

2017 Annual Meeting Report

The 2017 IALS Annual Meeting took place 9th-11th of November 2017 at Symbiosis Law School in Pune, India.

PLENARY SESSION 1

Venue- Multipurpose Hall, SLSP, Ground floor

Date- 10 Nov 2017

Time- 9.45a.m. -11.00 a.m.

Topic- **Innovative Pedagogy in Doctrinal Fields**

Panelists-

✦ Patricia O’Sullivan, Director of Medical Education, University of California, San Francisco Medical School, United States (Chair)

✦ Ricardo Irarrazabal, Vice Dean, Pontificia Universidad Catolica, Facultad de Derecho, Chile

✦ Tshepo H. Mongalo, Professor, University of the Witwatersrand, Johannesburg, South Africa

✦ Wilfred Konosi, Dean, KISII University, Faculty of Law, Kenya

✦ Taslima Mansoor, Dean, Dhaka University, Faculty of Law, Bangladesh

✦ Jakub Stelina, Dean, University of Gdansk, Faculty of Law and Administration, Poland.

Prof O’Sullivan opened the discussion by elucidating the meaning of pedagogy for all the delegates. She clarified that pedagogy isn’t merely about theory or instructional technique but also the practical teaching and the environment in which one teaches. Pedagogy, in her opinion, to be a successful tool to achieve effective teaching, must have regard for the needs of the learner. She stated that a link must be found between needs and motivation of the learners. She highlighted the importance of bestowing upon students a certain level of autonomy so as to enable them to master the subject at hand. She spoke about motivation being the most important driving force that pushes students to learn better. Working in groups with peers and permitting students to work differently and independently, according to her, go a long way in motivating students. In conclusion, she stated that the most important thing for a teacher was to develop pedagogy and the method of imparting knowledge so as to ensure the knowledge possessed by the teacher is passed on to the students.

Dean Irarrazabal, the first speaker presented his university’s curriculum and the innovative concepts infused in it to assist all delegates in forming or improving their curriculum. His inputs focused on environmental law. He admitted to having an excessive amount of doctrinal law in the course prior to 2012 which pushed them to introduce elements of critical thinking, argumentation, polishing written and oral skills, and attitudes. He incorporated clinical law in the course which involves ethics so as to aid the socially backward community. Classroom simulations where teams of students learn effectively through simulations of a real scenario, in his opinion, go a long way in teaching difficult concepts. He also included plenary sessions in the curriculum. He strongly believed in the need to provide students with an outlet for all the theoretical knowledge piling up in their head. He concluded by saying that the most exciting experience for a law student is to feel like a lawyer and that feeling could only be invoked if practical knowledge was made accessible to the student.

Dean Konosi, the second speaker, a professor of Civil Procedure enlightened the delegates on the methods and pedagogy adopted by him as a professor. He advocated the use of pleadings in study guides, as ordinary and mainstream lectures often fail to communicate knowledge effectively. He spoke highly of giving students the task of making a presentation on a topic and summarizing it, thus requiring them to thoroughly look into the content for a deeper understanding. He encouraged teachers to use instances from real life which the students will find easier to relate to, thereby intriguing them and also enabling them to retain better. In conclusion, he prepared the teachers to deal with challenges such as inappropriate and poorly prepared study guides which could stand as an obstacle in propagating improper knowledge and disinterested students who would affect the class attention.

Prof Mongalo, the third speaker, emphasized the importance of instilling leadership skills in law students, for which it is necessary that the academicians and teachers equip themselves with leadership skills. He was of the view that certain amount of independence must be given to a student to allow him to test his skill. He referred to the picture-story exercise which informally assesses the student and his views on the basis of his answers which reveal his inherent characteristics. In his opinion, one of the most important elements of a teacher's pedagogy must be mastering the subject himself.

Dean Mansoor, the fourth speaker, expressed her gratitude to IALS as the conferences organized by it proved to be very impactful and relevant to students of Bangladesh and South Asia. Her presentation dealt largely with International Humanitarian Law and its impact on citizens. She delved deep into the importance of moot court competitions and encouraged universities to conduct these competitions and allow an increased participation of students from other universities. In her opinion, moot court competitions help students absorb intricate knowledge of law which cannot be done within the confines of a classroom with ordinary lectures being delivered by a teacher. She emphasized the importance of advocacy skills and recommended moot activity to be made compulsory in all law schools.

Dean Stelina, the fifth speaker, enlightened all teachers and delegates on the model of legal education in Poland. He spoke about provisions of free and paid legal education and a 5-year integrated law course in the country. He shed some light on the Government's unfortunate move to reject a proposed 3 year Master's Course in the field of law, which move stands as a challenge to the development of legal education in Poland. He then narrated an experiment carried out by the university he represents which has recently introduced criminology in the course material, a new topic for those in Poland. He spoke about the university improving the examination pattern and making it more application based than theoretical.

An engaging Q&A session took place after all speakers concluded with their remarks on the theme of the plenary session.

PLENARY SESSION 2

Venue- Multipurpose Hall, SLSP, 1st Floor

Date- November 10, 2017

Time- 02:00 p.m. - 03:00 p.m.

Topic- **Doctrinal Study Groups: Towards a Harmonized Subject Matter Curriculum Which Respects the Diversity of Contexts and Approaches**

Panelists-

- 📍 Luis Gabriel Franceschi, Dean, Strathmore University, Strathmore Law School, Kenya and IALS Board Member, Chair of the Constitutional Law Study Group (Chair)
- 📍 Sital Kalantry, Professor, Cornell University, Cornell Law School, United States
- 📍 Bettina Kahil-Wolff, Dean, University of Lausanne, Switzerland
- 📍 Anthony Kakooza, Dean, Uganda Christian University, Faculty of Law, Uganda
- 📍 Emmanuel Magade, Dean, University of Zimbabwe, Faculty of Law, Zimbabwe

Prof Sital Kalantry, following a word of thanks, started the discussion, with a mention of the doctrinal study groups, and the imperative, yet close to impossible task of harmonizing these study groups. Defining harmonization, she mentioned the need of establishing certain minimum standards which would facilitate relations like that between trade and commerce. She also mentioned the provision of adopting additional standards complementary to the principal minimum standards. Citing her own experience in National Law University, Delhi, with a class that held a portion of students physically positioned in the United States and another positioned in India, she emphasized on the need of choosing the exact substance of the topic to what was contextually appropriate. The class was based upon „Substantive law & Moral theory of Surrogacy“ and because of the contrasting composition of the class with regards to the geographical and hence legal differences, the class subsequently turned to a comparative law class. Indians became privy to the concept of different laws for surrogacy according to the different state laws of the US, and the Americans understood the applicability of a single law executed uniformly across the country. So in essence, the students, together, learnt how to collaborate and move from theoretical knowledge to practical understanding and application. She ended by saying that even though difficult, it is possible to harmonize by setting minimum standards and contextualize the same by using alternative proposals according the circumstances.

Prof Kahil-Wolff then furthered the discussion by referring to the Bologna Model which harmonized legal education in Europe including Switzerland. She mentioned that the two pillars of law, i.e. National Law and International Law are influenced by the guidelines set by the European Union. She mentioned the harmony which ran with respect to the uniformity in the entire continent when it came to common laws like Law of Torts and Law of Contract and the existence of the same basics running through the common principles of Fundamental rights, public law principles as well as defending skills.

Subsequently, she spoke about the diversity that exists, and which must be overcome to establish a common legal system in all of Europe. The diversity is with respect to the variety of languages and different aspects of law like those of social security law and family law. She concluded by saying that harmonization comes naturally, and legal education is an important catalyst for the same.

The next speaker was Dean Kakooza. He addressed the audience by raising the question of how to teach a class of diverse students and emphasized on the need of analyzing the epochal background of the students. Talking about the current generation of students, the millennials, he mentioned their interaction and involvement with technology, and emphasized on the need to harness it in a manner that benefits the process of expanding education. He went on to give example of the modes of teaching which are used in his own university, including, movies on topics like intellectual property rights and their application.

With respect to the aspect of practicality in the sphere of modern education, he pointed out the benefits of collaboration between schools of law and NGOs, which led to the facilitation of a connection between the course and the personnel of the legal community, and hence giving the curriculum a raw and practical exposure to the field of law. He echoed the points raised by his fellow panelists on the topic of harmonization that included paying importance to the integration of standards which are established after a thorough comparison of policies of different countries.

Next came, Dean Magade who agreed with the definition of harmonization put forth by his fellow panelists. He contended that there still remains similarity in certain aspects of law regardless of their inherent diversity, giving the example of the Law of Contract. He asserted that a curriculum which respects the diversity of different social environments could be created and brought into application. He concluded by stating that skills related to drafting, interpretation, negotiation and counselling are becoming increasingly important as they are transnational and harmonizing such laws is imperative because we live in a global village.

The chair, Dean Franceschi, summarized the arguments of the former panelists and enunciated the crux of their subject matters. He commenced his speech by quoting Cicero, saying that the wise are instructed by reason, the ordinary by experience and the stupid by necessity. With this, he reflected the state of legal education in countries which are underdeveloped and don't receive sufficient funds.

Further, he described an educational experiment undertaken in the Karura forest of Nairobi, in which students were teamed up and told to walk 10 kilometers. A judge, who was stationed at every checkpoint, asked them questions based on Judicial Independence in their country. The results of the experiment were impressive, according to the statistics, out of 140 students who participated in the race, 97 students preferred to attempt the same questions which were previously covered. The percentage of retention in cases of out of the box experiments and activities was much greater than the retention which occurs in ordinary classrooms. He concluded by stating that all law schools should endeavor to create innovative ways to educate students.

PLENARY SESSION 3

Venue- Multipurpose Hall, SLSP, 1st Floor

Date- 11 Nov 2017

Time- 9.30a.m. -11.00 a.m.

Topic- Implementing Change – IALS as a Networked Improvement Community

Panelists-

✚ Francis S.L. Wang President/Chairman of the International Association of Law Schools Dean Emeritus, Soochow University, Kenneth Wang School of Law, China (Chair)

✚ Dr. Shashikala Gurpur, Director, Symbiosis Law School, Pune, Dean, Faculty of Law, Symbiosis International University

✚ Andrew Dahdal, Assistant Professor, Qatar University College of Law, Qatar

✚ Abdul Karim Abubakar Kana, Dean, Nasarawa State University, Keffi, Faculty of Law, Nigeria

✚ Valentina Smorgunova, Dean, Herzen State Pedagogical University of Russia, Russia

The opening address was given by the chair, Francis S.L. Wang, who reflected upon the issues successfully discussed in the past few days. He spoke on how the conference studied issues related to doctrinal study groups, pedagogy and the aim of achieving a harmonization of curriculums, without disrespecting their differences. The honorable speaker believed that the intent of this conference was to develop a narrative, revolving around all spheres related to teachers and the ones being taught in the legal domain. He firmly stated that academic freedom is paramount but suggested that legal education is existential at the moment. There exists a great threat to teachers being replaced by technology; hence it would be advisory for all to adapt. He talked how the corrosiveness of the ranking system could affect the pedagogy in both good ways and bad. He believed that the true evaluators of a lawyer should be the judiciary and he firmly believed that the bar council should not be allowed to dominate the discussion. He stated that teachers are the ones who nurture legal education like his or her own child. Therefore, one must articulate a perspective as teachers, aiming at character formation of their respective students.

The first speaker of the session, Dr. Shashikala Gurpur, delved into the idea of implementing newer perspectives that would not only motivate the students but also upgrade the pedagogy being executed. She cited technology as one of the most powerful tools available and mentioned learning management system as one glorious example. The eminent speaker suggested the creation of online groups where students can debate on law topics and imbibe knowledge in an innovative fashion. Also, she recommended using internships as a tool of learning and stated the example of Harish Salve in this regard. Dr. Gurpur opined that existing lecture methods are not bad, but conducting a lecture poorly, is. She believed that it is fundamental for a lecture to be interactive, enabling students to grasp the legal concept transparently. She also reflected on

how reading has becoming a major issue in recent times, urging the conference to make students read original books and cases so that they get a better understanding of the concept and by the usage of real life examples, give them exposure to the vulnerability in the society to broaden their perspective. She also suggested bringing international students for exchanges and introducing them to the new country's culture as well as the poverty and enrich themselves with their experiences and not just burden them with theory and study materials.

The second speaker, Andrew Dahdal stated that his session on commercial law elicited a vibrant discussion which deliberated the practicality of the pedagogy being proposed. He highlighted that the online platforms are effective but only if they are streamlined as people may leave groups unannounced, leaving its progress hampered. The honorable speaker believed that pedagogy can't be discussed if we don't discuss what we do as law schools. He supposed that law school provides a transformational experience which provides students a character and transform them into people who are comfortable in their skin and are confident to exist and make a difference. However, the dignitary warned that it's impossible to teach transformation to students, it is inflicted on them by challenging them and challenging one's own presumptions. One may believe that "law is better than lawlessness" but in commercial law, it is taken out to challenge competitors to think differently and innovate.

Abdul Karim Abubakar Kana was the next speaker and he showed a presentation and urged everybody to read an essay on network improvement community to understand the concept lucidly. He said IALS is very productive because it has given law teachers a platform and has enabled them to walk in the same direction with no reclusiveness and complacency in their attitude. IALS' inception enabled universities all over the world to be aware of the brilliant initiatives that being taken up and allows academicians to reach out to someone who has implemented innovative tools in their teaching method, hence filling in the gaps in education.

The final speaker of the session, Valentina Smorgunova urged the audience to not just make the students know the law but to make them understand its application. The honorable speaker recommended the departments to have a basic course for law, so that nobody is ignorant about the legal provisions that affects them and makes it possible for people to participate in social activities regardless of their specialization. She believed that Singapore Declaration and Madrid Protocol should help people recreate not only good specialists but tolerant and knowledgeable citizens, who understand the need of globalization. Following this, an engaging question and answer session was held involving all the panelists and other dignitaries present in the audience, where pertinent issues were raised related to the topic.

The plenary session involved the chairs of various breakout sessions and the conclusions they had come to at the end of the day. The conclusion was that by upgrading the pedagogy, using technology's help in classrooms and other interactive methods, legal education can surely achieve newer heights in the twenty first century. It was firmly established that IALS will go a long way

in ensuring a more uniform pattern being implemented across the world. The ceremony ended with a vote of thanks.

SMALL GROUP BREAKOUT DISCUSSIONS – PLENARY SESSION ONE

Group 2- Property Law and Civil Procedure Study Group

Venue- Conference Hall, Near Dome, Symbiosis School of International Studies, 3rd Floor

Date- 10 Nov 2017

Time- 11:30 a.m. - 12:30 p.m.

Panelists-

📌 Dr. Anthony Kakooza, Dean, Uganda Christian University, Faculty of Law, Uganda
(Chair)

📌 Wilfred Konosi, Dean, KISII University, Faculty of Law, Kenya

📌 Luke Hung-yu Chuang, Assistant Professor, National Chiao Tung University, School of Law, Taiwan

📌 Barbara Holden-Smith, Vice-Dean, Cornell Law School, United States

📌 Mary Kay Kane, Chancellor and Dean Emeritus, UC Hastings College of the Law, United States

📌 Bishwa Kallyan Dash, Assistant Professor, Institute of Law, Nirma University, Ahmedabad

📌 Dr. Santosh Aghav, Assistant Professor, Symbiosis Law School, Pune

📌 Dr. Ashish Deshpande, Assistant Professor, Symbiosis Law School, Pune

The proceedings began with Dr. Kakooza, the Chair of the panel, discussing the areas of specialization of each panelist in the fields of law, and connecting them with the idea of capturing students' interests through this difference in background of various fields. Prof Dash said that his view on the dynamics of students and teachers is formulated in terms of constants, and variables, where both are constants and variables at the same time due to factors changing on both the sides. He put down certain concerns related to the variable elements, such as whether the pedagogy has to be generalized or not and whether the students will react to it as forethought by the teachers in respect to the models created by them or not, and devise more methods to teach students effectively. Dr. Kakooza, on the same line of thought, introduced the idea of setting the curriculum with respect to generalizing any sort of gap between the students and their differing mindsets.

Prof Aghav, the next speaker, changed the track of the panel by saying that, in order to teach in a field of law, the teacher or the invited resource person must sensitize the students to the scope of the subject, and be aware of how the discourse on the subject will be. His other suggestion in the process of sensitization was to not only invite legal experts, but also the clients who have

experienced their rights and remedies through the process, which may interest the students due to the sheer practicality of it. Prof Aghav then shared a feedback system model, proposed by his student, where the feedback of these sorts of interactions would be sent to the judicial institutions to display the inaccuracies of the legal procedures followed. Students can also be exposed to realities of law by presenting certain data through centers opened in the university on various fields of law, and observe the impacts and outputs of such drives, which can benefit all the parties involved. The *clinical law program*, as

summed by Dr. Kakooza, explained the same phenomenon, and agreed on the propositions made by Prof Aghav.

The next speaker, Prof Deshpande, concurred with Prof Agha's arguments and recommended the use of newspaper clippings to be extracted by the students to be in touch with the current affairs associated with that particular field of law. He also mentioned the strategy of teaching subjects which are already known to a student, and unlearning their prior knowledge to gain a newer perspective in that field. Prof Dash contributed to the track by saying that there can be a group method to evaluate, from the teacher's fastest to slowest learners as a rubric to measure as to where to concentrate more in the class, and on this, Dr. Kakooza gave an anecdote of his where he explained that various NGOs were associated with his university to specifically aid those who were physically disabled in the campus. Prof Kane, joining the conversation, stated that there exists multiplicity of different ideas to learn, and that each teacher would feel obliged to put together a toolbox of strategies to use on the students and see how practicality and theory work together, but it only depends on each area of law, since the content differs.

Dean Holden-Smith, the next speaker, mentioned an anecdote, where she described her journey as a teacher, and mentioned the fact that there was no proper training for her as a new teacher, and she relied only on her experiences with her pedagogy. She then did stress on the need of proper training of students who've either completed assistance-ship or their doctorates with the professors, which was widely agreed on by Prof Chuang, who also stated the same issue and solution in his university. Prof Kane and Prof Dash agreed on the proposition, while giving the input that the student-teacher interaction should occur so that teaching methods can be improved with an informal setting.

Prof Deshpande set a proposition towards this issue, where he suggested a measure for output by the teachers through a mid-term review and post-course completion review, where the teachers learn about their fallacies and incorporate suggestions by the students to make changes and create interesting settings so that learning is at ease, especially in tough or dry subjects of law. E-learning courses, conducting seminar for teachers by legal practitioners, and a general update on the course were few solutions generally discussed by all, while adding their personal stories to supplement one another.

The flow once again shifted to Prof Konosi's words, where he mentioned pedagogical training problems, such as training on how to evaluate a course to comb out questions that can be answered by the students, what levels to begin with, avoidance of the new changes clashing with the original plan; and stated that the students" take on all" these shall be the most important. Prof Kakooza and Prof Dash connected on the evaluation method to assess students for their internship journals and stated that their universities can adopt facilities that the students can avail, for example determining their interests and the respective assignment of facilitators to aid them in the future, which was agreed upon by the panel.

Prof Konosi, then, talked about the role of internships in curriculum development, and posed the question as to how the curriculum can take in inputs from other sources, such as the alumni of the university or other different universities. Prof Aghav, on this point, brought focus on the fact that universities can participate in developing scholarships, course ambassadors, rewards and exchange programs so that inclusion of every possible method for the student's learning is feasible, which was received with a general agreement by the panelists as well.

Prof Kane, the concluding speaker of the panel, ended the discussion by stating as to how the curricula can ultimately include social justice and the experiences of the students can assist the people in need of legal aid, through the assimilation of practical and theoretical aspects of their course

SMALL GROUP BREAKOUT DISCUSSIONS – PLENARY SESSION TWO

Group 2- Property Law and Civil Procedure Study Group

Venue- Conference Hall, Near Dome, Symbiosis School of International Studies, 3rd Floor

Date- November 10, 2017

Time- 03:00 p.m. - 04:00 p.m.

Panelists-

📌 Dr. Anthony Kakooza, Dean, Uganda Christian University, Faculty of Law Uganda
(Chair)

📌 Wilfred Konosi, Dean, KISII University, Faculty of Law, Kenya

📌 Luke Hung-yu Chuang, Assistant Professor, National Chiao Tung University, School of Law, Taiwan

📌 Barbara Holden-Smith, Vice-Dean, Cornell University Law School, United States

📌 Mary Kay Kane, Chancellor and Dean Emeritus, UC Hastings College of the Law, United States

The discussion began with Dr. Kakooza continuing the same theme from the plenary and mentioning the issues given in the agenda of the Conference. Dr. Deshpande, opening the discussion, stated that there has been a board formed in Symbiosis Law School which develops curriculum by taking updating lists of topic from the experts of the specific law subjects on a yearly basis. Moreover a scope for revision has been kept which is conducted through technical modes of evaluation within a set deadline. Dr. Kakooza, still within the sub-theme, affirmed that a university could incorporate cultural differences in the course, by taking in experts' opinions from different countries and universities to bring in diverse ideas to make the curriculum as unique as possible. Prof Dash, on agreement, also stated that contents of the course should be common and modes can be developed on their own discretion on something. This measure is more practical and necessary as it will bring appropriate expertise for experts for giving inputs and also relate to the students while giving purpose to the subject, by internship-based duties, or credit courses.

Dr. Kakooza was also of the opinion that through IALS, collaboration with registered universities becomes immediate and easy, and since there is reviewing of courses and curriculum in the present setting, exchange programs could take place effectively to bring the theme of harmonization in full effect.

Prof. Konosi, the next speaker, brought forth another pressing issue in the discussion on the fact of how can pedagogies collaborate for harmonizing the curriculum. Prof Dash then mentioned that connecting the students when there is difference in cultures and collaboration in diverse

discourse, or creating research works and outsourcing surplus ideas highly facilitates the strengthening of the nexus between pedagogies from different parts of the world.

Dr. Kakooza, as a separate discourse, pointed out that, if there happens to be a lack of resources in few universities and the balance between them and the privileged universities, then harmonization can be tougher than anticipated. Prof Kane had a subtle rebuttal to the point, as she said that if there is enough encouragement given to those students who have potential to excel, then the imbalance of resources would not create a problem as facilitating the enthusiasm becomes enough as well.

Dr. Kakooza, also mentioned a fact about his country's policies in relation to harmonization, that if the policies do not concur with the trans-national organization of East Africa, the university has no choice but to fall in line with them, or risk being devalued from their status.

The chair of the panel then shifted his focus to the last point of the agenda, that is, on setting key performance indicators on students, on which the general response of the panel was that, the indicators solely depend on how the university deems it to be, and ends at the opinion of the university as well, as explicitly said by Prof. Dash.

Prof. Konosi, with due elaboration, stated in relation to the point that certain set legislations and regulation based policies aid in creating the key indicators, strategize for the goals in a timeline set by their own context and time period and ability as well. Prof. Dash, on the same page as Prof. Konosi, remarked that the faculty recruitment process in lieu of their performance and style of approaching pedagogical methods seemed somewhat peculiar to him, because there are some universities, which perform well despite not meeting the standards set by the government, and risk their de-accreditation and value.

The chair of the panel, Prof Kakooza, then, closed the discussion of the theme in this panel, by thanking every member's participation and engaging in an informal discourse.

SMALL GROUP BREAKOUT DISCUSSIONS – PLENARY SESSION THREE

Group 2- Property Law and Civil Procedure Study Group

Venue: Conference Hall, Near Dome, Symbiosis School of International Studies, 3rd Floor

Date: 11 Nov 2017

Time: 11.00 a.m.- 12.30p.m.

Panelists:

- ✦ Dr. Anthony Kakooza, Dean, Uganda Christian University, Faculty of Law, Uganda (Chair)
- ✦ Wilfred Konosi, Dean, KISII University, Faculty of Law, Kenya
- ✦ Luke Hung-yu Chuang, Assistant Professor, National Chiao Tung University, School of Law, Taiwan
- ✦ Barbara Holden-Smith, Vice-Dean, Cornell University Law School, United States
- ✦ Mary Kay Kane, Chancellor and Dean Emeritus, UC Hastings College of the Law, United States
- ✦ Bishwa Kallyan Dash, Professor, Institute of Law, Nirma University, India
- ✦ Adv. Rahul Kothari, alumni of SLS-P
- ✦ Dr. Santosh Aghav, Assistant Professor, Symbiosis Law School, Pune

The discussion began with the chair of the panel, Dr. Kakooza, thanking the panelists for their time. Prof. Dash expressed how implications and implementations can impact the future of the ideas discussed and results can be modified and rectified over practicing it several times. The issues of the agenda were then brought under highlight by shifting the track to the first question of connecting the members of IALS through various methods. Prof Konosi opined on the membership quality of the groups to be kept connections to, and various panel members raised the point of devising modes on attracting the pedagogy or students with interesting content and helpful guides on teaching in various fields. Prof Kane, continuing the same point, proposed to create online groups where e-mails can be easily accessed and sent personally to each member, and such a mechanism would allow communication and collaboration between the members with ease. Prof Holden-Smith and Prof Dash suggested other modes of disseminating information, such as magazines, webinar links and gave a probable guarantee of them being shared more often between these groups. Prof Dash shared an example of the student-faculty communication by describing the procedure established in his university, where groups of similar nature were being made according to certain divisions on subject matters, age group or divisions of classes, to aid in the concurrent idea in the panel.

Dr. Kakooza's next concern was of harmonizing such universities, which had a niche already created by them, and not fully accepting of new standards and criteria for evaluation, and suggested on following the set minimum standard and taking initiative on creating mechanisms

on their own discretion. Prof Deshpande and the alumni, Mr. Kothari, supplemented the idea by stating an example of teaching property law across the globe, as the subject has considerable distinctions according to the local laws, and teaching such a subject becomes a challenge, when attempted to harmonize. Prof Deshpande, then, suggested few styles, such as dividing the field into two modules, to explain the local and international aspects of property law in whole.

Dr. Kakooza brought forth a new track of ideas in the panel, which was on incentivizing and encouraging publication of research papers on teaching methods and curriculum development, with rewards and acknowledgement by the community. Prof Kane strongly agreed to the opinion and added that research paper presentations on pedagogical and curriculum-based topics can be incorporated in such conferences like IALS' Annual Conference, and as remarked by Prof Dash, duly be acknowledged, if not rewarded, for the important contributions done. Prof Chuang mention the existence of Journal of Legal Education, and suggested conducting workshops and joining specific groups to discuss methods and sharing innovative techniques on teaching as well, and such information shall also be circulated by IALS through their website, as added by Prof Dash.

Dr. Kakooza, in order to structuralize the system corroborative to the agenda given, stated that such questions can only be answered after experimentation of these measures, and also said that these answers can be presented in the next meeting held by IALS. He divided the time until the next meeting into four quarters with goals set for completion or at least, an attempt.

The first quarter, as suggested by Prof Kane, should concentrate on gaining the attention of law students, teachers and those interested in the field of law, and devising methods to make the information reach to them. The second quarter, given by Prof Konosi, talked about collaborative research between the teachers and their students, which may also add up to bettering networks between universities or other pedagogical groups across countries, but with a deadline set for responding to the ideas shared. The third quarter, recommended by Prof Dash, should ideally concentrate on research and synthesis of the collected information, and subsequent application with close observation given to the results derived from them. The fourth and last quarter, again, put forth by Prof Dash, concentrates on feedback and approximate results derived from the experiments, and shared in the following meeting of members of IALS.

The Small Group Breakout Session came to end with the chair of the panel thanking every member for their contribution and wishing for a future collaboration as well.