



BLOOM PUBLIC SCHOOL
C-8 Vasant Kunj, New Delhi
Syllabus for the Session 2025-26

Class: XI

Subject: Legal Studies

SYLLABUS			
MONTH	CHAPTER (NCERT Text book)	CONTENT (Topics)	Practical/Activities
April	Unit 1: Introduction to Political Institutions Ch 01: Concept of State	I. What is a State? II. The concept of State and Article 12 of the Indian Constitution III. What is a Government? IV. Emergence of the State from Society V. Definition of State	State vs. Government - Role Play Objective: Understand the difference between a state and a government. Activity: Divide the class into two groups. One group represents the "State" (territory, population, sovereignty, etc.), while the other represents the "Government" (leaders, policymakers, administrators). Task: Each group must explain its role using real-life examples (e.g., "India as a State" vs. "Current Government of India"). Outcome: Helps clarify that governments change, but states remain.
May	Ch 02: Forms and Organs of Government	I .Introduction to the Organs of Government II. Forms of Government A. Monarchy B. Aristocracy C. Dictatorship D. Democracy III. Main organs of	Government Simulation – Rule Your Country Objective: Understand different forms of government. Activity: Divide students into groups, and assign each group a different form of government

		<p>Government and its functions</p> <p>A. General Functions of Legislature as Organ of Government</p> <p>B. General Functions of Executive as Organ of Government</p> <p>C. General Functions of Judiciary as an Organ of the Government</p>	<p>(Monarchy, Aristocracy, Dictatorship, Democracy). Task: Each group must set rules, policies, and decision-making processes for their "country" based on their assigned government type. Outcome: Helps in understanding the practical working of different government forms.</p>
	<p>Ch 03: Separation of powers</p>	<p>I. Concept of Separation of Powers</p> <p>II. Historical Background and Evolution of Montesquieu's Doctrine of Separation of Powers</p> <p>A. Montesquieu's Doctrine of Separation of Powers</p> <p>B. Basic Features of the Doctrine Separation of Powers as Enunciated by Montesquieu</p> <p>C. Checks and Balances of Power</p> <p>D. Impact of the Doctrine</p> <p>III. Evaluation of The Doctrine of Separation of Powers</p> <p>A. Key Benefits and Advantages of The Doctrine of Separation of Powers</p> <p>B. Defects of the Doctrine</p> <p>IV. Separation of Powers In Practice</p> <p>A. Separation of Powers in Britain</p> <p>B. Separation of Powers in the United States of America</p> <p>C. Separation</p>	<p>Montesquieu's Court – Mock Trial</p> <p>Objective: Understand Montesquieu's doctrine and its importance.</p> <p>Activity: Conduct a mock trial where students argue for or against the strict separation of powers in modern governance.</p> <p>Task: Assign roles: Proponents (argue for strict separation), Opponents (argue for flexible separation with checks and balances), Judges (decide the verdict).</p> <p>Outcome: Encourages critical thinking and persuasive reasoning.</p>

		of Powers in India	
July	<p>Unit 2: Basic Features of the Constitution of India</p> <p>Ch 01: Salient features of the Constitution of India</p>	<p>i. Meaning of the term Constitution</p> <p>ii. Definition of the term Constitution</p> <p>iii. Historical Perspective of Indian Constitution</p> <p>iv. Salient Features of The Constitution of India</p> <p>A. A Modern Constitution</p> <p>B. Lengthiest written Constitution</p> <p>C. Preamble to the Constitution</p> <p>D. Fundamental Rights; Directive Principles of State Policy; Fundamental Duties</p> <p>E. Constitutional Provision for Amendment of the Indian Constitution</p> <p>F. Adult Suffrage</p> <p>G. Single Citizenship</p> <p>H. Independent Judiciary</p> <p>I. Emergency Provisions</p> <p>J. Federal in form Unitary in character</p> <p>K. Division of Power: Centre-State Relations</p> <p>L. Schedules to the Constitution</p>	<p>Draft Your Own Constitution</p> <p>Objective: Understand how a constitution is framed.</p> <p>Activity: Divide students into groups and ask them to draft a mini-constitution for a fictional country. They must include:</p> <p>A Preamble</p> <p>Three Fundamental Rights</p> <p>One Directive Principle</p> <p>An Amendment procedure</p> <p>Outcome: Encourages creativity and deeper understanding of constitutional features.</p>
	<p>Ch 02: Administrative Law</p>	<p>I. Background</p> <p>II. Administrative Law and Constitutional Law: Key Differences</p>	<p>Case Study Investigation – Real-World</p> <p>Administrative Law Cases</p> <p>Objective: Understand the</p>

		<p>III. Reasons for Growth, Development and Study of Administrative Law</p> <p>IV. Types of Administrative Actions</p> <p>V. Fundamental Principle of Administrative Law: Rule of Law</p> <p>VI. Droit System</p>	<p>practical application of administrative law.</p> <p>Activity: Provide students with real or hypothetical cases where administrative decisions were challenged (e.g., misuse of power, violation of fundamental rights, or wrongful government action).</p> <p>Task: Students act as lawyers and argue whether the decision was valid based on administrative law principles.</p> <p>Outcome: Improves legal reasoning and practical application of concepts.</p>
	<p>Unit3:Jurisprudence, Nature and Sources of Law</p> <p>Ch 01 : Jurisprudence, Nature and Meaning of Law</p>	<p>I. Introduction</p> <p>II. Historical Perspective</p> <p>III. Schools of Law</p> <p>IV. Function and Purpose of Law</p>	<p>Schools of Law – Courtroom Debate</p> <p>Objective: Understand different schools of legal thought.</p> <p>Activity: Divide students into groups, each representing a School of Law (Natural Law, Positivism, Realism, Sociological, etc.).</p>
	<p>Ch 02: Classification of laws</p>	<p>I. Classification of Law based on Subject matter</p> <p>II. Classification of Law based on Scope of Law</p> <p>III. Classification of Law based on Jurisdiction</p>	<p>Task: Each group must argue why their school provides the best foundation for law. A judge (another student or teacher) decides the most compelling argument.</p> <p>Outcome: Encourages critical thinking and deep understanding of legal theories.</p>
	<p>Ch 03: Sources of Laws</p>	<p>i. Where does law come from?</p> <p>ii. Custom as a source of Law</p> <p>iii. Importance of Custom as a source of Law in India</p> <p>iv. Judicial Precedent as a Source of Law</p>	

		v .Legislation as a Source of Law	
August	<p>Ch 04: Law Reform</p> <p>Ch 05: Cyber laws, safety and security in India</p>	<p>i. Need for Law Reform</p> <p>ii. Law Reforms in India</p> <p>iii. Recent Law Reforms in Independent India</p> <p>i. Introduction</p> <p>ii. Why do we need Cyber Laws</p> <p>iii. What is Cyber Law?</p> <p>iv. What is Cyber safety and Security?</p> <p>v. What is cyber Crime?</p> <p>vi. Categories of Cyber Crime</p> <p>vii. Cyber law in India</p> <p>viii. Scope and Extent of The Information and Technology Act, 2000(IT Act)</p> <p>ix. What was Section 66A of IT Act, 2000?</p>	<p>Cyber Safety Awareness Poster Competition</p> <p>Objective: Promote awareness about online safety and security.</p> <p>Activity: Ask students to create posters or digital graphics on topics like:</p> <p>How to prevent cybercrime</p> <p>Importance of strong passwords</p> <p>Social media safety tips</p> <p>Laws protecting internet users in India</p> <p>Outcome: Enhances creativity and spreads cyber awareness.</p>
September	<p>Unit 04: Judiciary: Constitutional, Civil and Criminal Courts and Processes</p> <p>Ch 01:Judiciary: Constitutional, Civil and Criminal Courts and Processes</p>	<p>I. Introduction: Establishment of the Supreme Court and High Courts</p> <p>II. CONSTITUTION, ROLES AND IMPARTIALITY</p> <p>a. Independence and Impartiality of the Supreme Court</p> <p>b. Structure and Hierarchy of the Courts in India</p> <p>c. The civil process and</p>	<p>Independence and Impartiality Debate</p> <p>Objective: Explore the importance of judicial independence and impartiality.</p> <p>Activity:</p> <p>Debate: Organize a classroom debate on the topic, “Should judicial appointments be influenced by political considerations?”</p> <p>Task:</p>

		functioning of Civil courts	<p>Divide the class into two teams. One team argues for strict independence in judicial appointments, while the other discusses the potential benefits (if any) of including diverse perspectives.</p> <p>Encourage students to use real-life examples or landmark cases where independence was either upheld or compromised.</p> <p>Outcome:</p> <p>Deepens critical thinking and understanding of how impartiality impacts the delivery of justice.</p> <p>Fosters an appreciation for the constitutional safeguards that ensure judicial independence.</p>
October	Ch 01: Judiciary: Constitutional, Civil and Criminal Courts and Processes contd.	<p>III. THE CIVIL COURT STRUCTURE</p> <p>a. Common legal terminology</p> <p>b. Types of jurisdiction</p> <p>c. Res subjudice and Res judicata in code of civil procedure 1908</p> <p>IV. STRUCTURE AND FUNCTIONING OF CRIMINAL COURTS IN INDIA</p> <p>a) Types of offences</p> <p>b) Criminal investigation and First Information Report</p> <p>c) The criminal process- Investigation and prosecution</p> <p>d) Doctrine of autrefois acquit and autrefois convict</p> <p>V. Other courts in India</p> <p>a) Family Courts</p> <p>b) Administrative</p>	

	<p>Unit 05: Family Justice System Ch 01: Institutional Framework-Marriage and Divorce</p>	<p>Tribunals</p> <p>I. Nature of Family law in India II. Human rights and gender perspective III. Institutional framework- family Courts IV. Role of women in the creation of family courts V. Role of lawyers and counselors in Family courts VI. Role of counselors and gender issues VII. Marriage and Divorce</p>	<p>I. Nature of Family Law in India Activity: Comparative Legal Systems Debate Objective: Understand the pluralistic nature of family law in India and its implications. Procedure: Divide students into groups, each assigned a different personal law system (e.g., Hindu, Muslim, Christian, Parsi). King Stubb & Kasiva Each group researches the key features of their assigned system concerning marriage and divorce. Conduct a debate on the advantages and challenges of having multiple personal laws versus a uniform civil code. Expected Outcome: Students will critically analyze the coexistence of diverse legal systems and the debates surrounding legal uniformity.</p>
November	<p>Ch 02 : Child Rights</p>	<p>I. Child Rights II. Right to Education III. Right to Health IV. Right to Shelter V. Child Labour VI. Sexual Abuse VII. Juvenile Justice</p>	<p>Child Rights Awareness Campaign Objective: Educate students about the fundamental rights of children and their importance. Procedure: Divide students into small groups and assign each group a specific child right (e.g., right to education, right to health).</p>

	<p>Ch 03 : Adoption</p> <p>Ch 04 : Property, Succession and Inheritance</p>	<p>I. Adoption II. Minor custody and Guardianship</p> <p>I. Concept of Property: Joint Family Property and Separate Property II. Inheritance and Succession III. Intestate Succession IV. Rules relating to Intestate Succession V. Testamentary Succession</p>	<p>Each group creates informative posters or digital presentations highlighting their assigned right, its significance, and real-life examples. Organize a gallery walk where groups present their work to classmates, fostering peer-to-peer learning. UNICEF</p> <p>Expected Outcome: Students will gain a comprehensive understanding of various child rights and their real-world applications.</p>
December	Ch 05: Prevention of violence against women	<p>I. What is Domestic abuse / violence? II. International legal framework III. Laws in India on prevention of violence against women</p>	<p>Comparative Analysis of International Conventions Objective: Explore global efforts to combat violence against women through international legal instruments. Procedure: Assign students to research key international conventions, such as the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and</p>

			<p>the Council of Europe's Istanbul Convention. Each group presents the main objectives, provisions, and impact of their assigned convention. Discuss how these international frameworks influence national laws and policies.</p> <p>Expected Outcome: Students will appreciate the role of international legal frameworks in setting standards and influencing national legislation to prevent violence against women.</p>
January	REVISION		
February	FINAL EXAMINATION		
March	FINAL EXAMINATION		
ASSESSMENT SYLLABUS			
PERIODIC ASSESSMENT -1		Unit 1: Introduction to Political Institutions Ch 01: Concept of State Ch 02: Forms and Organs of Government Ch 03: Separation of powers	
PERIODIC ASSESSMENT -2		Unit 03: Jurisprudence, Nature and sources of law Ch 01 : Jurisprudence, Nature and Meaning of Law Ch 02 : Classification of Laws Ch 03 : Sources of Laws Ch 04: Law Reform	

	<p>Ch 05: Cyber laws, safety and security in India</p> <p>Unit 04: Judiciary: Constitutional, Civil and Criminal Courts and Processes</p> <p>Ch 01: Judiciary: Constitutional, Civil and Criminal Courts and Processes</p>	
MID TERM EXAM	<p>Unit 1: Introduction to Political Institutions</p> <p>Ch 01: Concept of State</p> <p>Ch 02: Forms and Organs of Government</p> <p>Ch 03: Separation of powers</p> <p>Unit 2: Basic Features of the Constitution of India</p> <p>Ch 01: Salient features of the Constitution of India</p> <p>Ch 02: Administrative Law</p> <p>Unit 03: Jurisprudence, Nature and sources of law</p> <p>Ch 01: Jurisprudence, Nature and Meaning of Law</p> <p>Ch 02: Classification of laws</p> <p>Ch 03: Sources of Laws</p>	
FINAL EXAMINATION	<p>Unit 1: Introduction to Political Institutions</p> <p>Ch 01: Concept of State</p> <p>Ch 02: Forms and Organs of Government</p> <p>Ch 03: Separation of powers</p> <p>Unit 2: Basic Features of the Constitution of India</p> <p>Ch 01: Salient features</p>	

	<p>of the Constitution of India</p> <p>Ch 02 : Administrative Law</p> <p>Unit 03:</p> <p>Jurisprudence, Nature and sources of law</p> <p>Ch 01 : Jurisprudence, Nature and Meaning of Law</p> <p>Ch 02: Classification of laws</p> <p>Ch 03: Sources of Law</p> <p>Ch 04: Law Reform</p> <p>Ch 05: Cyber laws, safety and security in India</p> <p>Unit 04: Judiciary: Constitutional, Civil and Criminal Courts and Processes</p> <p>Ch 01: Judiciary: Constitutional, Civil and Criminal Courts and Processes</p> <p>Unit 05: Family Justice System</p> <p>Ch 01 : Institutional Framework - Marriage and Divorce</p> <p>Ch 02 : Child Rights</p> <p>Ch 03 : Adoption</p> <p>Ch 04: Property, Succession and Inheritance</p> <p>Ch 05 Prevention of Violence against Women</p>	
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