

CHOITHRAM SCHOOL, MANIK BAGH, INDORE

ANNUAL CURRICULUM PLAN SESSION 2017 – 2018

CLASS: XII

SUBJECT: LEGAL STUDIES

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities &Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
March- 15 April- 13	JUDICIARY Brief Description- The unit deals with Constitution, Roles and Impartiality of judges, Structure, Hierarchy of Courts and Legal Offices in India, Appointments, Trainings, Retirement and Removal of Judges and Judicial Review	- To provide a background of the evolution of the Indian legal system in a short and concise form. - To enable them to understand the development of Common Law system in India. -To enable the students to know and understand A. Structure, Hierarchy of Courts and Legal Offices B. Structure and Hierarchy of Courts in India C. Salient features of Indian Judiciary D. Legal Offices in India E. Constitution, Roles and Impartiality F. Independence of Judiciary as a Constitutional Safeguard G. Role of Indian Judiciary H. Independence & Impartiality of Indian Judiciary	-To enable the students focus on the applicability of justice, equity and good conscience -To inculcate in the students respect for the legal profession -To enable the students <ul style="list-style-type: none"> ➤ To develop critical thinking and analytical skills ➤ To think lawgically 	<ul style="list-style-type: none"> • Warm up discussions- <ul style="list-style-type: none"> ➤ What do you understand by bench and bar (related to legal studies)? ➤ Judges are part of the same society that we live in; do their inherent sociological and psychological biases impact decision making, thereby affecting the independence of judiciary as a whole? • Reading the text, 	Students will be able <ul style="list-style-type: none"> • to know and understand the way judiciary works • to understand the importance of fairness in administrative actions • to apply the knowledge they receive about the judicial procedure in school situations (at least they can discuss about the correct 	Based on <ul style="list-style-type: none"> ➤ Assignment s ➤ Text book questions ➤ Previous years' questions ➤ Problems/ hypothetical situations based on the topics

		I. Appointment of Judges J. Judicial Training K. Retirement of Judges L. Removal of Judges M. Judicial Review N. Separation of Powers O. Individual and Group Rights P. Centre-State Relations Q. Fairness in Executive Actions R. Basic Structure		discussion and explanation <ul style="list-style-type: none">• After explanation, discussion on-<ul style="list-style-type: none">➤ Are PILs supplementing or replacing the role of legislature?➤ Concept of life tenure for judges is suitable for judges of the Supreme Court of India and other High Courts.➤ Give an example from school situation where you can apply the learning from the decision in Maneka Gandhi v. Union of India.	legal procedure)	
June-15	UNIT 2 - TOPICS IN LAW The unit deals with Property, Contracts, Torts, Crimes and Administrative	To enable the students to understand <ul style="list-style-type: none">• Meaning and elements of crime• Intention and motive• Kinds of crimes• What is Indian penal code• What is Criminal procedure code• What is included in Indian Evidence Act	<ul style="list-style-type: none">• To create awareness about the various procedures and remedies available in Indian Legal System	<ul style="list-style-type: none">• Warm up activity- (to introduce different sub topics)<ul style="list-style-type: none">➤ How do you think property is	Students will be able <ul style="list-style-type: none">• to know and understand the different procedures established by law in different situations	Based on <ul style="list-style-type: none">➤ Assignment s➤ Text book questions➤ Previous years' questions

	Law	<ul style="list-style-type: none"> • Essentials of a valid contract • Discharge of contract • Unlawful agreements • Contingent contract • Wagers • Damages • Kinds of torts • Sources of tort law • Purpose of tort law • Types of property • Transfer • Essentials of a valid transfer • Doctrine of election • Doctrine of LIS Pendens • Sale • Lease • Exchange • Gift • Intellectual property • Difference between Administrative and Constitutional Law • Kinds of administrative action • Fundamental Principles of Administrative Law: <ul style="list-style-type: none"> ➤ Rule of Law, ➤ Separation of Powers ➤ Principles of Natural Justice • Droit System • Criticism of Droit system • Effectiveness of Droit • Doctrines <ul style="list-style-type: none"> ➤ proportionality ➤ legitimate expectation 	<ul style="list-style-type: none"> • To inculcate in the students <ul style="list-style-type: none"> ➤ Social responsibility ➤ Fairness in property issues ➤ Fairness in actions ➤ Respect for differences ➤ Respect for justice, law and order ➤ Responsibility ➤ Conflict Resolution ➤ Sense of being dutiful • To enable the students <ul style="list-style-type: none"> ➤ To learn to resolve a situation according to the procedure established by Law ➤ To claim for the remedies available ➤ To fight for justice ➤ To confidently proceed with knowledge of law ➤ To develop critical thinking and analytical skills ➤ To think lawgically 	<p>transferred from one person to another?</p> <ul style="list-style-type: none"> ➤ If there is something wrong with the property, should the seller hide it? Why/ why not? ➤ If ‘Fair and Lovely’ cream’s advertisement claims to give a fairer skin in a month, do you think it’s a valid contract? ➤ If I say, I will give you 1000 rupees if India wins the match, and you agree to give me 1000 rupees if India loses the match, is it a valid contract? ➤ Harsh misbehaves and I suspend him. Chelsea misbehaves and I just ignore her. Is my action as a teacher justified, keeping in mind that the degree of 	<ul style="list-style-type: none"> • to apply the knowledge of law in various similar situations and reach a decision • to understand the importance of leading cases and how they can refer to the leading judgements to resolve disputes when they take up ‘Law’ as a career in future • to develop awareness about the legal remedies available to a normal citizen who can be powerful with the knowledge of law and must not tolerate injustice 	<ul style="list-style-type: none"> ➤ Leading cases ➤ Problems/ hypothetical situations based on the topics
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		<p>➤ constitutional morality</p>		<p>misbehaviour is the same?</p> <p>➤ You all must have watched some episode of CID on Sony TV. Can you describe the investigation procedure? I will list it on the board.</p> <p>➤ I pick the duster and aim it violently at Husain. He is in fear of getting hurt. I don't hit him and smile and calmly put the duster down. Do you think it is a wrongful act? Why/ why not?</p> <p>➤ Can we brand any tea as Darjeeling tea, or my homemade biscuits as Parle G? Why/ why not?</p> <p>• Reading the text, discussion before and after explanation</p> <p>‘Match the cards’</p>		
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				activity will be conducted after the completion of TPA. On one side cards will have the cases/sections/ terms and on the other side meanings/ decision of the court/ definitions		
July-24	UNIT 3 – ARBITRATION, TRIBUNAL ADJUDICATION AND ALTERNATE DISPUTE RESOLUTION The unit deals with Adversarial and Inquisitorial System, Arbitration, Administrative Tribunals, Ombudsman (CVO/CVC), Mediation and Conciliation, Lok Adalats Lokpal and Lokayukt	To enable the students to know and understand <ul style="list-style-type: none"> ➤ Various other cheaper and speedier modes of dispute resolution ➤ Adversarial and Inquisitorial System ➤ Advantages and Disadvantages of both ➤ ADR in Vedic age in India ➤ Benefits of ADR ➤ Types of ADR <ul style="list-style-type: none"> - Arbitration - Administrative Tribunals - Mediation - Lok Adalats - Ombudsman - Lokpal ➤ Arbitration <ul style="list-style-type: none"> - Meaning - Process - Types ➤ Administrative Tribunals <ul style="list-style-type: none"> - Range of Disputes - Examples of Tribunals 	Behavioural Objectives <ul style="list-style-type: none"> • To create awareness about the various procedures and remedies available in Indian Legal System • To inculcate in the students <ul style="list-style-type: none"> ➤ Social responsibility ➤ Impartiality ➤ Fairness in actions ➤ Respect for justice, law and order ➤ Responsibility ➤ Conflict Resolution • To enable the students <ul style="list-style-type: none"> ➤ To learn to resolve a situation according to the procedure established by Law ➤ To fight for justice 	<ul style="list-style-type: none"> • Warm up activity- (to introduce different sub topics) <ul style="list-style-type: none"> ➤ Reference to ‘Tareekh pe Tareekh’ dialogue (Damini) by Sunny Deol, then ADR as a solution ➤ Is Panchayat a formal or informal source of dispute resolution? Compare it with litigation in courts. ➤ You must have heard about consumer forum. Does it deal with a specific sector? ➤ Is Indian Legal System Adversarial or Inquisitorial? 	Students will be able <ul style="list-style-type: none"> • to know and understand the different procedures established by law for informal and speedier justice • to understand the importance of various informal modes to resolve disputes when they take up ‘Law’ as a career in future • to develop awareness about the legal remedies available to a normal citizen who can be 	Based on <ul style="list-style-type: none"> ➤ Assignment s ➤ Text book questions ➤ Previous years’ questions ➤ Problems/ hypothetical situations based on the topics

		<ul style="list-style-type: none"> ➤ Mediation <ul style="list-style-type: none"> - Meaning - Process - Types ➤ Lok Adalats <ul style="list-style-type: none"> - Benefits ➤ Ombudsman <ul style="list-style-type: none"> - Meaning and Role of CVO and CVC ➤ Lokpal <ul style="list-style-type: none"> - Constitution - Powers 	<ul style="list-style-type: none"> ➤ To confidently proceed with knowledge of law ➤ To develop critical thinking and analytical skills ➤ To be aware of informal and speedier methods of dispute resolution ➤ To think lawgically 	<p>Why/why not?</p> <ul style="list-style-type: none"> • Reading the text, discussion before and after explanation • After explanation, discussion on- <ul style="list-style-type: none"> ➤ Disputes between neighbours should be resolved through... ➤ Commercial Disputes through... ➤ Identify a situation when you would use mediation as the preferred source of dispute resolution ➤ Can anti corruption bodies be corrupt? 	powerful with the knowledge of law and must fight for justice	
August-21	<p>UNIT 7 – INTERNATIONAL CONTEXT</p> <p>The unit deals with History and Sources of International Law, International</p>	<p>To enable the students to know and understand</p> <ul style="list-style-type: none"> ➤ International law ➤ Public International Law ➤ Private International Law ➤ Sources of International law ➤ International Institutions <ul style="list-style-type: none"> - ILO - UNESCO 	<ul style="list-style-type: none"> • To create awareness about the various procedures and remedies available at the international level for dispute resolution • To inculcate in the students 	<ul style="list-style-type: none"> • Warm up discussions- (open ended –free to express right/ wrong) <ul style="list-style-type: none"> ➤ Law against Domestic violence is applicable in India. What about 	<p>Students will be able</p> <ul style="list-style-type: none"> • to know and understand the different procedures established by law at international level 	<p>Based on</p> <ul style="list-style-type: none"> ➤ Assignment s ➤ Text book questions ➤ Previous years' questions ➤ Problems/

	Institutions and Dispute Resolutions	<ul style="list-style-type: none">- World Bank and IMF- WHO <ul style="list-style-type: none">➤ International Human Rights➤ Customary International Law➤ International Law & Municipal law➤ International Law & India➤ Dispute Resolution	<ul style="list-style-type: none">➤ Global Citizenship• To enable the students➤ To develop critical thinking and analytical skills➤ To think lawgically	<p>other Middle East countries?</p> <ul style="list-style-type: none">➤ In India same sex marriages are an offence. In USA, the ban has been lifted.➤ If killing a particular species of an animal is banned by the United Nations, would it be an offence in all countries? <ul style="list-style-type: none">• Reading the text, discussion before and after explanation• After explanation, discussion on-➤ How can ‘customs’ be included in International Law?➤ How did Vishakha Guidelines come into existence? Which international convention was taken into account	<ul style="list-style-type: none">• to understand the importance of dispute resolution between countries to ensure world peace• to add the dimension of International Context when they take up ‘Law’ as a career in future• to develop awareness about the International Human Rights and help the socially and economically deprived, seek justice	hypothetical situations based on the topics
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				<p>while designing the guidelines?</p> <ul style="list-style-type: none"> ➤ India signs a UN treaty wherein it is prohibited to kill a particular species of animal. There is no such law in India. Comment. ➤ It was in news (3rd June 2017) that in Ireland, a person of Indian origin, who is a gay, has been chosen as Prime Minister. In India it's an offence. 		
	<p>UNIT 6 – LEGAL SERVICES</p> <p>The unit deals with Brief History of Legal Aid, Legal Background, Criteria for Giving Free Legal Services</p>	<p>To enable the students to know and understand</p> <ul style="list-style-type: none"> ➤ what is the aim of providing legal services ➤ how did the idea develop ➤ criteria for providing legal aid 	<p>To enable the students-</p> <ul style="list-style-type: none"> • To create awareness about the remedies available to those who are socially or economically backward for seeking justice • To inculcate in the students <ul style="list-style-type: none"> ➤ Social Engineering ➤ A sense of equality for all • To enable the 	<ul style="list-style-type: none"> • Warm up discussions- (open ended –free to express right/ wrong) <ul style="list-style-type: none"> ➤ We rely on the Legal System for seeking justice. What if a person cannot afford the court fees? ➤ If a person suffers injustice, but is not legally aware, how can he be helped? 	<p>Students will be able</p> <ul style="list-style-type: none"> • to know and understand the procedure established by law to see that no one is denied justice • to understand the importance of lawyer power to seek justice 	<p>Based on</p> <ul style="list-style-type: none"> ➤ Assignments ➤ Text book questions ➤ Previous years' questions ➤ Problems/ hypothetical situations based on the topics

			students <ul style="list-style-type: none"> ➤ To develop critical thinking ➤ To think lawgically 	<ul style="list-style-type: none"> • Reading the text, discussion before and after explanation 		
September -21	UNIT 6 – LEGAL SERVICES continued... Hierarchy of Legal Aid Service Authorities, Legal Aid in context of Social Justice and Human Rights and Funding- A. The National Legal Aid Fund, B. The State Legal Aid Fund, C. The District Legal Aid Fund	To enable the students to know and understand <ul style="list-style-type: none"> ➤ how it caters to human rights ➤ funding for legal aid institutions 	To enable the students- <ul style="list-style-type: none"> • To reflect on how people can take disadvantage of the criteria • To reflect on the loss to the state in criminal cases • To inculcate in the students <ul style="list-style-type: none"> ➤ Social Engineering ➤ A sense of equality for all • To enable the students <ul style="list-style-type: none"> ➤ To understand that no one should be barred from justice owing to his status ➤ To realize how they can help the weaker section of society when they take up legal profession, and be the instruments of change 	<ul style="list-style-type: none"> • After explanation, discussion on- <ul style="list-style-type: none"> ➤ A person belongs to SC category. He runs a business and is quite rich. He has to seek a legal remedy and applies for legal aid, as he rightly fulfils the criteria. ➤ How can you be the social engineers? 	Students will be able <ul style="list-style-type: none"> • to understand that it's the duty of the State to work for equality and how society has progressed • to develop awareness about the International provisions for legal aid 	Based on <ul style="list-style-type: none"> ➤ Problems/ hypothetical situations based on the topics

	UNIT 4 – HUMAN RIGHTS Brief Description- The unit deals with Human Rights Laws, their Constitution, Statutes and Complaint Mechanisms	To enable the students to know and understand <ul style="list-style-type: none"> ➤ What are Human Rights? ➤ Historical Context ➤ International Human Rights ➤ Constitutional framework and related laws ➤ Human Rights ➤ Fundamental Duties ➤ Directive Principles ➤ Quasi Judicial Bodies 	To enable the students- <ul style="list-style-type: none"> • To claim the human rights of an individual and raise their voice against the violation of human rights in whatever way they can 	<ul style="list-style-type: none"> • Warm up discussion- <ul style="list-style-type: none"> ➤ Laws are there on paper, children are still slogging their daylight hours in factories ➤ What are human rights? How should one deal with human rights violations? ➤ Do you think su moto action is a great power in the hands of the judiciary? • Reading the text, discussion and explanation 	Students will be able <ul style="list-style-type: none"> • to know and understand the human rights granted to Indian citizens • to learn the powers and functions of national commissions • to develop awareness and learn to raise voice against injustice 	Based on <ul style="list-style-type: none"> ➤ Assignment s ➤ Text book questions ➤ Previous years' questions
October-17	UNIT 4 – HUMAN RIGHTS Continued... National Human Rights Commissions, National Commission for SC/ST, women,	To enable the students to know and understand <ul style="list-style-type: none"> ➤ Constitution, complaint mechanism, powers and functions of Human Rights Commission, SC ST, Women and Minority 	<ul style="list-style-type: none"> • To inculcate in the students Gender Equality Respect for minority Respect for religion Realization that the accused are also human beings and they too have rights Empathy for victims of human rights 	<ul style="list-style-type: none"> • After explanation, discussion on- <ul style="list-style-type: none"> ➤ We talk about right to equality, what about the reservations for SC/ST/OBC? ➤ Article 19 provides for right to freedom, can it be 	Students will be able <ul style="list-style-type: none"> • to know and understand the human rights granted to Indian citizens • to learn the powers and functions of national commissions 	<ul style="list-style-type: none"> ➤ Problems/ hypothetical situations based on the topics

	and minority.		violations Impartiality • To enable the students To develop critical thinking To think lawgically	taken away by the State? Why/why not?	• to develop awareness and learn to raise voice against injustice	
November -23	UNIT 5 – LEGAL PROFESSION IN INDIA Brief Description- The unit explores History of Legal profession in India, Role and types of functions of judges and lawyers, Barristers, Solicitors and Advocates and Changes Affected by Indian Advocates Act, 1961.	To enable the students to know and understand <ul style="list-style-type: none"> ➤ History of legal profession in India ➤ Classification of lawyers ➤ Their roles and functions ➤ Advocates Act 1961 ➤ The Bar Council of India ➤ Professional Duties and ethics of an Advocate ➤ Advertising by lawyers ➤ Opportunities for law graduates ➤ Legal education in India ➤ Globalization and Liberalization of legal profession ➤ Legal Education in <ul style="list-style-type: none"> - The UK - The USA - Singapore - Germany - Australia - PRC - France ➤ Practising by foreign lawyers in the above listed States Women and the legal profession	To enable the students- <ul style="list-style-type: none"> • To know the criteria one must meet to practice legal profession in India and foreign countries • To inculcate in the students Gender Equality Readiness for globalization • To enable the students <ul style="list-style-type: none"> ➤ To develop critical thinking ➤ To think lawgically ➤ To analyze how our country should have a level playing field for Indian lawyers ➤ To draw a conclusion whether advertising by lawyers is appropriate and to 	<ul style="list-style-type: none"> • Warm up discussions- (open ended) <ul style="list-style-type: none"> ➤ What all career options do you have if you pursue a career in Law? ➤ Should lawyers advertise? ➤ Do you think women lawyers/ judges are as competent as male professionals? • Reading the text, discussion and explanation • After explanation, discussion on- <ul style="list-style-type: none"> ➤ What is your general view in allowing 	Students will be able <ul style="list-style-type: none"> • to know and understand the rules regarding entry of foreign lawyers in different countries • to realize how our legal system is greatly influenced by the English Legal System, and identify and appreciate the planned strategy of the English in establishing a system • to inculcate the ethical obligations 	Based on <ul style="list-style-type: none"> ➤ Assignment s ➤ Text book questions ➤ Previous years’ questions ➤ Problems/ hypothetical situations based on the topics

			what extent	<p>professionals to advertise? What are the moral and ethical arguments involved in this debate?</p> <p>➤ Should foreign law firms be allowed to establish offices and practice in India? How will that decision impact the legal profession in India?</p> <p>➤ A lawyer's profession is a liar's profession. Comment.</p>	when one enters a profession	
December	-	REVISION AND PRACTICE PAPERS				