○ His dissent later became the foundation for the evolution of personal liberty in India.</li> </ul> </li> </ul> <p><b>C. Impact of the Judgment (10 Minutes)</b></p> <ol style="list-style-type: none"> <li>1. <b>Severe Criticism:</b> <ul style="list-style-type: none"> <li>○ The case is considered one of the darkest moments in Indian legal history, as it allowed authoritarian rule.</li> </ul> </li> <li>2. <b>Constitutional Reforms (44th Amendment, 1978):</b> <ul style="list-style-type: none"> <li>○ Article 21 &amp; Article 20 were made non-suspendable during future emergencies.</li> <li>○ Habeas corpus was restored as a fundamental right.</li> </ul> </li> <li>3. <b>Justice H.R. Khanna’s Legacy:</b> <ul style="list-style-type: none"> <li>○ His dissent became highly respected.</li> <li>○ He was denied the position of Chief Justice due to his dissent but remains celebrated for upholding democracy.</li> </ul> </li> <li>4. <b>Later Rejection of the Judgment:</b> <ul style="list-style-type: none"> <li>○ In <i>K.S. Puttaswamy v. Union of India</i> (2017), the Supreme Court explicitly overruled <i>ADM Jabalpur</i>, calling it an “aberration in constitutional jurisprudence.”</li> </ul> </li> </ol>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>• Recap of key takeaways from the session.</li> <li>• Importance of these offices in maintaining constitutional governance.</li> <li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 44	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Kihoto Hollohan v. Zachillhu (1992)	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the background and facts of the case.</li> <li>• Analyze the key legal issues related to anti-defection laws and judicial review.</li> <li>• Examine the Supreme Court’s judgment and its impact on parliamentary democracy.</li> <li>• Discuss the constitutional significance of the ruling in relation to Article 102, Article 191, and the Tenth Schedule.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a. PowerPoint Presentation b. Relevant videos c. Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (15 Minutes)</b> <b>A. Background (10 Minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Defections in Indian Politics</b> <ul style="list-style-type: none"> <li>○ Before 1985, MLAs and MPs frequently switched parties for political gains, destabilizing governments.</li> <li>○ To curb this, the Tenth Schedule (Anti-Defection Law) was introduced in the 52nd Constitutional Amendment Act, 1985.</li> <li>○ It provided that MLAs and MPs could be disqualified for defection by the Speaker of the House.</li> </ul> </li> <li>• <b>Legal Issue Leading to the Case</b> <ul style="list-style-type: none"> <li>○ Kihoto Hollohan, an MLA from Arunachal Pradesh, challenged the disqualification order issued by the Speaker.</li> <li>○ <b>Main Argument:</b> The power given to the Speaker under the Tenth Schedule is arbitrary and beyond judicial review.</li> <li>○ Zachillhu, the Speaker, defended the disqualification, arguing that judicial review was not applicable to anti-defection cases.</li> <li>○ The case was filed before the Supreme Court to decide the constitutional validity of the Tenth Schedule.</li> </ul> </li> </ul> <p><b>2. Development (40 Minutes)</b> <b>A. Key Legal Issues (10 Minutes)</b></p> <ol style="list-style-type: none"> <li>1. Is the Tenth Schedule constitutional, or does it violate fundamental rights and parliamentary democracy?</li> <li>2. Can the Speaker’s decision on disqualification be challenged in courts?</li> <li>3. Does barring judicial review violate the basic structure of the Constitution?</li> </ol> <p><b>B. Supreme Court Judgment (15 Minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Verdict (5:1 Majority) on November 18, 1992):</b> <ul style="list-style-type: none"> <li>○ The Tenth Schedule was upheld as constitutional, meaning anti-defection laws are valid.</li> <li>○ Judicial Review was allowed, but only after the Speaker’s decision is made.</li> <li>○ The Speaker’s power to disqualify MLAs and MPs is not absolute and can be reviewed by the courts.</li> <li>○ The ruling maintained a balance between the autonomy of the legislature and judicial oversight.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Key Observations of the Supreme Court:</b> <ol style="list-style-type: none"> <li>1. <b>Judicial Review is part of the Basic Structure</b> <ul style="list-style-type: none"> <li>▪ The Court struck down Paragraph 7 of the Tenth Schedule, which barred judicial review.</li> <li>▪ Courts can review the Speaker’s decision if it is biased, arbitrary, or unconstitutional.</li> </ul> </li> <li>2. <b>Speaker is a Quasi-Judicial Authority</b> <ul style="list-style-type: none"> <li>▪ The Speaker acts like a judge while deciding disqualification cases.</li> <li>▪ However, since the Speaker belongs to a political party, there are concerns about impartiality.</li> </ul> </li> <li>3. <b>Strengthening Parliamentary Democracy</b> <ul style="list-style-type: none"> <li>▪ Defection leads to political instability, and the ruling strengthened anti-defection laws.</li> <li>▪ However, courts retain the power to check the misuse of Speaker’s authority.</li> </ul> </li> </ol> </li> </ul> <p><b>C. Impact of the Judgment (10 Minutes)</b></p> <ol style="list-style-type: none"> <li>1. <b>Strengthened the Anti-Defection Law</b> <ul style="list-style-type: none"> <li>○ The ruling confirmed that MPs and MLAs could be disqualified for defection, preventing political instability.</li> </ul> </li> <li>2. <b>Judicial Review Restored</b> <ul style="list-style-type: none"> <li>○ The Speaker’s decision is subject to judicial review, ensuring fairness and accountability.</li> </ul> </li> <li>3. <b>Concerns Over Speaker’s Role</b> <ul style="list-style-type: none"> <li>○ The ruling acknowledged the Speaker’s potential bias but did not remove their power.</li> <li>○ This remains a debated issue in Indian politics, leading to demands for an independent tribunal for disqualification cases.</li> </ul> </li> <li>4. <b>Later Developments (2020, 2023)</b> <ul style="list-style-type: none"> <li>○ In Manoj Narula v. Union of India (2014) and Karnataka MLAs Disqualification Case (2019), the Supreme Court reiterated that the Speaker must act impartially.</li> <li>○ In 2023, the Supreme Court suggested that an independent tribunal could replace the Speaker in deciding defection cases.</li> </ul> </li> </ol>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>• Recap of key takeaways from the session.</li> <li>• Importance of these offices in maintaining constitutional governance.</li> <li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>



<b>Lesson Plan No.</b> 45	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Amendability of Fundamental Rights	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand whether and how Fundamental Rights can be amended under the Constitution.</li> <li>Analyze key constitutional provisions, including Article 368 (Power of Parliament to amend the Constitution).</li> <li>Examine important Supreme Court judgments on the issue, such as Golaknath (1967), Kesavananda Bharati (1973), and Minerva Mills (1980).</li> <li>Discuss the balance between parliamentary power and judicial review in amending Fundamental Rights.</li> </ul>
<b>Teaching Aids (if any)</b>	<ul style="list-style-type: none"> <li>a. PowerPoint Presentation</li> <li>b. Relevant videos</li> <li>c. Bare Act of Constitution of India</li> </ul>
<b>Teaching Development</b>	<p><b>1. Introduction (15 Minutes)</b></p> <p><b>A. Background (10 Minutes)</b></p> <ul style="list-style-type: none"> <li><b>What are Fundamental Rights?</b> <ul style="list-style-type: none"> <li>Guaranteed under Part III of the Constitution.</li> <li>Considered essential for individual liberty and democracy.</li> <li>Enforceable by the courts under Article 32 (Right to Constitutional Remedies).</li> </ul> </li> <li><b>Article 368 – Power to Amend the Constitution</b> <ul style="list-style-type: none"> <li>Gives Parliament the power to amend any part of the Constitution.</li> <li>Raises the question: Can Parliament amend Fundamental Rights?</li> </ul> </li> </ul> <p><b>B. The Controversy (5 Minutes)</b></p> <ul style="list-style-type: none"> <li>Debate between Parliament’s power to amend the Constitution and judicial protection of Fundamental Rights.</li> <li>Two key perspectives:             <ol style="list-style-type: none"> <li>Parliament can amend Fundamental Rights as part of its legislative powers.</li> <li>Fundamental Rights are part of the Constitution’s ‘Basic Structure’ and cannot be altered.</li> </ol> </li> </ul> <p><b>2. Development (40 Minutes)</b></p> <p><b>A. Key Supreme Court Cases on Amendability of Fundamental Rights (20 Minutes)</b></p> <p><b>1. Shankari Prasad v. Union of India (1951)</b></p> <ul style="list-style-type: none"> <li><b>Held:</b> Fundamental Rights can be amended under Article 368.</li> <li><b>Rationale:</b> The term "amendment" includes all provisions of the Constitution, including Fundamental Rights.</li> </ul> <p><b>2. Sajjan Singh v. State of Rajasthan (1965)</b></p> <ul style="list-style-type: none"> <li><b>Reaffirmed Shankari Prasad</b> – Parliament has full authority to amend Fundamental Rights.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Dissenting Opinion:</b> Justice Hidayatullah questioned whether Parliament could destroy the core of the Constitution.</li> </ul> <p>3. <i>I.C. Golaknath v. State of Punjab (1967) – Turning Point</i></p> <ul style="list-style-type: none"> <li>• <b>Held:</b> Parliament cannot amend Fundamental Rights.</li> <li>• <b>Reasoning:</b> <ul style="list-style-type: none"> <li>○ Fundamental Rights are sacrosanct and cannot be altered through Article 368.</li> <li>○ Article 13(2) restricts the state from making laws that violate Fundamental Rights, and constitutional amendments are considered law.</li> <li>○ Established the Doctrine of Prospective Overruling – the decision applied to future amendments, not past ones.</li> </ul> </li> </ul> <p>4. <i>Kesavananda Bharati v. State of Kerala (1973) – Landmark Judgment</i></p> <ul style="list-style-type: none"> <li>• <b>Held:</b> Parliament can amend Fundamental Rights but cannot alter the "Basic Structure" of the Constitution.</li> <li>• <b>Introduced the Basic Structure Doctrine:</b> <ul style="list-style-type: none"> <li>○ Certain fundamental principles, such as judicial review, democracy, secularism, and Fundamental Rights, cannot be altered.</li> <li>○ Overruled Golaknath in part but limited Parliament's power.</li> </ul> </li> </ul> <p>5. <i>Indira Nehru Gandhi v. Raj Narain (1975)</i></p> <ul style="list-style-type: none"> <li>• <b>Held:</b> Amending Fundamental Rights to benefit a political leader (Indira Gandhi) was unconstitutional.</li> <li>• Emphasized the Basic Structure Doctrine.</li> </ul> <p>6. <i>Minerva Mills v. Union of India (1980)</i></p> <ul style="list-style-type: none"> <li>• <b>Held:</b> <ul style="list-style-type: none"> <li>○ Article 368 does not give Parliament unlimited power.</li> <li>○ Fundamental Rights and Directive Principles of State Policy (DPSP) must be balanced.</li> <li>○ Any amendment destroying Fundamental Rights violates the Basic Structure.</li> </ul> </li> </ul> <p><b>B. Impact of the Judgments (10 Minutes)</b></p> <ul style="list-style-type: none"> <li>• Parliament's amending power was restricted but not eliminated.</li> <li>• Fundamental Rights can be amended <b>but</b> cannot be destroyed or removed.</li> <li>• The Basic Structure Doctrine became a crucial principle in Constitutional Law.</li> <li>• Ensured Judicial Review over constitutional amendments to protect fundamental freedoms.</li> </ul>
<p><b>Closure</b></p>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"> <li>• Recap of key takeaways from the session.</li> <li>• Importance of these offices in maintaining constitutional governance.</li> <li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li> </ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<p><b>Evaluation</b></p>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 46	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Amendability of the Basic Structure	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of the Basic Structure Doctrine.</li> <li>• Analyze whether the Basic Structure can be amended.</li> <li>• Examine key Supreme Court cases, including Kesavananda Bharati (1973) and subsequent rulings.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a. PowerPoint Presentation b. Relevant videos c. Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (10 Minutes)</b></p> <p><b>A. What is the Basic Structure Doctrine?</b></p> <ul style="list-style-type: none"> <li>• Introduced in Kesavananda Bharati v. State of Kerala (1973).</li> <li>• Parliament can amend the Constitution but cannot alter its Basic Structure.</li> <li>• Protects core values like democracy, secularism, judicial review, and Fundamental Rights.</li> </ul> <p><b>B. Why was this Doctrine Necessary?</b></p> <ul style="list-style-type: none"> <li>• To prevent authoritarian misuse of power.</li> <li>• Ensures that Parliament cannot destroy democracy under the guise of constitutional amendments.</li> </ul> <p><b>2. Development (30 Minutes)</b></p> <p><b>A. Key Supreme Court Judgments (15 Minutes)</b></p> <ol style="list-style-type: none"> <li>1. <i>Shankari Prasad v. UOI (1951) &amp; Sajjan Singh v. State of Rajasthan (1965)</i> <ul style="list-style-type: none"> <li>○ Held: Parliament can amend any part of the Constitution, including Fundamental Rights.</li> </ul> </li> <li>2. <i>I.C. Golaknath v. State of Punjab (1967)</i> <ul style="list-style-type: none"> <li>○ Held: Parliament cannot amend Fundamental Rights under Article 368.</li> </ul> </li> <li>3. <i>Kesavananda Bharati v. State of Kerala (1973)</i> – Landmark Case <ul style="list-style-type: none"> <li>○ Held: Parliament can amend the Constitution but cannot alter its Basic Structure.</li> <li>○ Basic Structure includes: <ul style="list-style-type: none"> <li>▪ Supremacy of the Constitution</li> <li>▪ Republican &amp; Democratic form of government</li> <li>▪ Secularism</li> <li>▪ Separation of Powers</li> <li>▪ Judicial Review</li> </ul> </li> </ul> </li> <li>4. <i>Indira Nehru Gandhi v. Raj Narain (1975)</i> <ul style="list-style-type: none"> <li>○ Applied the Basic Structure Doctrine to strike down laws favoring Indira Gandhi.</li> </ul> </li> <li>5. <i>Minerva Mills v. Union of India (1980)</i> <ul style="list-style-type: none"> <li>○ Held: Any amendment destroying the harmony between Fundamental Rights and Directive Principles violates the Basic Structure.</li> </ul> </li> </ol> <p><b>B. Can the Basic Structure be Amended? (10 Minutes)</b></p> <ul style="list-style-type: none"> <li>• Parliament cannot directly amend or remove the Basic Structure.</li> <li>• Amendments can be made, but they must not violate the Basic Structure.</li> </ul>



	<ul style="list-style-type: none"><li>Judiciary has the final say in determining whether an amendment violates the Basic Structure.</li></ul> <p><b>C. Discussion: Key Questions (5 Minutes)</b></p> <ol style="list-style-type: none"><li>Should Parliament have the power to alter the Basic Structure?</li><li>Does the judiciary have too much power in interpreting amendments?</li><li>How does the Basic Structure Doctrine protect democracy?</li></ol>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"><li>Recap of key takeaways from the session.</li><li>Importance of these offices in maintaining constitutional governance.</li><li>Brief discussion on how these topics relate to competitive exams and legal practice.</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 47	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Types of Amendments	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the meaning and significance of constitutional amendments.</li> <li>Learn about the three types of amendments under Article 368.</li> <li>Analyze examples of each type of amendment.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a. PowerPoint Presentation b. Relevant videos c. Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>1. Introduction (10 Minutes)</b></p> <p><b>A. What is a Constitutional Amendment?</b></p> <ul style="list-style-type: none"> <li>A <b>formal change</b> to the Constitution to adapt to evolving <b>political, social, and economic needs</b>.</li> <li>Governed by <b>Article 368</b>, which provides the <b>procedure for amendment</b>.</li> </ul> <p><b>B. Why are Amendments Necessary?</b></p> <ul style="list-style-type: none"> <li>To <b>correct loopholes</b> in the Constitution.</li> <li>To adapt to <b>changing societal needs</b>.</li> <li>To maintain <b>constitutional flexibility</b> while ensuring stability.</li> </ul> <p><b>2. Development (30 Minutes)</b></p> <p><b>A. Types of Amendments (20 Minutes)</b></p> <ol style="list-style-type: none"> <li><b>By Simple Majority (Non-Article 368) – (10 Minutes)</b> <ul style="list-style-type: none"> <li><b>Process:</b> Passed by a simple majority of members present and voting in both Houses of Parliament.</li> <li><b>Scope:</b> Does not require special procedures or ratification by states.</li> <li><b>Examples:</b> <ul style="list-style-type: none"> <li>Creation of new states (e.g., Telangana in 2014).</li> <li>Changes in the Second Schedule (salaries of judges, President, etc.).</li> <li>Delimitation of constituencies.</li> </ul> </li> </ul> </li> <li><b>By Special Majority (Article 368) – (5 Minutes)</b> <ul style="list-style-type: none"> <li><b>Process:</b> <ul style="list-style-type: none"> <li>Requires a two-thirds majority of members present and voting.</li> <li>Must also be approved by more than 50% of total strength of each House.</li> </ul> </li> <li><b>Scope:</b> Used for major constitutional amendments.</li> <li><b>Examples:</b> <ul style="list-style-type: none"> <li><b>24th Amendment (1971):</b> Allowed Parliament to amend Fundamental Rights.</li> <li><b>101st Amendment (2016):</b> Introduced GST.</li> </ul> </li> </ul> </li> <li><b>By Special Majority + Ratification by States (Article 368) – (5 Minutes)</b> <ul style="list-style-type: none"> <li><b>Process:</b> <ul style="list-style-type: none"> <li>Requires a two-thirds majority in both Houses.</li> <li>Approval by at least 50% of the states.</li> </ul> </li> <li><b>Scope:</b> Used for amendments affecting the federal structure.</li> <li><b>Examples:</b></li> </ul> </li> </ol>



	<ul style="list-style-type: none"><li>▪ 42nd Amendment (1976): Changed the preamble and added Fundamental Duties.</li><li>▪ 73rd &amp; 74th Amendments (1992): Strengthened Panchayati Raj and Municipalities.</li></ul> <p><b>B. Discussion: Key Questions (10 Minutes)</b></p> <ol style="list-style-type: none"><li>1. Why does the Constitution have different types of amendment procedures?</li><li>2. Does the ratification by states ensure federalism?</li><li>3. Should Fundamental Rights be subject to amendment?</li></ol>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"><li>• Recap of key takeaways from the session.</li><li>• Importance of these offices in maintaining constitutional governance.</li><li>• Brief discussion on how these topics relate to competitive exams and legal practice.</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>

<b>Lesson Plan No.</b> 48	<b>Course Name:</b> Constitutional Law-II <b>Topic:</b> Brief Overview of the Constitution of India	<b>Course No:</b> LLB-201
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<b>Objectives</b>	<p><b>At the end of the lesson, the students shall be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the historical background of the Indian Constitution.</li> <li>Identify its key features and structure.</li> <li>Appreciate its importance in governance and society.</li> </ul>
<b>Teaching Aids (if any)</b>	<p>a. PowerPoint Presentation b. Relevant videos c. Bare Act of Constitution of India</p>
<b>Teaching Development</b>	<p><b>I. Introduction (15 Minutes)</b></p> <p><b>A. What is a Constitution?</b></p> <ul style="list-style-type: none"> <li>A supreme legal document that lays down the fundamental principles, rights, and governance structure of a country.</li> <li>Defines the powers and functions of different organs of government.</li> </ul> <p><b>B. Historical Background of the Indian Constitution</b></p> <ul style="list-style-type: none"> <li><b>Pre-Independence Influences:</b> <ul style="list-style-type: none"> <li>Government of India Act, 1935 – The longest source of inspiration.</li> <li>Various British-era laws (Regulating Act 1773, Indian Councils Act 1861, etc.).</li> <li>Nationalist Movement &amp; Demand for Self-rule.</li> </ul> </li> <li><b>Constituent Assembly (1946-1949):</b> <ul style="list-style-type: none"> <li>Chaired by Dr. B.R. Ambedkar (Drafting Committee Head).</li> <li>Took 2 years, 11 months, and 18 days to draft.</li> <li>Adopted on 26th November 1949, came into effect on 26th January 1950 (Republic Day).</li> </ul> </li> </ul> <p><b>2. Development (35 Minutes)</b></p> <p><b>A. Key Features of the Indian Constitution (20 Minutes)</b></p> <ol style="list-style-type: none"> <li><b>Longest Written Constitution</b> <ul style="list-style-type: none"> <li>Contains 470 Articles (as of now), 25 Parts, and 12 Schedules.</li> <li>Combination of rigidity and flexibility.</li> </ul> </li> <li><b>Federalism with a Unitary Bias</b> <ul style="list-style-type: none"> <li>Division of powers between Centre and States.</li> <li>Strong central government in times of emergency.</li> </ul> </li> <li><b>Parliamentary System of Government</b> <ul style="list-style-type: none"> <li>Based on the British model.</li> <li>President (Nominal Head) and Prime Minister (Real Head).</li> </ul> </li> <li><b>Fundamental Rights &amp; Duties</b> <ul style="list-style-type: none"> <li>Inspired by the US Constitution.</li> <li><b>Part III:</b> Fundamental Rights – protect individual liberties.</li> <li><b>Part IV-A:</b> Fundamental Duties (added by the 42nd Amendment).</li> </ul> </li> <li><b>Directive Principles of State Policy (DPSP)</b> <ul style="list-style-type: none"> <li>Guidelines for state policies (inspired by the Irish Constitution).</li> <li>Aim to create a welfare state.</li> </ul> </li> <li><b>Secularism</b> <ul style="list-style-type: none"> <li>No official state religion.</li> <li>Equal treatment of all religions.</li> </ul> </li> <li><b>Independent Judiciary &amp; Judicial Review</b> <ul style="list-style-type: none"> <li>Supreme Court as the guardian of the Constitution.</li> </ul> </li> </ol>



	<ul style="list-style-type: none"><li>○ Power of judicial review to ensure constitutional supremacy.</li></ul> <p>8. <b>Emergency Provisions</b></p> <ul style="list-style-type: none"><li>○ Special powers to Centre during crises (National, State, and Financial Emergency).</li></ul> <p><b>B. Structure of the Indian Constitution (15 Minutes)</b></p> <ul style="list-style-type: none"><li>● <b>Preamble:</b> Introduction that defines the ideals and objectives (Sovereign, Socialist, Secular, Democratic Republic).</li><li>● <b>Parts &amp; Articles:</b> Division of Constitution into different sections.</li><li>● <b>Schedules:</b> Special provisions for administration, privileges, and allocation of powers.</li></ul>
<b>Closure</b>	<p><b>Summarize the Key Points:</b></p> <ul style="list-style-type: none"><li>● Recap of key takeaways from the session.</li><li>● Importance of these offices in maintaining constitutional governance.</li><li>● Brief discussion on how these topics relate to competitive exams and legal practice.</li></ul> <p>Spend 5 minutes to wrap up and consolidate the learnings</p>
<b>Evaluation</b>	<p><b>Reflective Questions (What, Why, Who?). Allow students to answer and discuss.</b></p> <p>Spend 5 minutes to evaluate student assimilation of the lesson contents.</p>