

Class XII Legal Studies Syllabus 2021-2022(Code No. 074)

TERM I			
PART	UNIT	TOPIC	MARKS
I	Judiciary	i. Structure and Hierarchy of Courts and Legal Offices in India ii. Constitution, Roles and Impartiality iii. Appointments, Trainings, Retirement and Removal of Judges iv. Courts and Judicial Review	10
II	Topics of Law	i. Law of Property ii. Law of Contracts iii. Law of Torts iv. Introduction to Criminal Laws in India	20

III	Arbitration, Tribunal Adjudication and Alternative Dispute Resolution	i. Adversarial and Inquisitorial Systems ii. Introduction to Alternative Dispute Resolution iii. Types of ADR iv. Arbitration, Administrative, Tribunals v. Mediation and Conciliation vi. Lok Adalats vii. Ombudsman viii. Lokpal and Lokayukta	10
	Project		10
TOTAL			50

TERM II			
PART	UNIT	TOPIC	MARKS
IV	Human Rights in India	i. Introduction – International Context ii. Constitutional framework and Related laws in India iii. Complaint Mechanisms of Quasi-judicial Bodies	10
V	Legal Profession in India	Introduction The Advocates Act, 1961, The Bar Council of India, Lawyers and Professional Ethics, Advertising by Lawyers, Opportunities for Law graduates, Legal Education in India, Liberalization of the Legal Profession, Women and the Legal Profession in India	10
VI	Legal Services	i. Legal background – Free Legal Aid under Criminal law, Legal Aid by the State, Legal Aid under the Indian Constitution, NALSA Regulations, 2010 ii. Criteria for giving free Legal Services iii. Lok Adalats iv. Legal Aid in Context of Social Justice and Human Rights	10
VII	International Context	i. Introduction to International Law ii. Sources of International Law – Treaties, Customs and ICJ Decisions iii. International Institutions, International Human Rights iv. Customary International Law v. International law & Municipal Law vi. International Law & India vii. Dispute Resolution – ICJ, ICC and Other Dispute Resolution Mechanisms	10
	Project		10
Total			50

Guidelines for Subjects having Project Work: 20 Marks

One Project to be done throughout the session, as per the existing scheme.

Introduction-The student is required to do a project on “Understanding the parts of a judicial decision”

Objectives-

The project work aims to enable students to be able to:

- design a strategy to identify , formulate, deconstruct a legal problem and its remedy
- select relevant legal sources and conduct searches
- analogize, distinguish and synthesize cases
- apply case and statutory law in an analytical framework utilizing the principles of analogies, distinctions, to write an objective legal memorandum
- acquire legal writing skills
- gain basic legal writing skills, including style, usage and attribution
- understand parts of a judicial decision, ie, ratio decidendi and obiter dicta

Methodology-

1. The student is required to select any 5 decided cases related to the curriculum
2. The research on the cases must include the following points:
 - a. Name of the case
 - b. Parties to the case
 - c. Nature of the case(Civil, criminal or Constitutional)
 - d. Facts of the case and issues involved
 - e. Decision of the case
3. The focus should be on the decision of the case wherein the ratio decidendi and obiter dicta can be clearly identified and marked.
4. The difference between the two parts must also be highlighted.

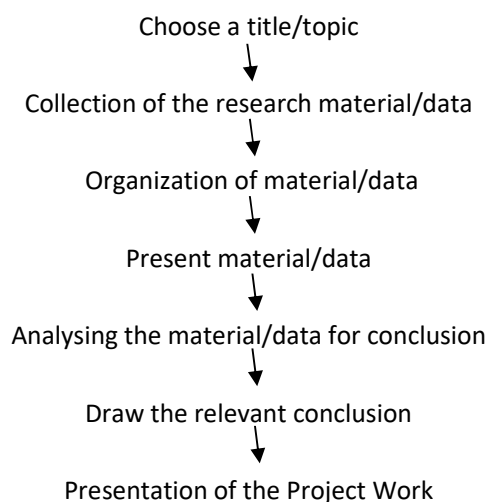
Role of the teacher-

The teacher plays a critical role in developing the thinking skills of the learners. A teacher should:

- map learning outcomes to be achieved through the project and share the same with learner
- help each learner select the topic after detailed discussions and deliberations of the topic;
- play the role of a facilitator to support and monitor the project work of the learner through periodic discussions;
- guide the research work in terms of sources for the relevant data;
- ensure that students must understand the relevance and usage of primary evidence and other sources in their projects and duly acknowledge the same;
- ensure that the students are able to derive a conclusion from the content; cite the limitations faced during the research and give appropriate references used in doing the research work.
- educate learner about plagiarism and the importance of quoting the source of the information to ensure authenticity of research work.
- prepare the learner for the presentation of the project work.
- arrange a presentation of the project file.

Steps involved in the conduct of the project:

Students may work upon the following lines as a suggested flow chart:



- The project work can be in the form of Power Point Presentation/Exhibition/Skit /albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and so on. Any of these activities which are suitable to visually impaired/differently-abled candidates can be performed as per the choice of the student.

Expected Checklist for the Project Work-

- Introduction of topic/title
- Identifying the causes, events, consequences and/or remedies
- Various stakeholders and effect on each of them
- Advantages and disadvantages of situations or issues identified
- Short-term and long-term implications of strategies suggested in the course of research
- Validity, reliability, appropriateness and relevance of data used for research work and for presentation in the project file
- Presentation and writing that is succinct and coherent in project file
- Citation of the materials referred to, in the file in footnotes, resources section, bibliography etc.

Term-Wise Assessment of Project Work-

- Project Work has broadly the following phases: Synopsis/ Initiation, Data Collection, Data Analysis and Interpretation, Conclusion.
- The aspects of the project work to be covered by students can be assessed during the two terms.
- 20 marks assigned for Project Work can be divided in to two terms in the following manner:

TERM-I PROJECT WORK: 10 Marks

The teacher will assess the progress of the project work in the term I in the following manner:

Month	Periodic Work	Assessment Rubrics	Marks
1-3 July-September	Instructions about Project Guidelines, Background reading Discussions on Theme and Selection of the Final Topic, Initiation/	Introduction, Statement of Purpose/Need and Objective of the Study, Hypothesis/Research	5

	Synopsis	Question, Review of Literature, Presentation of Evidence, Key Words, Methodology, Questionnaire, Data Collection.	
4-5 October- November	Planning and organisation: forming an action plan, feasibility or baseline study, Updating/modifying the action plan, Data Collection	Significance and relevance of the topic; challenges encountered while conducting the research.	5
October- November	Midterm Assessment by internal examiner		10

TERM- II - PROJECT WORK: 10 Marks

The teacher will assess the progress of the project work in the term II in the following manner:

Month	Periodic Work	Assessment Rubrics	Marks
6-7 December- January	Content/data analysis and interpretation. Conclusion, Limitations, Suggestions, Bibliography, Annexures and Overall Presentation of the project.	Content analysis and its relevance in the current scenario. Conclusion, Limitations, Bibliography, Annexures and Overall Presentation.	5
8 January/ February	Final Assessment and VIVA by both Internal and External Examiners	External/ Internal Viva based on the project	5
		TOTAL	10

Viva-Voce

- At the end of the stipulated term, each learner will present the research work in the Project File to the External and Internal examiner.
- The questions should be asked from the Research Work/ Project File of the learner.
- The Internal Examiner should ensure that the study submitted by the learner is his/her own original work.
- In case of any doubt, authenticity should be checked and verified.

Word limit for the project should not be less than 2000 word

Rubrics

Topic	Exceeding (76-100 percent)	Accomplished (61-75 percent)	Developing (34-60 percent)	Beginning (15-33 percent)
Presentation of all facts of the case	- All of the relevant facts are presented clearly in a chronological, organized, logical and interesting sequence -The facts are supported with relevant evidence related to the case	- Most of the crucial facts have been stated sequentially as per the happening of the case	- Some facts are stated but not in a sequential manner	-Only a few unrelated and irrelevant facts have been stated
Statement of Legal problem and prediction about outcome	-Legal problem has been precisely defined and unambiguously stated -Analysis of the legal problem has been done thoroughly and predicts clear outcome with logical reasoning	-Legal problem has been nearly correctly stated - Analysis of the legal problem predicts a near clear outcome	- Legal problem has been vaguely conceived -Analysis of the Legal problem does not predict a clear outcome	-Legal problem has not been identified clearly, -No analysis of the legal problem has been done to predict the outcome
Information gathering	- The information gathered in relation to the case is relevant and sufficient to encompass all crucial facts and all applicable laws	- The information gathered in relation to the case is relevant and sufficient to encompass only crucial facts without applicable laws	- The information gathered in relation to the case is relevant but insufficient to encompass all relevant facts and applicable laws	-The information gathered in relation to the case is insufficient
Establishing correlation in facts	- All of the crucial facts are well correlated to each other and presented in a logically persuasive manner	- Most of the crucial facts have been stated and are correlated to each other and presented in a logically persuasive manner	- Some of the stated facts are correlated to each other and presented in a logical manner	-The stated facts lack correlation and are not presented in a logically persuasive manner
legal analysis and reasoning	- Legal analysis is done by organizing evidence to accentuate differences, or similarities related to case. Use superior inductive and deductive reasoning abilities and present analogy.	- Legal analysis is done by organizing some evidences but organization is less than effective. Shows less Logical reasoning (inductive –deductive) than required.	- Legal analysis is done by organizing some evidences but organization is not effective. Logical reasoning (inductive – deductive) is missing.	- List some evidences but not able to organize it. Legal analysis is incoherent
Identification of decidendi and obiter dicta	Ratio decidendi and Obiter dicta has been identified in a crystal clear terms	Ratio decidendi and Obiter dicta has been little less clearly identified	Ratio decidendi and Obiter dicta has been vaguely identified	-Ratio decidendi and Obiter dicta has not been identified
Reflections on the Case	Corroborate alternative arguments with research and innovation. Question existing beliefs. Show inconsistencies in existing body of evidence to arrive at result. Analyse pros and cons of existing decision viz a viz alternative solutions.	Identify connection between existing laws and their application in this case. Consider alternative arguments to affect the present outcome.	Analyse from a personal perspective why a particular action/decision has happened.	repeats only what has happened in the case
