



BLOOM PUBLIC SCHOOL
C-8 Vasant Kunj, New Delhi
Syllabus for the Session 2026-27

Class: XII
Subject: Legal Studies

SYLLABUS			
MONTH	CHAPTER (NCERT Text book)	CONTENT (Topics)	Practical/Activities
April	Unit 1 Judiciary	a) Structure, Hierarchy of Courts, and Legal Officers in India b) Constitution, Roles and Impartiality c) Appointments, retirement and removal of Judges d) Tribunals e) Courts and Judicial Review	Courtroom Drama (30 minutes) Each group presents their mini-skits or interactive segment, for example: A mock courtroom to show hierarchy (Supreme Court, High Court, District Court). A mock collegium system appointing a judge. A tribunal hearing a case. A judicial review of a controversial law. A scene showing judicial impartiality or bias.
	Unit 2 Alternative Dispute Resolution in India (ADR)	a) Adversarial and Inquisitorial Systems b) Meaning and scope of ADR c) Arbitration d) Mediation e) Conciliation f) Lok Adalat g) Ombudsman h) Lokpal and Lokayukta	"You Be the Judge!" – Mock Judicial Review Courtroom Focus: <i>Judicial Review & Constitutionality</i> Type: Debate + Critical Thinking Duration: 30–40 minutes Present a fictional law or policy (e.g., a state bans mobile phones for students under 18). One group represents the petitioners challenging the law. Another group represents the state/government . A third group acts as Judges who must hear arguments and decide if the law violates

			any Fundamental Rights or is unconstitutional . Judges must refer to the Constitution and landmark judgments to justify their decision.
May	Unit 3 Chapter 3A Law of Contract	a) Introduction to Contracts b) Formation of Contract c) Intention to Contract d) Consideration e) Capacity to Contract f) Consent g) Types of Contracts h) Discharge of Contract i) Remedies in case of breach	Shark Tank: Contract Edition” Focus: <i>Formation, Intention, Consideration, Capacity & Consent</i> Type: Pitch + Roleplay Duration: 40–45 minutes How It Works: Divide the class into teams of "Start-ups" and "Investors (Sharks)." Start-ups must present a business deal and try to form a contract with investors, ensuring all essential elements are present: Offer + Acceptance Intention to create legal relations Consideration Legal capacity Free consent "Sharks" ask questions like: “Is this legally enforceable?” “What consideration are you offering?” “Are both parties competent?”
	Chapter 3B Law of Torts	a) Concept of law of Torts b) Sources of Law of Torts c) Intentional Tort d) Defamation e) Negligence f) Strict Liability g) Absolute Liability	“Mock Tort Trial: The Defamation Drama” Focus: Defamation, Intentional Torts, Remedies Type: Roleplay + Debate Duration: 30–35 minutes How It Works: Prepare a scenario like: A school newsletter falsely accuses a student of cheating in exams. The student sues for defamation. Assign roles: Plaintiff,
	Chapter 3 C Law of Property	a) Types of Property b) Who can transfer property	

	Chapter 3 D Intellectual Property Law	<p>c) Essential of a valid transfer d) Types of Transfer-Sale, Lease, Exchange, Gift</p> <p>a) Meaning of Intellectual Property b) International Obligations that have shaped Indian IPR c) WIPO d) Copyright e) Patent f) Trademark g) Geographical Indication h) Design</p>	<p>Defendant, Lawyers, Judge, Witnesses, Jury. Each side presents evidence, witnesses, and arguments. Let the jury decide: Was it libel or slander? Was the statement defamatory or fair comment? Learning Outcome: Students understand elements of defamation—publication, harm, falsity—and how courts assess them.</p>
July	<p>Unit 4 Chapter 4 A Law and Sustainable Development</p> <p>Chapter 4 B Forms of Legal Entities</p>	<p>a) Introduction b) Initiatives under International Scenario c) Provisions under Indian Constitution d) Environment Protection Act, 1986 e) Pollution Control Boards</p> <p>Types of Legal Entities in India a) Sole Proprietorship b) Partnership c) Limited Liability Partnership d) Private Limited company e) Public Limited Company f) One Person Company</p>	<p>"Global Environmental Law Timeline" Focus: <i>Initiatives under International Scenario</i> Type: Collaborative Research and Presentation Duration: 45–60 minutes How It Works: Divide the class into small groups. Assign each group a set of international environmental agreements or events (e.g., Stockholm Conference 1972, Rio Earth Summit 1992, Paris Agreement 2015). Task: Each group researches their assigned events and creates a visual timeline highlighting key milestones, objectives, and outcomes. Presentation: Groups</p>

	Chapter 4 C Criminal Laws in India	<ul style="list-style-type: none"> a) Objectives of Criminal law b) Legislations for Criminal laws in India c) Distinction between Intention and Motive d) Stages of crime e) The Indian Evidence Act f) Admission and Confession 	<p>present their timelines to the class, fostering a comprehensive understanding of global environmental initiatives.</p> <p>Learning Outcome: Students will grasp the evolution of international environmental law and the global efforts toward sustainable development.</p>
August	<p>Unit 5 Chapter 5 A Human Rights in India</p>	<ul style="list-style-type: none"> a) Introduction <ul style="list-style-type: none"> 1. Historical Context b) Indian Constitutional framework on Human Rights and related Laws in India <ul style="list-style-type: none"> 1. The Preamble 2. Fundamental Rights- Part III of the Constitution 3. Directive Principles- Part IV- Articles 36-51 4. Fundamental Duties- Part IV(A)- Article 51 A 	<p>"Preamble Puzzle Challenge"</p> <p>Focus: <i>Understanding the Preamble of the Indian Constitution</i></p> <p>Objective: Students will collaboratively reconstruct the Preamble, enhancing their comprehension of its components and significance.</p> <p>How It Works:</p> <p>Preparation: Print the Preamble text and cut it into individual words or phrases.</p> <p>Execution: Divide students into small groups and provide each with a set of the cut-out words.</p> <p>Task: Groups race to assemble the Preamble correctly.</p> <p>Discussion: After completion, discuss the meaning of key terms like "sovereign," "secular," and "democratic."</p> <p>Learning Outcome: Enhances memorization and understanding of the Preamble's language and principles.</p>
	Chapter 5 (B) – Human Rights Violations-Complaint Mechanism	<ul style="list-style-type: none"> a) What are Quasi-Judicial Bodies? b) Various Human Rights Commissions 	<p>"Quasi-Judicial Bodies: Match & Explain"</p> <p>Focus: Understanding the concept and examples of</p>

	(Quasi-Judicial Bodies)	<ul style="list-style-type: none"> -National Human Rights Commission (NHRC) -National Commission for Minorities -National Commission for Women (NCW) -National Commission for Scheduled Castes and Scheduled Tribes National Commission for Protection of Child's Rights (NCPCR) 	<p>quasi-judicial bodies</p> <p>Objective: Students will match various quasi-judicial bodies with their functions and explain their significance.</p> <p>How It Works:</p> <p>Preparation: Create cards with names of quasi-judicial bodies (e.g., NHRC, NCM, NCW) and separate cards with their respective functions.</p> <p>Execution: Students work in pairs to match each body with its correct function. After matching, each pair selects one body-function pair to explain to the class.</p> <p>Learning Outcome: Enhances understanding of the roles and responsibilities of various quasi-judicial bodies in India.</p>
September	Unit 6 International Law	<ul style="list-style-type: none"> a) Introduction b) Historical Evolution of International Law c) What is International Law? d) Sources of International Law -International Human Rights -International Law & Municipal Law -International Law & India Dispute Resolution 	<p>"International Law Timeline Challenge"</p> <p>Focus: Historical Evolution of International Law</p> <p>Objective: Students will collaboratively create a visual timeline highlighting key milestones in the development of international law.</p> <p>How It Works:</p> <p>Preparation: Provide students with a list of significant events (e.g., Peace of Westphalia, establishment of the United Nations, Nuremberg Trials).</p> <p>Execution: In groups, students research assigned events and design timeline entries with dates, descriptions, and visuals.</p> <p>Presentation: Groups present their timeline segments, assembling them chronologically on a classroom wall or digital platform.</p> <p>Learning Outcome:</p>

			Enhances understanding of the historical context and evolution of international law.
October	Unit 7 Legal Profession in India	The Advocate Act, 1961 Lawyers and Professional Ethics Advertising by Lawyers Liberalization and Globalization of legal profession Women and Legal Profession Legal Education in India, USA and UK Opportunities for Law Graduates	"Advocates Act, 1961 Quiz" Focus: Familiarity with the provisions of the Advocates Act, 1961 Objective: Students will participate in a quiz to test their knowledge of the Advocates Act, 1961. How It Works: Preparation: Prepare a set of multiple-choice and true/false questions covering various sections of the Act. Execution: Conduct the quiz individually or in teams, using digital platforms or printed questionnaires. Discussion: Review answers collectively, providing explanations for each. Learning Outcome: Reinforces knowledge of the legal framework governing the legal profession in India. discussion on the challenges and importance of legal aid services. Learning Outcome: Provides practical insight into the functioning of legal aid clinics and the significance of state-provided legal assistance.
November	Unit 8 Legal Services	Brief history of Legal services Free Legal Aid under Criminal law Legal aid by the State Legal Aid under the Indian Constitution National Legal Services Authority (NALSA) Legal Services Authority Act, 1987 Legal Aid in context of social justice and Human Rights	"Mock Legal Aid Clinic" Focus: Free legal aid under criminal law and legal aid by the state Objective: Students will simulate a legal aid clinic to understand the process of providing free legal assistance. How It Works: Preparation: Develop fictional case scenarios involving individuals seeking legal aid. Execution: Assign roles to students (e.g., legal aid

			lawyer, client, observer). Students conduct mock consultations, discussing the client's issues and providing guidance.
December	Pre-Board Examination 1		
January	Pre-Board Examination 2		
February	Board Examination		
March	Board Examination		

ASSESSMENT SYLLABUS

PERIODIC ASSESSMENT -1	Unit 1 Judiciary Unit 3 A. Chapter 3A Law of Contract B. Chapter 3B Law of Torts C. Chapter 3 C Law of Property D. Chapter 3 D Intellectual Property Law	
PERIODIC ASSESSMENT -2	Unit 2 Alternative Dispute Resolution in India (ADR) Unit 3 A. Chapter 3A Law of Contract B. Chapter 3B Law of Torts C. Chapter 3 C Law of Property D. Chapter 3 D Intellectual Property Law Unit 4 A. Chapter 4 A Law and Sustainable Development B. Chapter 4 B Forms of Legal Entities C. Chapter 4 C Criminal Laws in India	
MID TERM EXAM	Unit 1 Judiciary Unit 2 Alternative Dispute Resolution in India (ADR) Unit 3	

	<p>A. Chapter 3A Law of Contract B. Chapter 3B Law of Torts C. Chapter 3 C Law of Property D. Chapter 3 D Intellectual Property Law Unit 4 A. Chapter 4 A Law and Sustainable Development B. Chapter 4 B Forms of Legal Entities C. Chapter 4 C Criminal Laws in India Unit 5 A. Chapter 5 A Human Rights in India B. Chapter 5 (B) – Human Rights Violations-Complaint Mechanism (Quasi-Judicial Bodies)</p>	
<p>PRE BOARD EXAMINATION</p>	<p>Unit 1 Judiciary Unit 2 Alternative Dispute Resolution in India (ADR) Unit 3 A. Chapter 3A Law of Contract B. Chapter 3B Law of Torts C. Chapter 3 C Law of Property D. Chapter 3 D Intellectual Property Law Unit 4 A. Chapter 4 A Law and Sustainable Development B. Chapter 4 B Forms of Legal Entities C. Chapter 4 C Criminal Laws in India Unit 5 A. Chapter 5 A Human Rights in India B. Chapter 5 (B) – Human Rights Violations-Complaint Mechanism (Quasi-Judicial Bodies) Unit 6 International Law Unit 7 Legal Profession in India Unit 8 Legal Services</p>	

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TortsC. Chapter 3 C Law of
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Sustainable DevelopmentB. Chapter 4 B Forms of
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Laws in India**Unit 5**A. Chapter 5 A
Human Rights in IndiaB. Chapter 5 (B) –
Human Rights Violations-
Complaint Mechanism
(Quasi-Judicial Bodies)**Unit 6** International Law**Unit 7**

Legal Profession in India

Unit 8

Legal Services