

CHOITHRAM SCHOOL, MANIK BAGH, INDORE

ANNUAL CURRICULUM PLAN SESSION 2020 – 2021

CLASS: XI

SUBJECT: LEGAL STUDIES

Month & Working Days	Theme/ Sub-theme	Learning Objectives		Activities & Resources	Expected Learning Outcomes	Assessment
		Subject Specific (Content Based)	Behavioural (Application based)			
May	Theory and Nature of Political Institutions Concept of State Theories on origin of state Types of states	To enable the students- <ul style="list-style-type: none"> ➤ To gain knowledge of the State with respect to: ➤ origin and growth ➤ well-known definitions ➤ types 	To enable the students- <ul style="list-style-type: none"> ➤ To realize how History is important for progress ➤ To understand that growth, when gradual lasts for long ➤ To appreciate various beliefs and culture which were for the benefits of society 	Activity (to introduce the lesson) <ul style="list-style-type: none"> ➤ You all have studied History. How and why did man start living in society? • Reading the text, discussion and explanation Activity (to assess learning) <ul style="list-style-type: none"> • After explanation, discussion on- ➤ Man is a social animal, man is a political animal ➤ A society can exist without state, but a state cannot exist without society. Comment. ➤ Which theory of 	Students will be able <ul style="list-style-type: none"> • to work in the direction of social engineering • realize that one has move a long way on the path of progress, and there are always problems which need to be encountered. 	Based on <ul style="list-style-type: none"> ➤ Assignments ➤ Text book questions ➤ Problems/ hypothetical situations based on the topics

				<p>‘emergence of state from society’ do you like the most? Why?</p> <p>➤ Matriarchal or Patriarchal – Which theory holds good in your house?</p>		
June	<p>Criminal Law</p> <p>What is Crime</p> <p>Stages of Crime</p> <p>Elements of Crime</p> <p>Warrant, Summons and Summary cases</p> <p>Investigation and Trial</p> <p>Confession and Admission</p>	<p><u>Objectives:</u></p> <p><u>I-Specific Objectives-</u></p> <p>To enable the students to understand</p> <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 	<p><u>II-Behavioural Objectives</u></p> <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 ➤ Fairness in actions ➤ Respect for differences ➤ Respect for justice, law and order ➤ Responsibility ➤ Conflict Resolution ➤ Sense of being dutiful 	<p><u>Activities and Processes-</u></p> <ul style="list-style-type: none"> ➤ Courtroom scenes shown in movies – how authentic? ➤ Video of a courtroom scene ➤ Discussion on Palwinder Singh case – confession or admission <p>Reading the text, discussion and explanation including explanation by the students</p>	<p>Students will be able</p> <ul style="list-style-type: none"> • to know and understand the different procedures established by law in different situations • to apply the knowledge of law in various similar situations and reach a decision 	<p>Based on Explanation by the students and discussions</p> <p>Also based on</p> <ul style="list-style-type: none"> ➤ Assignments ➤ Text book questions ➤ Problems/hypothetical situations based on the topics
July	<p>Theory and Nature of Political Institutions</p> <p>Concept of Nation</p>	<ul style="list-style-type: none"> ➤ To understand ➤ different elements ➤ concept of a Nation ➤ To develop an understanding of the essential features of the Indian Constitution, including the role and 	<ul style="list-style-type: none"> ➤ To appreciate various beliefs and culture which were for the benefits of society ➤ To be practical to leave the obsolete ways and move 	<p>Warm up discussions-</p> <ul style="list-style-type: none"> ➤ Out of all three organs of the Government, which seems to be the most powerful organ? ➤ Give some examples of Dictatorship. 	<p>Students will be able to understand how a state functions, how powers and functions are distributed yet overlapping is there to maintain fairness</p>	<p>Based on</p> <ul style="list-style-type: none"> ➤ Assignments ➤ Text book questions ➤ Problems/hypothetical situations

	Organs of Government - Legislative, Executive and Judiciary, Separation of Powers – Parliamentary Sovereignty and Judicial Independence and Constitutional Framework of India.	<p>importance of Fundamental Rights and Separation of Powers</p> <p>To enable the students to know and understand</p> <ul style="list-style-type: none"> ➤ Various organs of government ➤ Forms of government ➤ Organisation of the legislature ➤ Concept of separation of powers ➤ Historical background and origin ➤ Evaluation of the doctrine of separation of power ➤ Separation of powers in practice 	<p>towards change.</p> <p>To apply knowledge</p> <ul style="list-style-type: none"> ➤ while resolving a given problem-case study ➤ doing research / reference work <p>To inculcate in the students</p> <ul style="list-style-type: none"> ➤ Social Engineering <p>To enable the students</p> <ul style="list-style-type: none"> ➤ To develop critical thinking ➤ To think lawgically 			1 situations based on the topics
August	Nature and Sources of Law	<p><u>I-Specific Objectives-</u></p> <p>To enable the students-</p> <ul style="list-style-type: none"> ➤ to understand the gradual shaping up of the Indian legal system ➤ to provide exposure on various systems of law <p>To enable the students to know and understand</p> <ul style="list-style-type: none"> ➤ Nature and Meaning of Law ➤ I. Historical Perspectives ➤ II. Schools of Law ➤ III. Function and purposes of law 	<p><u>II-Behavioural Objectives</u></p> <p>To enable the students-</p> <ul style="list-style-type: none"> ➤ to realize how History is important for progress ➤ to understand the connection between law and morality ➤ to understand the need of law reforms ➤ how change is an important part of progress <p>To inculcate in the students</p> <ul style="list-style-type: none"> ➤ Social Engineering 	<p><u>Activities and Processes-</u></p> <p>Activity (to introduce the lesson)</p> <ul style="list-style-type: none"> • Warm up discussion- Prestructural ➤ A team of the five explorers are trapped in a cave. Through radio contact with physicians they are informed that they will starve to death by the time they are rescued. They cast a dice and elect to kill and eat one of their own team members to 	<p><u>Learning Outcome-</u></p> <p>Students will be able</p> <ul style="list-style-type: none"> • to work in the direction of social engineering • realize that practical reasonableness should always be clubbed with morality to prevent moral degradation 	<p>Assessment:</p> <p>Based on</p> <ul style="list-style-type: none"> -Assignments -Text book questions -Previous years' questions -Problems/ hypothetical situations based on the topics -project

		<ul style="list-style-type: none">➤ Classification of Law➤ I. International Law➤ II. Municipal Law➤ Sources of Law➤ I. Where does law come from?➤ II. Classification of Sources➤ III. Custom as a source of law➤ IV. Judicial Precedent as a Source of Law➤ V. Legislation as a Source of Law➤ Law Reform➤ I. Need for Law Reform➤ II. Law reforms in India➤ Major works of Jurists	<p>To enable the students</p> <ul style="list-style-type: none">➤ To develop critical thinking➤ To think lawgically	<p>avoid the death of all. The four remaining Spelunkers are rescued and are all accused for the murder of their fifth member.</p> <p>In your opinion, should they be acquitted or convicted for murder?</p> <ul style="list-style-type: none">• Reading the text, discussion and explanation <p>Activity (to support learning)</p> <p>Do you think custom as a source of law in India is relevant even during present times? Support your answer with appropriate reason and examples. (A reference will be made to Jalikattu)</p> <p>Activity (to assess learning)</p> <ul style="list-style-type: none">• After explanation, discussion on-➤ Which school of law do you like the most? Why?➤ Project on Unit 2➤ Differentiate between ratio decidendi and obiter dicta of any 5 case laws related to the curriculum.	
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				<ul style="list-style-type: none"> ➤ The project should speak of the facts, issue, and the decision of the case clearly differentiating between the obiter and ratio. ➤ A viva along with file will be assessed in the following format: ➤ Presentation and preparation of file – 5 marks ➤ Research – 5 marks ➤ Application of the understanding of legal context – 5 marks ➤ Viva– 5 marks 		
	Historical Evolution Of the Indian Legal System	<u>Objectives:</u> <u>I-Specific Objectives-</u> To enable the students to understand- <ul style="list-style-type: none"> ➤ Ancient Indian Law ➤ English law in India ➤ Drafting of the Indian Constitution ➤ Salient Features of the Indian Constitution 	<u>II-Behavioural Objectives</u> To enable the students- <ul style="list-style-type: none"> ➤ To know and understand how law took the present shape ➤ To make them understand the changes in the legal system in the pre and post independence era ➤ To develop in them Critical Thinking and Conflict Resolution ➤ To enable them to understand the evolution of the system 	Activity (to introduce the lesson) <ul style="list-style-type: none"> • Warm up discussions- • What all do you know about the Indian Constitution? • Are law reforms necessary? If so, why? • Note down all Sanskrit words mentioned in the section and find their meaning, you can seek help from Reshama ma'am or Narendra Vyas sir, speak on their relevance in present scenario. 	<u>Expected Learning Outcome-</u> Students will be able <ul style="list-style-type: none"> • to work in the direction of social engineering • to realize that the personal laws are important as India is a diverse and secular state. • to understand how cleverly the British adopted various strategies to administer justice and 	<u>Assessment: Based on</u> <ul style="list-style-type: none"> ➤ Assignments ➤ Text book questions ➤ Problems/ hypothetical situations based on the topics

			<ul style="list-style-type: none"> ➤ To make them understand that change is necessary as per the changing society 	<ul style="list-style-type: none"> • An online Guest Lecture by Ms. Reshama Dave on ‘Dharmashastra’ which was the ancient law. <p>Reading the text, discussion and explanation</p>	gradually taking over the control of everything.	
September	Historical Evolution of the Indian Legal System	<p><u>Objectives:</u> <u>I-Specific Objectives-</u> To enable the students to understand-</p> <ul style="list-style-type: none"> ➤ History of Legal Profession in India ➤ Career Options for Law Graduates 	<p><u>II-Behavioural Objectives</u> To enable the students-</p> <ul style="list-style-type: none"> ➤ To develop in them Critical Thinking and Conflict Resolution ➤ To enable them to understand the evolution of the system ➤ To make them understand that change is necessary as per the changing society <p>To inculcate in the students</p> <ul style="list-style-type: none"> ➤ Social Engineering <p>To enable the students</p> <ul style="list-style-type: none"> ➤ To develop critical thinking ➤ To think lawgically 	<p>Activity</p> <p>-A guest lecture by a judge/lawyer parent</p> <p>- Which career would you choose? What are your plans to pursue the same?</p> <p>Extended Abstract</p>	<p><u>Expected Learning Outcome-</u></p> <p>Students will be able</p> <ul style="list-style-type: none"> -to know the various options as a law graduate they can pursue -to work in the direction from now only enhancing their aptitude in the same 	<p>Assessment: Based on</p> <ul style="list-style-type: none"> -Assignments -Text book questions -Previous years’ questions
October	Half Yearly Examination	<u>Revision and doubt clearing for half yearly</u>				

November	Family Justice System	<u>I-Specific Objectives-</u> To enable the students to understand- <ul style="list-style-type: none"> ➤ Nature of Family Law in India ➤ Human Rights and Gender Perspectives ➤ Family Courts ➤ Role of Women in the Creation of Family Courts ➤ Role of Lawyers and Counselors ➤ Marriage, Divorce, Minor Custody and Guardianship ➤ Child Rights ➤ Family and Adoption ➤ Sexual Abuse 	<u>II-Behavioural Objectives</u> <ul style="list-style-type: none"> ➤ To enable them to understand the nature of Family law in India ➤ To make them aware of the child rights ➤ To create awareness among them regarding sexual abuse ➤ To make them understand that women have many rights as per PWDVA which can be exploited also To inculcate in the students <ul style="list-style-type: none"> ➤ Social Engineering ➤ Critical thinking ➤ Problem solving ➤ Empathy ➤ Impartiality ➤ Fairness in actions ➤ Conflict resolution 	Activity (to introduce the lesson) <ul style="list-style-type: none"> ➤ Warm up discussions- Search the newspapers for one week to find reports of sexual abuse/ rape ➤ Also reports of property disputes leading to crimes Activity to support learning: <ul style="list-style-type: none"> • How can we stop crimes against women/ sexual abuse? • Discussion on Bhawanri Devi case, Vishakha Guidelines, CASH in our school • Search on net and share the grounds of divorce from real cases (husband/ wife as petitioner/ mutual consent) • Reading the text, discussion and explanation 	Students will be able <ul style="list-style-type: none"> ➤ to understand the nature of Family law in India ➤ to be aware of the child rights ➤ to be aware regarding sexual abuse ➤ to enhance their critical thinking and problem solving skills ➤ to raise their voice against injustice 	Based on discussions
December	Human Rights	<u>I-Specific Objectives-</u> To enable the students to know and understand <ul style="list-style-type: none"> ➤ What are Human Rights? 	<u>II- Behavioural Objectives</u> To enable the students- <ul style="list-style-type: none"> • To claim the human rights of an individual and raise their voice 	Activity (to introduce the lesson) <ul style="list-style-type: none"> • Warm up discussion- Laws are there on paper, children are still 	Expected Learning Outcome- Students will be able <ul style="list-style-type: none"> • to know and understand the 	Assessment: Based on -Assignments -Text book questions

		<ul style="list-style-type: none"> ➤ Historical Context ➤ International Human Rights ➤ Constitutional framework and related laws ➤ Human Rights 	<p>against the violation of human rights in whatever way they can</p> <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 violations Impartiality • To enable the students To develop critical thinking To think lawgically 	<p>slogging their daylight hours in factories</p> <ul style="list-style-type: none"> • 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 • Activity (to assess learning) <p>➤ After explanation, discussion on-</p> <p>➤ We talk about right to equality, what about the reservations for SC/ST/OBC?</p> <p>➤ Article 19 provides for right to freedom, can it be taken away by the State? Why/why not?</p>	<p>human rights granted to Indian citizens</p> <ul style="list-style-type: none"> • to learn the powers and functions of national commissions • to develop awareness and learn to raise voice against injustice 	<p>-Previous years' questions</p> <p>-Problems/ hypothetical situations based on the topics</p>
January	Law of Torts	<ul style="list-style-type: none"> • Kinds of torts • Sources of tort law • Purpose of tort law 	<p><u>II-Behavioural Objectives</u></p> <ul style="list-style-type: none"> • To create awareness about the various procedures and remedies available in Indian Legal System 	<p>➤ I pick the duster and aim it violently at Sarthak. He is in fear of getting hurt. I don't hit him and smile and calmly put the duster down. Do you think it</p>	<p>Students will be able</p> <ul style="list-style-type: none"> • to understand the importance of leading cases and how they can refer to the leading 	<p>Based on</p> <p>-Assignments</p> <p>-Text book questions</p> <p>-Previous years' questions</p> <p>-Problems/</p>

			<ul style="list-style-type: none">• To inculcate in the students<ul style="list-style-type: none">➤ Social responsibility➤ Fairness in actions➤ Respect for differences➤ Respect for justice, law and order	is a wrongful act? Why/ why not? Reading the text, discussion and explanation including explanation by the students	judgements to resolve disputes when they take up ‘Law’ as a career in future <ul style="list-style-type: none">• 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	hypothetical situations based on the topics
February	Revision for	Annual Examination				