

Project-Based Learning Activity

“Katha Se Kanoon Tak: Tracing Socio-Economic Offences from Ancient India to Modern Law”

Course Type:

Project-Based Learning (PBL) Activity

Target Group:

B.A./BBA./B.com LLB / LL.B. Students

Nature of Activity:

Research + Creative Legal Storytelling + Presentation

Introduction

The study of law is not limited to statutes and judicial decisions; it also involves understanding the historical, ethical, and social foundations of legal systems. Ancient Indian literature and scriptures contain several references to governance, justice, punishment, corruption, trade ethics, taxation, gambling, fraud, and public morality. Many of these concerns continue to exist in contemporary society and are now regulated through modern legal frameworks.

“Katha Se Kanoon Tak” is an interdisciplinary Project-Based Learning (PBL) activity designed to help students critically examine the evolution of socio-economic offences in India from ancient Indian texts and moral narratives to present-day criminal and regulatory laws.

Through this activity, students will analyze ancient sources such as the *Arthashastra*, *Manusmriti*, *Mahabharata*, *Panchatantra*, *Jataka Tales*, and other traditional narratives, and connect them with contemporary legal provisions under the Bharatiya Nyaya Sanhita (BNS), Prevention of Corruption Act, Food Safety and Standards Act, Prevention of Money Laundering Act, Essential Commodities Act, and related statutes.

The project aims to encourage legal research, comparative analysis, critical thinking, creativity, and collaborative learning through storytelling and performance.

Objectives of the Activity

By the end of this project, students will be able to:

1. Understand the historical roots of socio-economic offences in Indian society.
2. Examine the evolution of legal responses to economic and social misconduct.
3. Analyze ancient Indian texts from a legal and ethical perspective.

4. Apply modern legal provisions to contemporary socio-economic offences.
5. Develop advocacy, research, drafting, and presentation skills.
6. Promote interdisciplinary learning through law, literature, ethics, and storytelling.

Themes / Suggested Topics

Students may choose any one socio-economic offence, including but not limited to:

- Corruption and bribery
- Food adulteration
- Hoarding and black marketing
- Gambling and betting
- Tax evasion
- Fraud and cheating
- Money laundering
- Counterfeiting
- Smuggling
- Breach of trust
- Misuse of public office
- Economic exploitation

Project Guidelines

Phase I – Topic Selection and Research

Each group shall:

1. Select one socio-economic offence.
2. Identify one relevant ancient Indian story, scripture, mythological incident, or historical narrative reflecting the chosen offence.

Examples:

- *Arthashastra* — corruption in administration
- *Mahabharata* — gambling and abuse of power
- *Panchatantra* — fraud and deception
- *Manusmriti* — trade ethics and punishments
- *Jataka Tales* — dishonesty and public morality

3. Conduct legal research on modern laws governing the same offence.

Students may refer to:

- Bharatiya Nyaya Sanhita (BNS)
- Prevention of Corruption Act, 1988
- Food Safety and Standards Act, 2006
- Prevention of Money Laundering Act, 2002
- Essential Commodities Act, 1955
- Indian Contract Act, 1872
- Consumer Protection Act, 2019
- Relevant case laws and judicial interpretations

Phase II – Story Construction

Students shall prepare an original story/script that creatively integrates:

- Ancient narrative/context
- Modern-day legal scenario
- Nature of the offence
- Impact on society/victims
- Investigation and justice delivery
- Punishment under ancient and modern systems
- Moral and legal lessons

Suggested Formats

Students may present the project through:

- Courtroom drama
- Street play (Nukkad Natak)
- Storytelling narration
- Mock trial
- News report format
- Documentary-style presentation
- Role-play performance
- Multimedia presentation

Submission Requirements

Each group must submit:

1. Written Project Report (2–4 Pages)

The report should include:

- Introduction to the offence
- Ancient source/story selected
- Analysis of modern legal provisions
- Comparative observations
- Conclusion and moral/legal message

2. Presentation / Performance

- Time Limit: **5 Minutes per Student**
- Visuals, costumes, props, or digital media may be used.
- Legal terminology must be explained clearly.

3. Individual Reflection Report

Each student shall submit a brief reflection discussing:

- What they learned through the project
- Understanding of socio-economic offences
- Relevance of ancient legal thought today
- Teamwork and research experience

Language Policy

Students may use:

- English
- Hindi
- Bilingual format (Hindi + English)

However, all legal concepts and statutory provisions must be explained clearly and accurately.

Academic Integrity and Originality

- The project must be based on original research and creative interpretation.

- Direct copying from online sources, AI-generated scripts without modification, or plagiarism will not be accepted.
- Proper citation of legal sources and texts is encouraged.

Evaluation Rubric (Total: 5 Marks)

Criteria	Marks
Understanding and relevance of the socio-economic offence	1
Connection with ancient Indian text/story	1
Accuracy of modern legal provisions and explanation	1
Creativity and presentation quality	1
Clarity of legal/moral message and overall impact	1
Total	5 Marks

Expected Learning Outcomes

After completion of the activity, students will be able to:

- Correlate ancient ethical principles with modern legal systems.
- Critically evaluate socio-economic crimes in historical and contemporary contexts.
- Demonstrate legal reasoning through creative expression.
- Strengthen research, advocacy, and communication skills.
- Appreciate the continuity and transformation of justice systems in India.