

Detailed Report on One-Week Online Capacity Development Program on Legal Education, Research, and Publication

(June 24 to June 30, 2025)

PRINCIPAL COORDINATOR:

Prof. Jeet Singh Mann, Teacher, NLU, Delhi

COORDINATOR:

Dr. Aman Deep Singh, Teacher, RMLNLU, Lucknow

PARTICIPANTS:

Faculty Members, Research Scholars, and Students from Law and Allied Disciplines

JOINTLY ORGANISED BY:

RMLNLU, NLUJ, DAU School of Law, Gandhinagar, CNLU, Confederation of Law Teachers New Delhi, GNLU, MNLU Nagpur, NUSRL Ranchi, ILI New Delhi, SLS Pune, CTAG NLUD.



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INTRODUCTION:

The landscape of legal education is undergoing a transformative shift, driven by rapid technological advancements, globalization, and evolving policy frameworks. In this context, the role of legal educators and researchers has become increasingly dynamic, necessitating a robust understanding of not only doctrinal knowledge but also research methodologies, academic integrity, and effective publication practices.

Recognizing this need, a One-Week Online Capacity Development Program on "Legal Education, Research, and Publication" was jointly organized by RMLNLU, NLUJ, DAU School of Law, Gandhinagar, CNLU, Confederation of Law Teachers New Delhi, GNLU, MNLU Nagpur, NUSRL Ranchi, ILI New Delhi, SLS Pune & CTAG NLUD from June 24 to June 30, 2025 to equip participants with the necessary skills, perspectives, and tools to navigate contemporary challenges in legal academia. The program brought together a diverse group of legal scholars, researchers, educators, and professionals from across the country and beyond, fostering a vibrant academic environment for dialogue, learning, and collaboration.

Spanning across seven days, the program featured a series of expert-led sessions covering a wide array of topics including innovative pedagogical approaches, interdisciplinary legal research, ethics in academic writing, digital tools for research, and the nuances of publishing in reputed journals. The sessions were carefully curated to balance theoretical insights with practical applications, ensuring that participants not only gained conceptual clarity but also actionable takeaways.

This report presents a detailed account of the sessions conducted, key themes discussed, resource persons involved, participant engagement, and the overall impact of the program. It aims to serve both as a record of the event and as a reference point for future capacity-building initiatives in the domain of legal education and research.

Common Link to access video recordings of all the sessions

<https://drive.google.com/drive/folders/1UtZqGTKGPZ3n140XTFPyeRWj50AGqHGE?usp=sharing>

Objectives of the Program:

- To strengthen the theoretical and methodological foundations of legal research.
- To enhance participants' understanding of contemporary issues in legal education.

- To introduce best practices in academic writing and publication.
- To promote ethical research practices and academic integrity.
- To foster a culture of critical thinking, innovation, and collaboration in legal academia.

Structure of the Program:

The week-long program was structured around daily expert sessions, interactive discussions, and practical guidance. Eminent scholars and legal practitioners were invited to share their insights on various sub-themes.

Schedule of Sessions:

Day	9.30-10.45am	11-12.15pm	1.15-2.30pm	2.45-4.15pm
One 24/6	Empowering Legal Education, Research and Publication- <i>Prof U Baxi/Prof MP Singh/Prof Lakshminath /Prof Venkat Rao</i>	Constitution Law Education, Research and Publication - <i>Prof Yogesh Pratap Singh</i>	Rights of Teachers- Service Law and administrative Litigation- <i>Hon'ble Justice JR Midha/ Prof BT Kaul</i>	IPRs education, Research and Publication- <i>Prof Raman Mittal</i>
Two 25/6	IPR Clinical Education- <i>Prof GB Reddy</i>	Consumer Law Education, Research and Publication- <i>Prof Ashok Patil</i>	Corporate Law Education, Research and Publication - <i>Prof Harpreet Kaur/Prof VK Singh</i>	Law regulating AI and other activities- <i>Prof Avinash Dadhich</i>
Three 26/6	Labour Law Education, Research and Publication - <i>Prof SC Srivastava/Prof BT Kaul/JS Mann</i>	Contract Law Education, Research and Publication- <i>Prof Amar Singh/Prof RK Singh</i>	Air and Space Law Education, Research and Publication - <i>Prof V Balakista Reddy/Prof Sandeep Bhat</i>	Tax Law Education, Research and Publication- <i>Prof Manoj Kumar Singh</i>
Four 27/6	Public International Law Education, Research and Publication- <i>Prof M. Gandhi/Prof VG Hegde</i>	Private International Law Education, Research and Publication- <i>Prof Lakshmi Jhumbolkar/Prof Govindraj Hegde/Prof Nidhi Gupta</i>	International Trade Law Education, Research and Publication - <i>Prof Li Bin /Prof Prabhash Ranjan</i>	Environment Law Education, Research and Publication - <i>Prof Satish S Shastri/Prof Radha Seshan/Prof Sairam Bhat</i>

Five 28/6	Criminal Law Education, Research and Publication - <i>Prof Purvi Pokharia/ AOR Jayesh K Unnikrishnan</i>	Cyber Law Education, Research and Publication- <i>Adv Rodney D. Ryder</i>	Quality Legal Research- Contemporary issues and promotion- <i>Prof Amar Pal Singh</i>	Empowering Legal Education and Research- <i>JS Mann</i>
Six 29/6	Applied Research Methodology education and practice- <i>Prof Vimal Trivedi</i>	Drafting Research Proposals-best practices- <i>Prof Vimal Trivedi</i>	Admin Law Education, Research and Publication - <i>Prof Yashomati Gosh/JS Mann</i>	Research Grants funded by /Dept of Justice/NCW/ICSSR/ NHRC- <i>Dr OP Vyas/Dr. Raghvendra /Dr Richa Sharma/Dr Senapati.</i>
Seven 30/6	Role of IT tools in Education, Research and Publication - <i>Prof MK Bhandari / Prof Sandeep Sancheti</i>	Conducting Legal Research- Contemporary Challenges and Remedies: <i>Prof Anand Palivval/Prof Anuradha Prashar</i>	Research Publications- Contemporary Challenges, solutions, & best practices: <i>Prof KC Sunny/Prof Niteesh Upadhayay</i>	Ethical values- Integrity, honesty, and sense of commitment in Legal Education, research and publication- <i>Prof. VK Ahuja/Prof. M.Sridhar Acharyulu</i>



DAY 1



Date: June 24, 2025

SESSION 1: Empowering Legal Education, Research and Publication

Time: 9:30 AM – 10:45 AM

Speakers:

- **Prof. (Dr.) Upendra Baxi**, Emeritus Professor, University of Warwick & University of Delhi
- **Prof. (Dr.) M.P. Singh**, Distinguished Professor, Jindal Global Law School & Professor Emeritus, University of Delhi
- **Prof. (Dr.) A. Lakshminath**, Former Vice-Chancellor, CNLU Patna & Founder Chancellor, DSNLU Visakhapatnam
- **Prof. (Dr.) Venkata Rao**, Former Vice-Chancellor of NLSIU, Bangalore, Vice-Chancellor, India International University of Legal Education and Research, Goa

The session was introduced by Prof. Jeet Singh Mann, Faculty, NLU Delhi, who welcomed the distinguished guests and participants. He set the tone for the day by underlining the importance of academic introspection in the field of legal education.



Prof. Upendra Baxi began his address by raising four fundamental questions pertaining to legal education and research. He critiqued the prevalent tendency among students and educators to skim through judgments without understanding their core essence. Prof. Baxi emphasized that a rigorous, slow, and reflective reading of judgments is essential to foster analytical legal thinking. He outlined the four pillars of research: description, analysis, explanation, and evaluation, and introduced the BAOJ framework: belief, attitude, opinion, and judgment, as a method to categorize levels of legal understanding. He concluded by asserting that meaningful research demands intellectual integrity and patience.



Prof. M.P. Singh graciously continued the discussion, appreciating Prof. Baxi's insights and stressing the need for a return to critical engagement in legal pedagogy. Following him, Prof. A. Lakshminath and Prof. Venkata Rao delivered a passionate critique of modern legal research trends.



They highlighted the declining standards due to overdependence on AI tools like ChatGPT and rampant plagiarism. Drawing from their decades of experience, they emphasized the importance of

ratio decidendi, calling it the cornerstone of sound legal reasoning. They expressed concern over commercialized academic publishing and warned against paid publications that lack scholarly merit. They concluded with a strong call for originality, utility, and ethical conduct in research.



SESSION 2: Constitutional Law Education, Research and Publication

Time: 11:00 AM – 12:15 PM

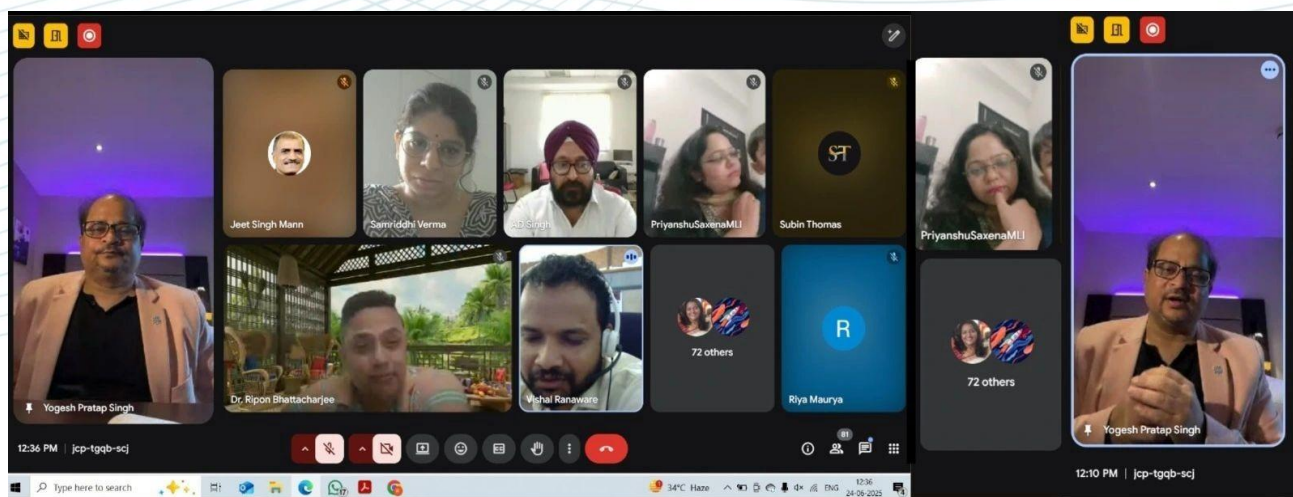
Speaker:

- **Prof. (Dr.) Yogesh Pratap Singh**, Vice-Chancellor, National Law University Tripura

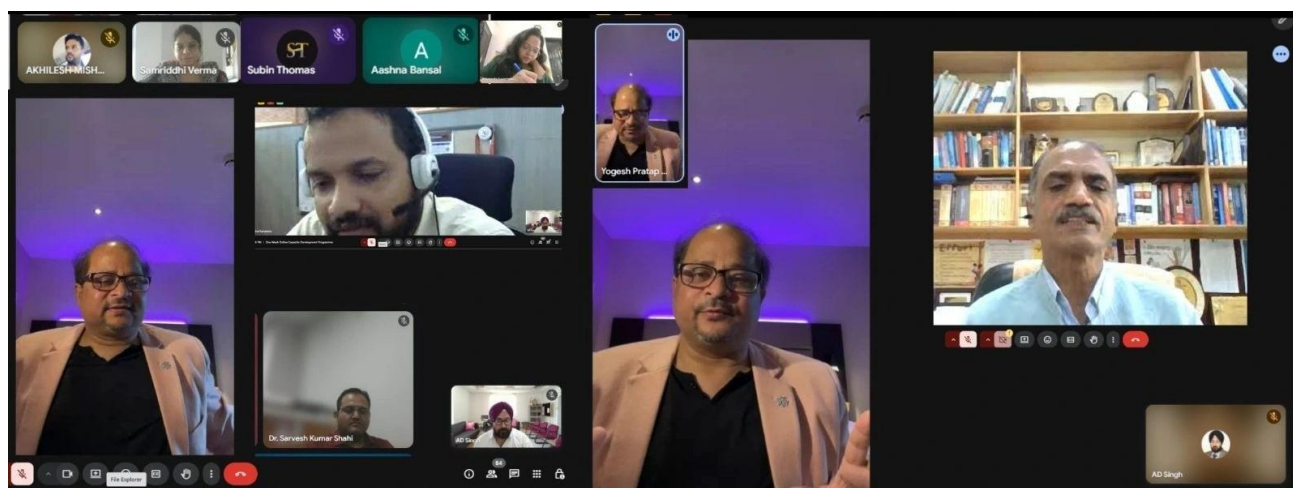
Dr. Aman Deep Singh of RMLNLU welcomed the speaker and attendees, providing a brief introduction to the significance of constitutional law in contemporary academia.



Prof. Yogesh Pratap Singh delivered an incisive lecture rooted in his unique “*power perspective*” approach to constitutional law. He highlighted that although constitutional law is fundamental, it is often taught superficially in many institutions. According to him, constitutionalism is distinct from the constitution, and understanding this difference is crucial. He discussed the vertical division of the Indian Constitution into *federalism and fundamental rights*, arguing that both represent constraints on government power.



He emphasized that constitutional provisions like **Article 368** must be interpreted through the lens of power dynamics, and cited historical cases such as *Sajjan Singh v. State of Rajasthan*, analyzing the concurring opinions of Justices Hidayatullah and Madholkar.



Prof. Singh also stated that judicial independence and free elections are not absolute realities in India due to structural and institutional limitations. His teaching philosophy, he said, is to provoke critical thinking. He concluded his session with a powerful quote from J.S. Mill on freedom of dissent.



SESSION 3: Rights of Teachers – Service Law and Administrative Litigation

Time: 1:15 PM – 2:30 PM

Speakers:

- **Hon'ble Justice J.R. Midha**, Former Judge, Delhi High Court
- **Prof. (Dr.) B.T. Kaul**, Professor in Charge, Faculty of Law, University of Delhi

The session was introduced by Dr. Ashwini Kelkar, who provided a comprehensive overview of the topic and introduced the speakers.



Justice J.R. Midha began with a personal anecdote from his student and teaching days at the Campus Law Centre. He expressed concern over the long-standing issue of adhocism in law faculty

appointments and narrated how, during his judicial tenure, he took steps to institutionalize a more structured recruitment process.



He proposed the creation of a national training and accreditation platform for law teachers, similar to the National Judicial Academy for judges. He emphasized that teaching is a specialized skill and drew parallels between the role of judges and teachers in engaging their audience. Justice Midha underscored the urgency of quality teacher training and policy reform to safeguard the rights of educators.



Prof. B.T. Kaul supported this vision, highlighting the need for teacher training before they enter the classroom. He spoke about the dearth of practical legal experience among faculty and the substandard service conditions in private and deemed universities. He emphasized that quality legal education hinges on empowering teachers both legally and institutionally.



Prof. Jeet Singh Mann, Faculty, NLU-Delhi, extended the discussion by addressing the arbitrariness in recruitment, low pay scales, and lack of grievance redressal mechanisms for teachers. He emphasized that the problem lies not in the absence of good teachers but in flawed appointment practices. He concluded by calling for collective action and transparent policies to protect educators' rights and improve the quality of legal instruction.

SESSION 4: IPRs Education, Research and Publication

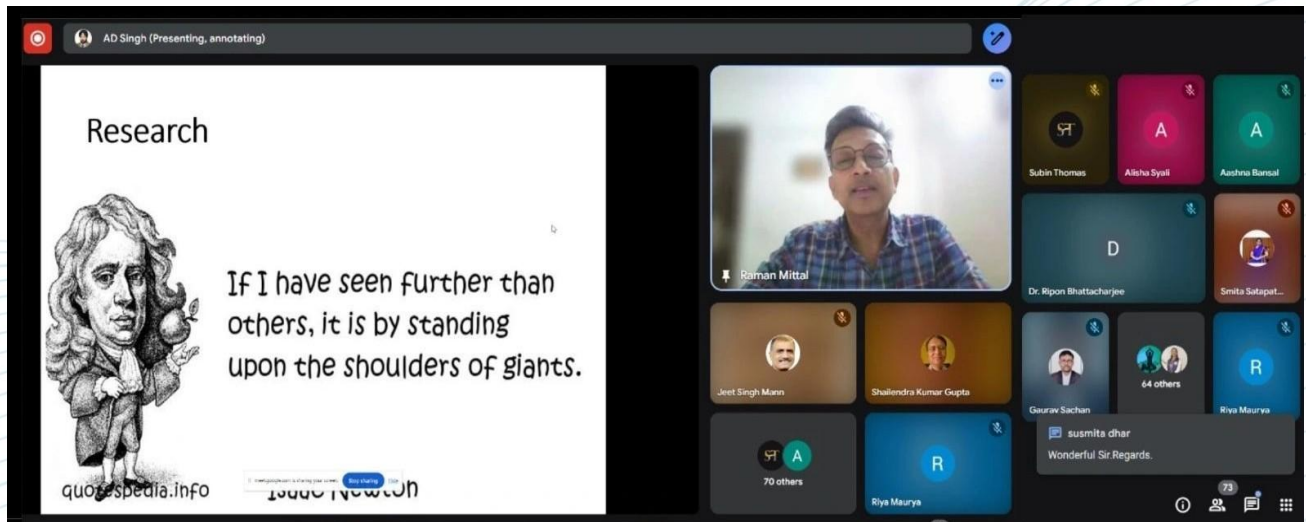
Time: 2:45 PM – 4:15 PM

Speaker:

- **Prof. (Dr.) Raman Mittal**, Senior Professor, Faculty of Law, University of Delhi

Prof. Jeet Singh Mann, Faculty, NLU-Delhi, introduced Prof. Raman Mittal, noting his extensive contributions to legal academia and intellectual property law.

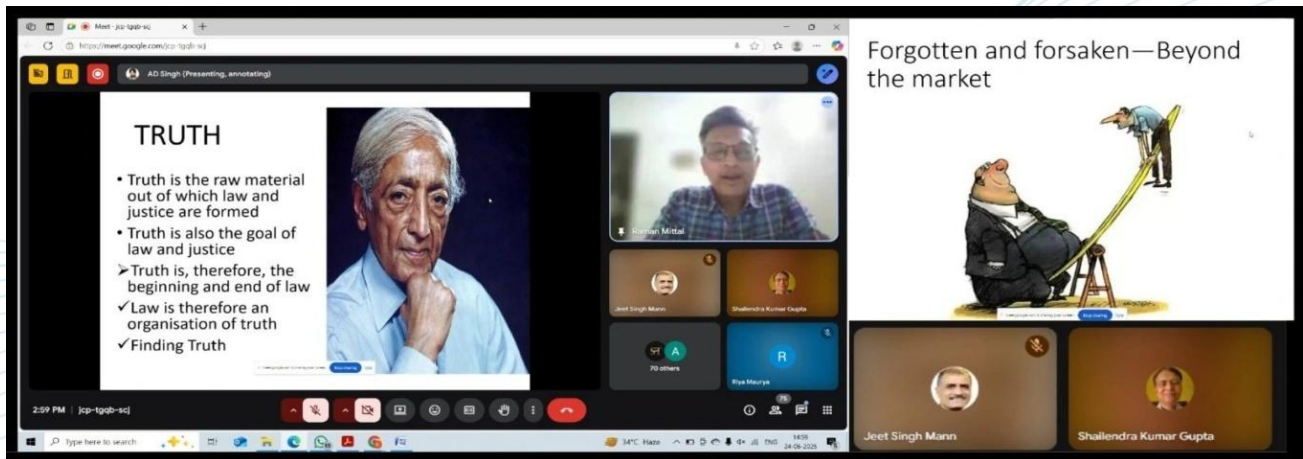
Prof. Mittal began with a philosophical discussion on the *relationship between truth and law*, referencing Jiddu Krishnamurti and India's national motto to illustrate that truth is a process of continuous discovery. He emphasized that legal research, teaching, and publication are interconnected processes that demand integrity and inquisitiveness.



He critically analyzed the copyright regime, especially post the 2012 amendment aimed at protecting authors. Through storytelling, poetry, and referencing historical examples, Prof. Mittal portrayed the marginalization of creative contributors in the IP industry. He explored interdisciplinary gaps in IPR research, urging scholars to focus on underexplored interfaces like IPR and taxation, labour, health, and administrative law.



Prof. Mittal also delved into the dangers of AI in plagiarism, emphasizing that tools like ChatGPT can distort academic originality if not properly regulated. He drew distinctions between plagiarism rules under UGC guidelines and copyright law, clarifying that infringement may exist even when similarity indices are low.



The session concluded with questions from the participants, particularly about copyright exceptions, AI plagiarism, and ethics in teaching material usage. Prof. Mittal responded by urging greater awareness, attribution, and critical academic integrity.

Conclusion

Day 1 of the CDP offered a compelling start, making it clear that transforming legal education in India calls for more than just policy tweaks; it demands structural reforms, a deep sense of ethical responsibility, and bold academic innovation. The conversations and ideas shared weren't limited to classroom teaching alone; they carried the potential to shape institutional frameworks and influence national education policies. With a well-crafted agenda and the active involvement of passionate and accomplished participants, the program set the tone for an enriching journey ahead, as it dives deeper into critical themes around law, research, and academic publishing in the days to come.



DAY 2

Date: 25th June, 2025

SESSION 5: IPR Clinical Education

Time: 9:30 AM – 10:45 AM

Speaker:

- **Prof. (Dr.) G.B. Reddy**, Vice-Chancellor, The National University of Advanced Legal Studies, Kochi (NUALS)



On Day 2, the opening session of the Online Capacity Development Programme on Legal Education, Research and Publication featured an insightful address by Prof. (Dr.) G.B. Reddy, an expert in IPR law and policy, on IPR Clinical Education. Dr. Reddy explored the evolving dynamics of property ownership in the knowledge-based digital economy, emphasizing the increasing dominance of intangible assets such as intellectual property, data, and brand value over traditional tangible assets like land and machinery. He provided an in-depth understanding of the country's approach to intellectual property management and its strategic importance in national development. He offered valuable insights into India's evolving legal and policy framework, key achievements, and areas needing reform.

The session addressed the international legal foundations, obligations, and emerging issues related to the minimum protection of intellectual property rights (IPRs), with a special emphasis on the TRIPS Agreement under the World Trade Organization (WTO) framework. The speaker emphasized the critical role of international frameworks in shaping national IP policies and highlighted the responsibilities of legal professionals, researchers, and educators in fostering a rights-conscious and innovation-friendly environment.

Participants were guided through India's efforts to simplify IP registration processes, digitize IP administration, and improve turnaround time at the patent and trademark offices. The speaker highlighted recent reforms, such as expedited examination of patents, support for start-ups and MSMEs, and international collaborations with WIPO and other IP offices.



Prof. Reddy advocated that Intellectual Property Rights (IPR), though a distinct field, does not function in isolation. Its effective implementation and enforcement depend on its interaction with several other branches of law. The interface between IPR and other legal domains is crucial for ensuring that innovation, creativity, and commercial interests are protected while balancing public interest and justice.

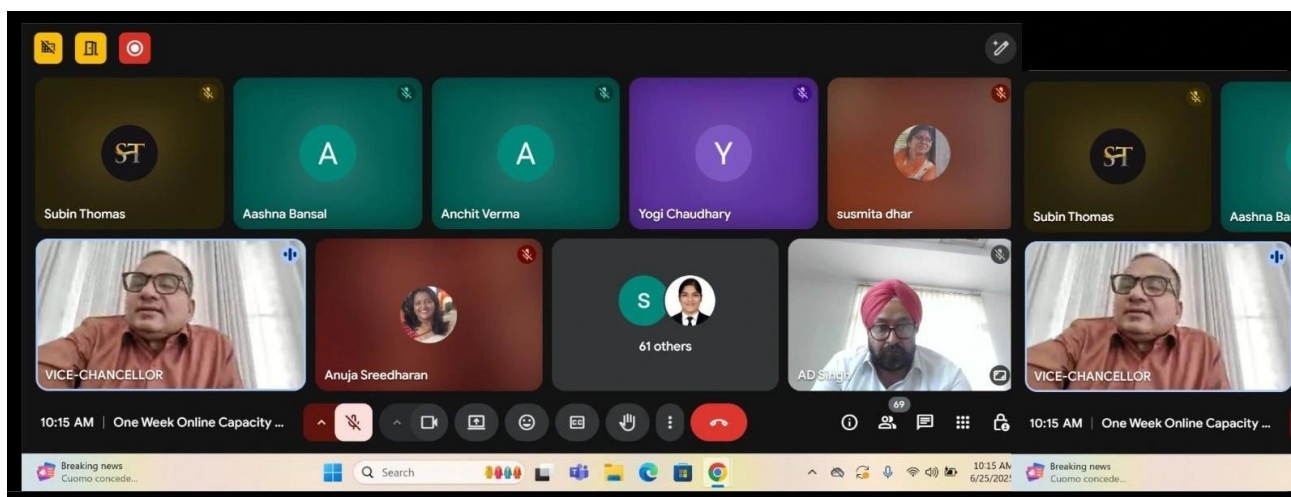
The session also offered a timely and critical reflection on how IPR shaped the global response to COVID-19. The speaker emphasized on the need for a flexible, collaborative, and humanitarian approach to IPR during public health emergencies that preserves innovation while serving global public interest during public health emergencies that preserves innovation while serving global public interest.

He emphasized the transformative potential of legal education in promoting constitutional values, democratic engagement, and social justice. Prof. Reddy highlighted the necessity of aligning legal

education with practical training, clinical legal methods, and interdisciplinary learning. He underscored the need for research excellence driven by empirical methods, policy orientation, and ethical publication practices.



Stressing faculty development, he called for regular training on research methodology and blended pedagogy. He advocated for innovation in teaching using technology and encouraged institutional leadership to foster academic excellence. During the Q&A, he addressed critical themes including curriculum reform, inclusion, and skill-based learning.



Concluding the session, he urged legal educators to act as change-makers, equipping future legal professionals not only with knowledge but also with values, vision, and responsiveness to societal needs.

SESSION 6: Consumer Law Education and Research

Time: 11:15 AM – 12:45 PM

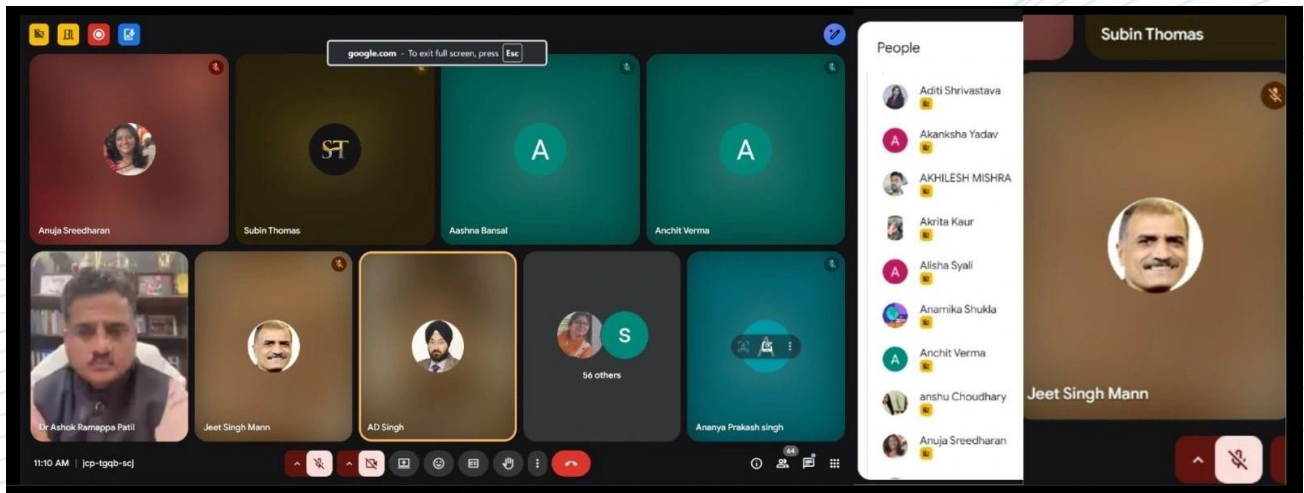
Speaker:

- **Prof. (Dr.) Ashok Ramappa Patil**, Vice-Chancellor- National University of Study and Research in Law (NUSRL), Ranchi, Former Professor and Chair on Consumer Law and Practice, NLSIU, Bangalore

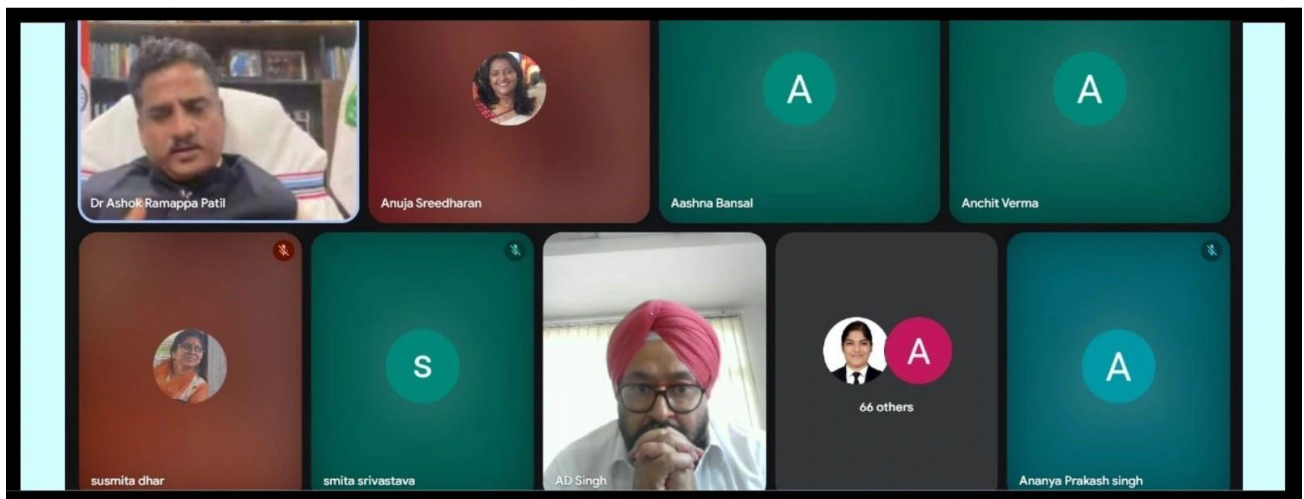


The second session of Day 2 focused on the theme of “Consumer Law Education and Research” and was delivered by Prof. (Dr.) Ashok Ramappa Patil, an eminent scholar and Professor at the National Law School of India University (NLSIU), Bangalore. The session was formally introduced by Dr. Aman Deep Singh, who outlined the relevance of consumer law in the current legal and educational landscape.

Prof. Patil provided a comprehensive overview of the historical and constitutional foundations of consumer protection in India. He traced the development from the Consumer Protection Act, 1986, to the Consumer Protection Act, 2019, elaborating on the factors that necessitated the legislative shift, including the rise of digital commerce and the emergence of misleading advertisements. He underscored the significance of the Central Consumer Protection Authority (CCPA) and its role in safeguarding consumer interests.

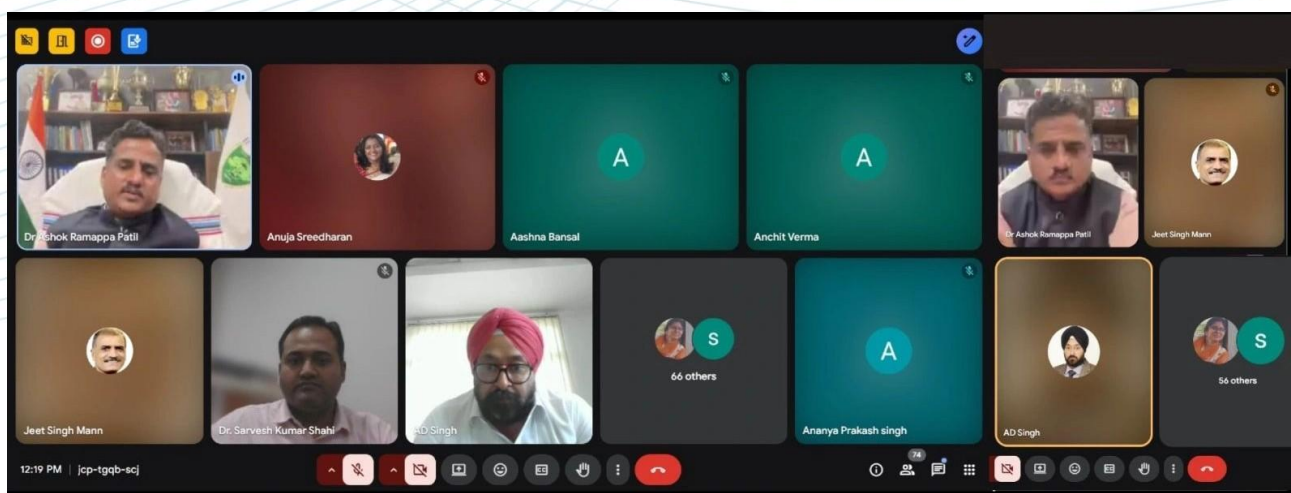


Prof. Patil emphasized the importance of definitions like "consumer," "defect," and "deficiency" under the Consumer Protection Act 2019. He clarified that while the Consumer Protection Act is a major legislation, other consumer welfare laws and regulations also play a crucial role in defining standards and addressing specific issues like adulteration in food (Food Safety and Standards Act) and timelines in insurance claims (IRDAI regulations).



In addition to legal developments, Prof. Patil emphasised the pedagogical aspects of consumer law, advocating for its integration into clinical legal education through practical learning methods such as complaint drafting, mock proceedings, and research-based assignments. He identified various under-explored legislative areas, such as the Legal Metrology Act and the Bureau of Indian Standards Act, as valuable subjects for academic inquiry.

The session also addressed the accountability of legal service providers, the liability of educational institutions, and the evolving role of mediation under the Act. Prof. Patil encouraged institutions to engage with the Consumer Welfare Fund for academic and research initiatives and provided guidance on scholarly publishing, highlighting the importance of empirical research and contemporary relevance.



Prof. Patil encouraged faculty to engage in empirical research based on their students' clinical work and to seek projects from government and private institutions. He highlighted the availability of journals, including the International Journal on Consumer Protection, and the importance of adhering to citation methodologies and quality standards for publications. He suggested exploring contemporary issues by engaging with relevant ministries.

Funding and Accreditation Opportunities in Consumer Law Prof. Patil informed participants about the Central Government Consumer Welfare Fund, which institutions can apply for to support projects and capacity building initiatives, including training for consumer commission members and conducting moot courts. He also discussed the importance of clinical methods in achieving higher accreditation standards under NAAC.

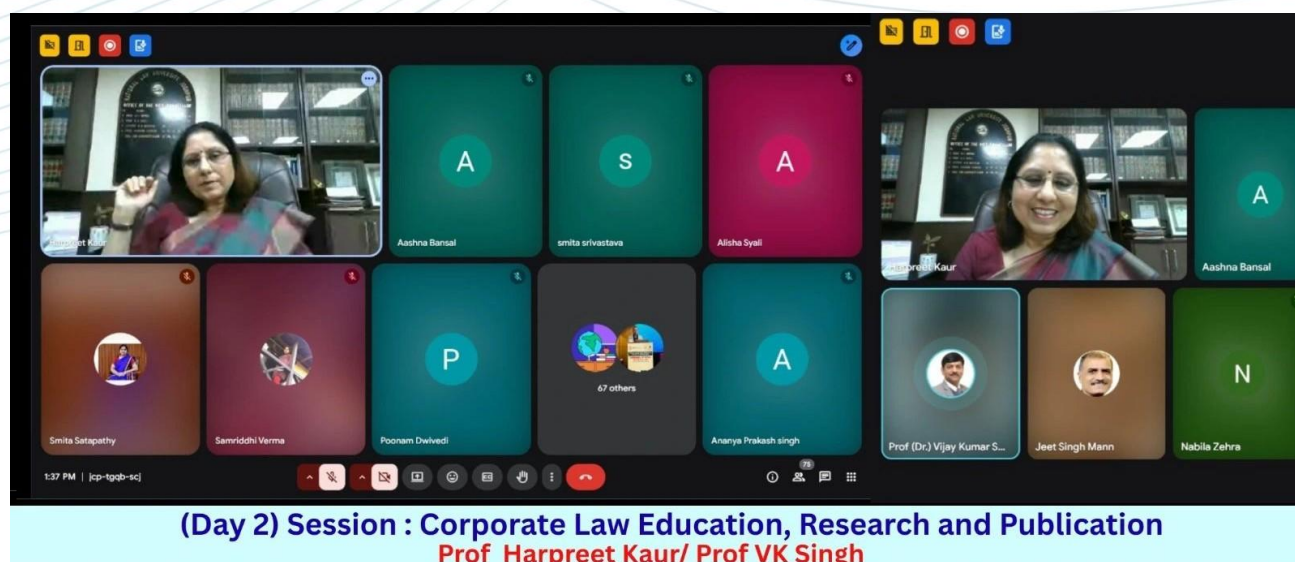
The session concluded with an interactive discussion, offering critical insights for enhancing teaching, research, and practice in the domain of consumer law.

SESSION7: Exploring Pedagogy, Research, and Clinical Applications in Corporate Law

Time: 1:15 PM – 2:30 PM

Speakers:

- **Prof. (Dr.) Harpreet Kaur**, Vice-Chancellor, National Law University, Jodhpur.
- **Prof. (Dr.) Vijay Kumar Singh** – Professor, School of Law, SRM University, Sonepat.



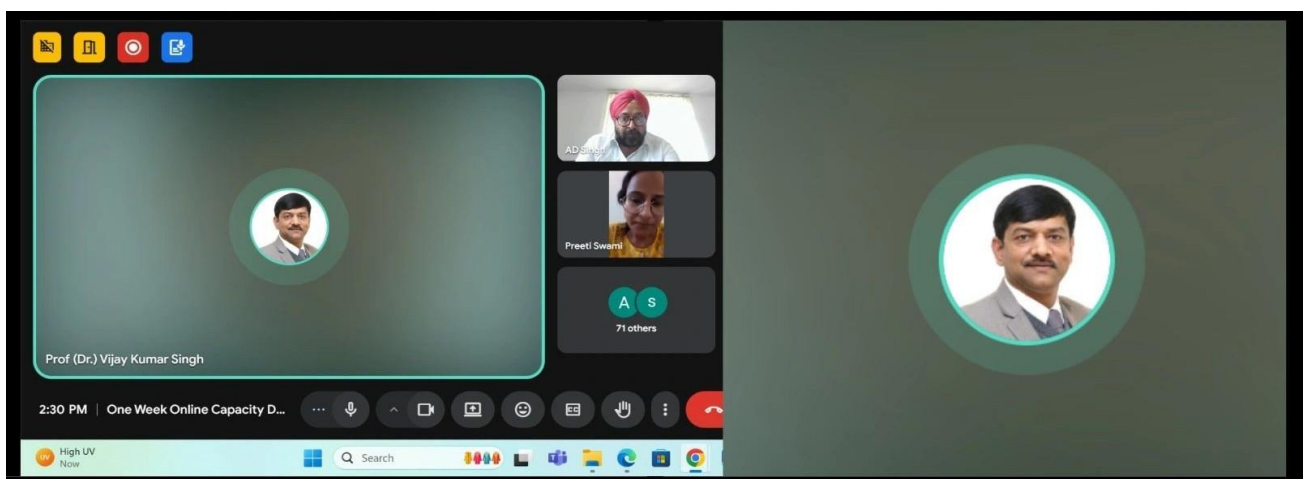
The third session on Day 2 of the Online Capacity Development Programme focused on the crucial area of Corporate Law Education, Research, and Publication. It commenced with Dr. Aman Deep Singh introducing the session and welcoming the distinguished speakers. He began by presenting the impressive academic and leadership credentials of Prof. (Dr.) Harpreet Kaur. In her opening remarks, Prof. Kaur humbly acknowledged the introduction and emphasized her identity as a teacher, even while holding the position of Vice Chancellor.

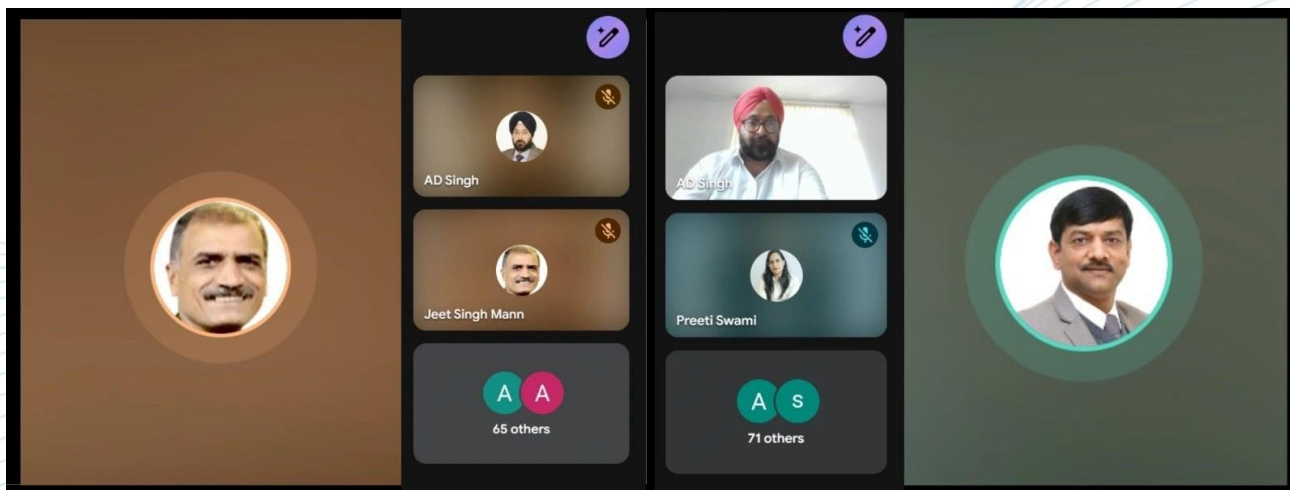
Prof. Harpreet Kaur addressed the long-standing challenge of engaging students in corporate law, often perceived as a dry and difficult subject. She proposed innovative teaching methodologies, including breaking down legal provisions into relatable stories, using real-world examples like MCA website filings, and introducing current market scenarios to stimulate student interest.



Prof. Kaur stressed the importance of focusing on concepts rather than statutory sections alone. For instance, she advocated for the use of practical examples such as recent advertisements related to private placements and IPOs to highlight important legal procedures. She shared a detailed account of a collaborative experiential learning project between her university and the University of Miami, where students formed a company in the U.S. and then established a subsidiary in India.

The simulation involved students playing roles such as company secretaries, directors, and regulators. She further elaborated on concepts like investor clinics, board simulations, and discussion-based pedagogy as tools to enhance classroom engagement. She also underscored the value of integrating empirical research into legal teaching and sharing findings through academic publications.





The session continued with a talk by Prof. (Dr.) Vijay Kumar Singh, who provided a three-dimensional view of corporate law: pedagogy, clinical learning, and research. He stressed the need for continuous updating by faculty to match the pace of reforms in corporate governance and business regulations. Drawing from personal teaching experience, he suggested internships for teachers with law firms to gain practical exposure and proposed role-play exercises to better illustrate corporate law in classrooms. He emphasized the importance of multidisciplinary approaches, noting that corporate law education must intersect with constitutional law, administrative law, and market principles. Addressing questions on decentralized organisations and legal reforms, he provided relevant regulatory examples and offered suggestions for further study.

The session concluded with reflections from Prof. Jeet Singh Mann & Dr. Aman Deep Singh, who appreciated the speakers for their practical insights and urged participants to remain curious, research-oriented, and passionate about teaching. The session proved invaluable in offering holistic insights into improving the pedagogy and research culture in corporate law.

SESSION 8: Law regulating AI and other activities

Time: 2:45 PM– 4:15 PM

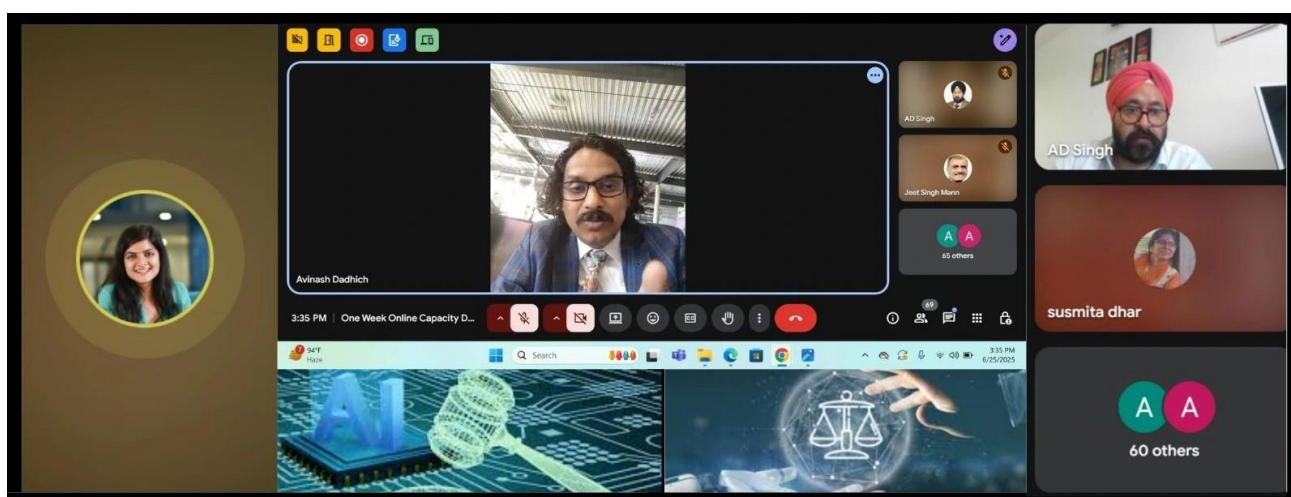
Speaker:

- **Prof.(Dr.) Avinash Dadhich**, founding director of the Dhirubhai Ambani University – School of Law

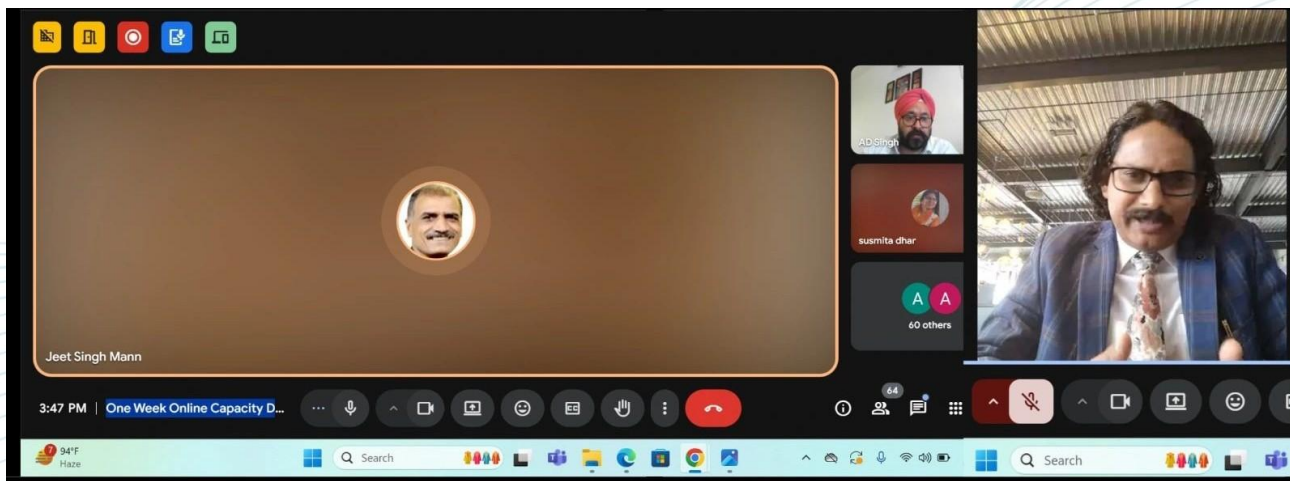
The fourth session of Day 2, centred on 'Law regulating AI and other activities', was led by Prof. Avinash Dadhich, Founding Director, Dhirubhai Ambani University- School of Law.



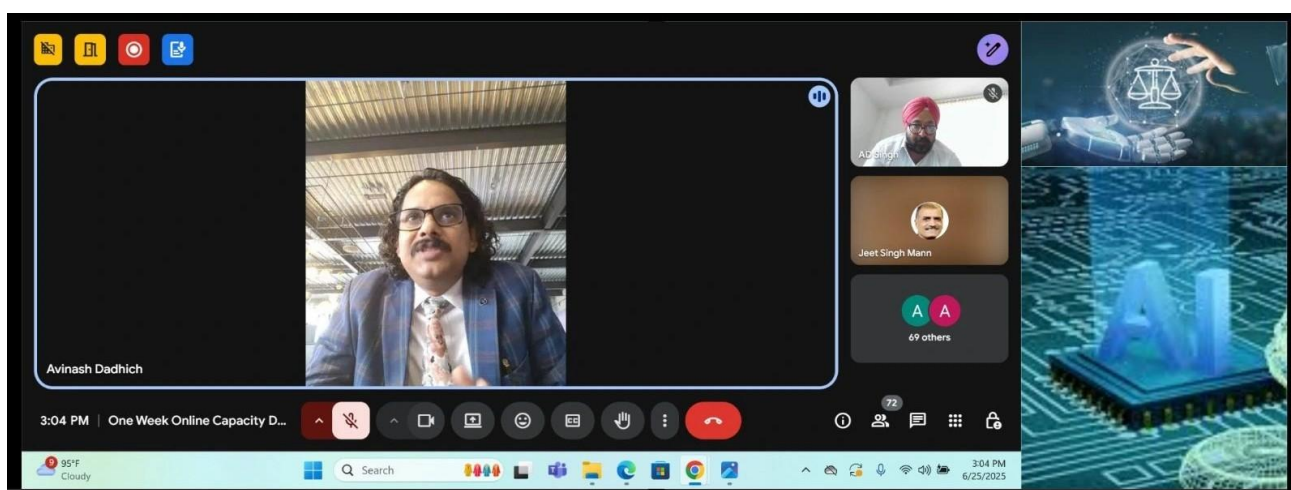
Introduced by Dr. Aman Deep Singh, Prof. Dadhich began by contextualizing the current geopolitical climate and explained why a global constitution for AI and the metaverse remains unlikely. He traced the origins of AI back to Alan Turing's work during World War II and elaborated on the evolution of AI through its "winters" in the 1970s and 80s to its resurgence in the 2000s, fueled by the rise of data and social media.



Prof. Dadhich described different global approaches to AI regulation: the DC model of self-regulation, the Brussels model rooted in human rights, and the Beijing model driven by state control. He emphasized China's active role in AI regulation and discussed the potential of AI agents in research, suggesting these may surpass even PhD scholars in capability. He argued that AI is evolving from a tool to an independent research entity and stressed that researchers and legal professionals must adapt and learn AI tools to stay relevant.



The speaker elaborated on the EU AI Act and its categorization of AI tools based on risk levels. He discussed issues such as bias in AI applications, citing examples from the US judiciary, Amazon's hiring practices, and welfare distribution in the Netherlands. Prof. Dadhich also addressed the lack of AI and data privacy laws in India and the prospect of a sectoral approach via the Digital India Act.



He raised important pedagogical questions, such as valuing innovative ideas over mere originality and the role of generative AI in academia. Finally, he discussed the ethical risks of deepfake technologies and called for increased awareness and legal preparedness. The session ended with a discussion on AI in recruitment and its implications for fairness and legal accountability.

Conclusion

Day 2 of the Online Capacity Development Programme brought together a rich blend of insights and experiences, sparking thoughtful conversations on the future of legal education, research,

and publication. Prof. G.B. Reddy set the tone with a compelling call for reimagining legal pedagogy, while Prof. Patil underscored the importance of embedding consumer rights education into the curriculum. Prof. Harpreet Kaur and Prof. Vijay Kumar Singh offered practical strategies and fresh perspectives in corporate law teaching and research, and Prof. Avinash Dadhich guided participants through the evolving challenges of cyber law and AI regulation with a forward-looking vision.

The sessions went beyond theory, focusing on real-world relevance, interdisciplinary connections, and the ethical responsibilities of legal educators. With an emphasis on academic innovation, data-driven research, and adapting to technological shifts, the day empowered participants with concrete ideas and renewed energy to rethink their roles as legal academics. It was a day shaped by intellectual curiosity, meaningful exchange, and a shared commitment to raising the bar in legal education.



DAY 3



Date: June 26, 2025

SESSION 9: Labour Law Education, Research and Publication

Time: 9:30 AM – 10:45 AM

Speakers:

- **Prof. (Dr.) S.C. Srivastava**, Former Member, Law Commission of India & President, National Labour Law Association
- **Prof. (Dr.) Bhushan Tilak Kaul**, Former Chairperson, Delhi Judicial Academy & Professor-in-Charge, Faculty of Law, University of Delhi
- **Prof. (Dr.) Jeet Singh Mann**, Principal Investigator, SPARC-IITK Indo-China Research Project & Director, Project Director, Ministry of Law & Justice (GOI) Research Initiatives & Director, CTAG, NLU Delhi



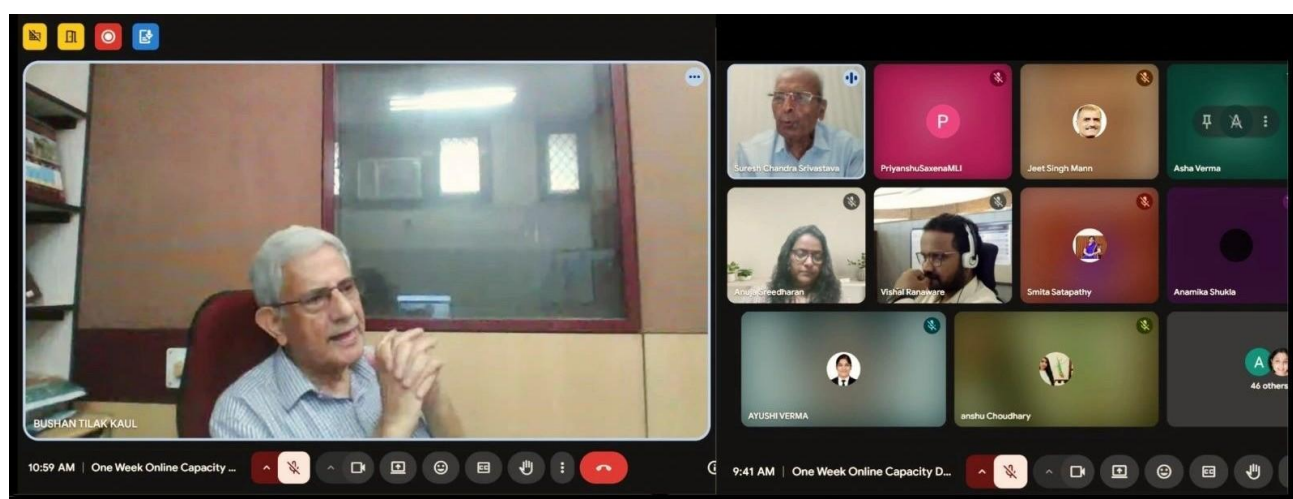
(Day 3) Session : Labour Law Education, Research and Publication
Prof SC Srivastava/Prof BT Kaul/JS Mann

In a deeply enriching session, Prof. Suresh Chandra Srivastava offered a critical appraisal of evolving labour jurisprudence. Emphasizing case-centric pedagogy, he examined ambiguities in statutory

definitions such as "strike," "lockout," and "retrenchment," highlighting how *Punjab Land Development Corporation v. Labour Court* and the constitutional bench in *K.N. Joglekar And Ors. vs Barsi Light Railway Co. Ltd.* widened the retrenchment scope beyond surplus labour. He critiqued the absence of a purpose clause in strike/lockout definitions. He called attention to the *SAIL v. National Union Waterfront Workers* case, which overturned the *Air India Statutory Corporation*, changing the legal consequences of contract labour abolition.



Prof. Srivastava expressed concern over the gig economy's underrepresentation in three of the four labour codes, despite state-level attempts like Rajasthan's and Karnataka's legislation. He also flagged definitional inconsistencies in the Code on Wages, notably its "50% exclusion rule" and how it departs from earlier Supreme Court precedents like *Manganese Ore (India) Ltd. v. Chandi Lal Saha*.



Prof. B.T. Kaul offered a compelling historical and comparative analysis of labour law, urging participants to read the *Gajendra Gadkar Committee Report*. He traced the evolution of industrial

jurisprudence from common law hostility toward labour to statutory protections, with milestones such as the *Western India Automobile Association* case establishing reinstatement rights. He explained the significance of *The Bharat Bank v. Employees of the Bharat Bank* in bringing labour tribunal awards under Article 136's appellate jurisdiction. Prof. Kaul, along with Prof. Jeet Singh Mann, emphasized the need to harmonize statutes, using *Baron International v. Indian Oil* to demonstrate how conflicting labour laws should be interpreted cohesively. They also underlined distinctions in forum choice under Section 11A vs. Article 226 and the impact of COVID-19 litigation on working hour regulations and emergency powers.



During Q&A, queries on fixed-term employment, unpaid domestic labour (linked to *Kirti v. Oriental Insurance*), and supervisory roles led to nuanced discussions on functional tests versus designations. The session concluded with a consensus on modernizing labour laws to reflect socio-technological realities.

SESSION 10: Contract Law Education, Research, and Publication

Time: 11:00 AM – 12:15 PM

Speakers:

- **Prof. (Dr.) Amar Singh**, Distinguished Professor of Business Laws & Former Dean, National Law Universities (Delhi, Jodhpur, HP University)
- **Prof. (Dr.) Ravindra Kumar Singh**, Professor of Law & Former ICCR Chair Professor, Leibniz University, Germany

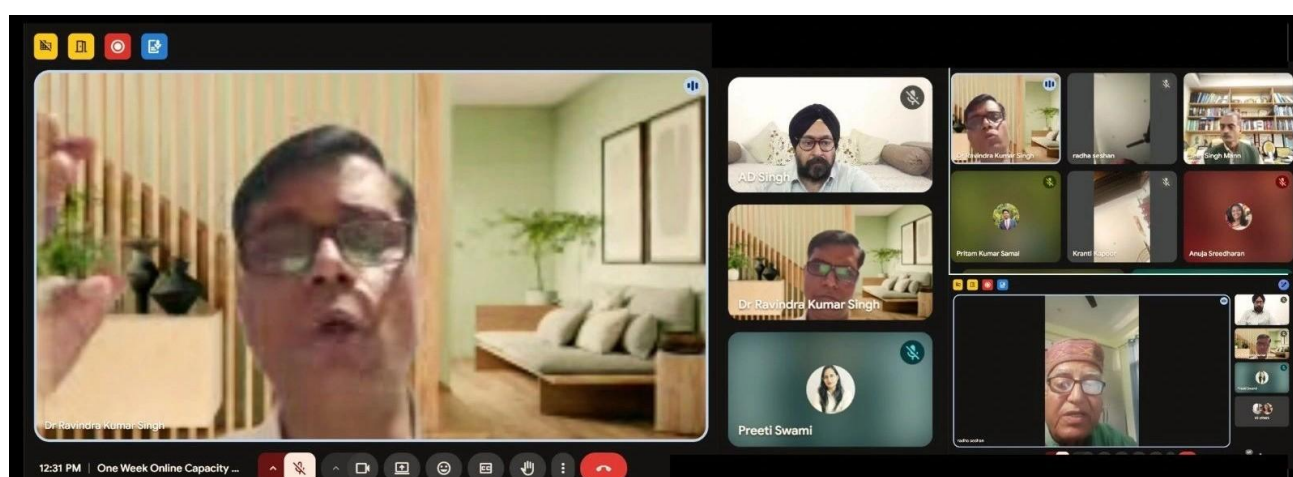
The session featuring Prof. Amar Singh and Dr. Ravindra Kumar Singh offered a multi-dimensional discourse on contract law's pedagogy, evolution, and practical orientation. The conversation wove

together economic theory, legal interpretation, research methodology, and innovative teaching practices moving far beyond a conventional lecture.



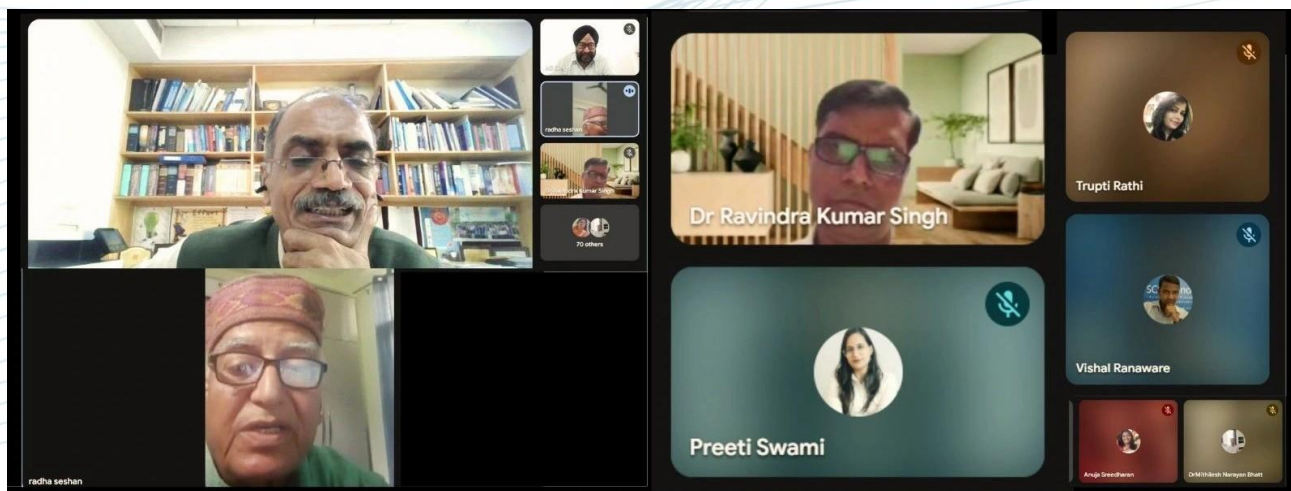
(Day 3) Session : Contract Law Education, Research and Publication
Prof Amar Singh/Prof RK Singh

Prof. Amar Singh began by contextualizing contract law within capitalist economic structures, drawing connections between demand forces and the legal constructs of offer and acceptance. He categorized contract law's relevance across economic systems, capitalist, socialist, and mixed, stressing its centrality in private arrangements within capitalist societies and its marginalization under administrative regimes in socialist frameworks. Notably, he underscored the implications of market-driven legal education, advocating for a curriculum that aligns with the realities of legal service demands rather than academic silos.

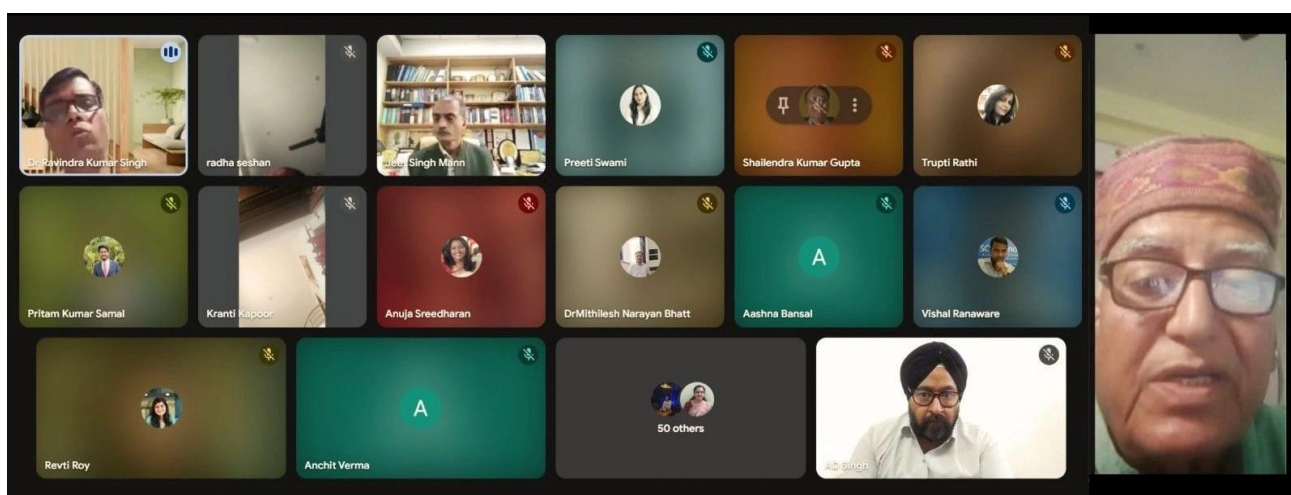


He elaborated on a three-tiered learning model: *memorisation*, *comprehension*, and *application*, emphasizing that without the foundational layers, application is moot. He urged that examination frameworks and classroom evaluations reflect this hierarchy, assigning greater weight to applied understanding. He also shared insights from the NLS's research practices, notably using "research

cards" to systematically catalogue secondary data technique largely unknown among Indian legal researchers. His warning against rampant plagiarism, citing Jonathan Gingri's alarming study that 99% of law school projects are plagiarised, added an urgent ethical dimension. He passionately distinguished between plagiarism of language and the graver offense of idea theft.



Dr. Ravindra Kumar Singh expanded the discussion with a pragmatic lens. He called for teaching methods incorporating bare act readings, the Socratic method, and real contracts. He advocated evaluating students based on their engagement with at least five contracts and five judgments per semester. Dr. Singh stressed integrating clinical elements into doctrinal subjects, suggesting contracts as an ideal gateway. His discussion on contract interpretation, highlighted through the UKSC's decision in *RTI Ltd. v. MUR Shipping BV*, offered a contemporary take on force majeure clauses and performance obligations amidst global sanctions.



In the Q&A, nuances of meta-analysis, primary vs. secondary data, and minors' role in partnerships were discussed, reinforcing the depth and interdisciplinarity of the session. This intellectually stimulating engagement concluded with an invitation for ongoing dialogue and collaboration.

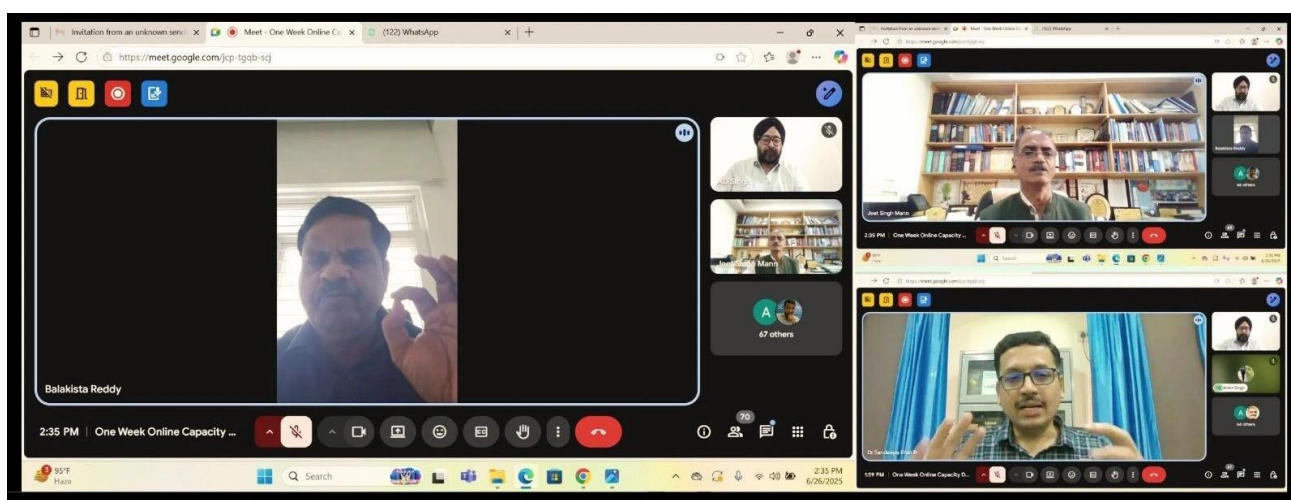
SESSION 11: Air and Space Law Education, Research, and Publication

Time: 1:15 PM – 2:30 PM

Speakers:

- **Prof. (Dr.) V. Balakista Reddy**, Chairman, Telangana State Council for Higher Education & Former Vice-Chancellor, NALSAR University of Law
- **Prof. (Dr.) Sandeep Bhat**, Director, Centre for Aviation & Space Laws, NUJS Kolkata & Member, Expert Advisory Group, ISRO

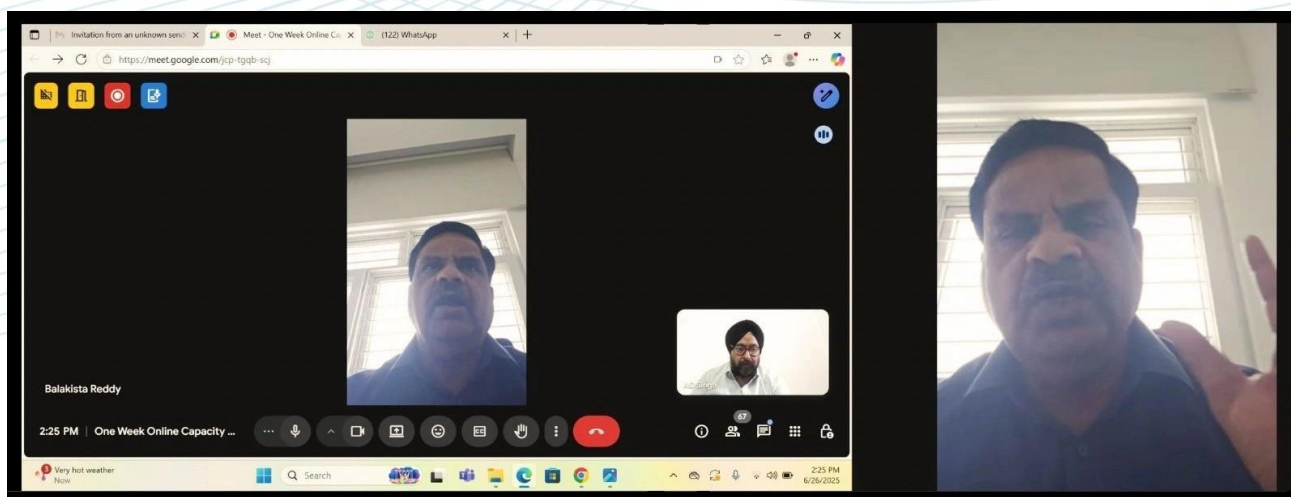
In a compelling and forward-looking online session, Prof. V. Balakista Reddy and Prof. Sandeep Bhatt explored the evolving role of international law in today's geopolitical and academic climate. The discussion delved into pedagogy, global legal challenges, and the urgent need for recalibrating how international law is taught and studied in Indian institutions.



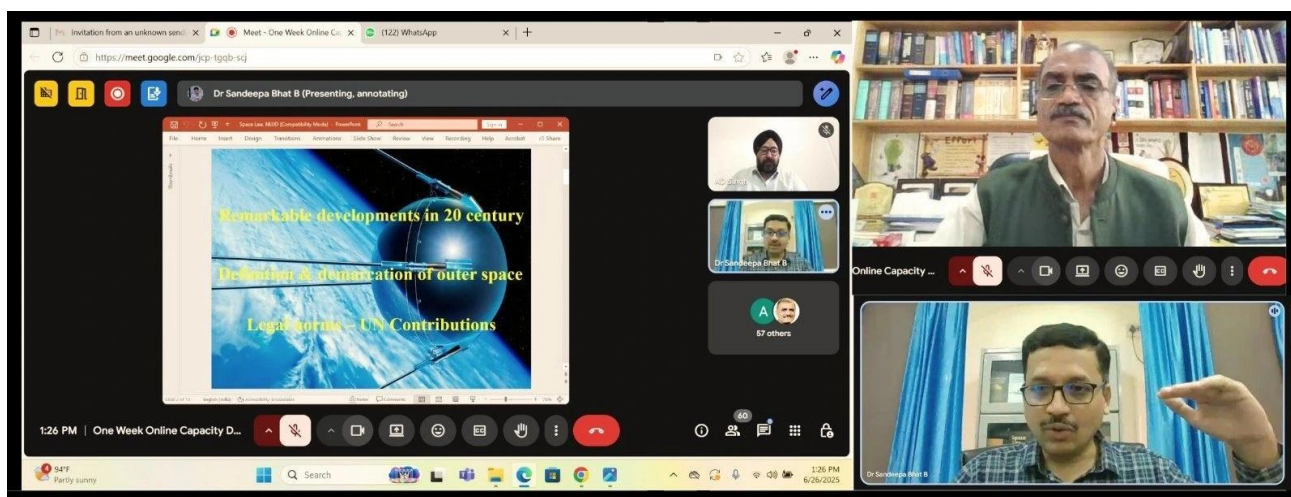
(Day 3) Session : Air and Space Law Education, Research and Publication
Prof V Balakista Reddy/Prof Sandeep Bhat

Prof. V. Balakista Reddy opened the session by tracing the historical evolution of international law from a Eurocentric framework to a more inclusive and multipolar discipline, reflecting changes in

global power dynamics. He emphasized the necessity of breaking away from the "colonial hangover" that is still visible in how international law is conceptualized and taught in postcolonial states like India. Drawing from his extensive experience at NALSAR University of Law, Prof. Reddy underscored the need for international legal education to engage with regional issues, such as climate change, cross-border migration, and cybersecurity-while also training students to examine treaties and conventions through a Global South lens critically.



He made a strong case for blending theory with diplomacy and field experience, suggesting collaborations with international organizations and think tanks. He also shared NALSAR's practice of hosting simulation exercises like Model United Nations and moot courts on international disputes as practical pedagogical tools. A unique takeaway from Prof. Reddy's remarks was his emphasis on India's role in shaping "Global International Law" in the coming decades, especially with its increasing influence in multilateral fora such as the G20 and BRICS.



Prof. Sandeep Bhatt added a crucial academic dimension by highlighting how international law is often reduced to rote memorization of treaties in many Indian law schools. He proposed a shift toward analytical teaching methods, prioritizing case analysis, comparative jurisprudence, and a critical understanding of international institutions. He discussed at length the necessity of incorporating contemporary topics such as investor-state dispute settlements (ISDS), the evolving jurisprudence of the International Criminal Court, and the implications of regional trade agreements like RCEP and CPTPP.



Prof. Bhatt also stressed the importance of encouraging student research and publication in niche areas of international law and lamented the lack of Indian scholarship being cited in global forums. He urged law schools to build archives, legal databases, and mentorship networks to support young scholars entering the field.

The session concluded with a vibrant Q&A where participants raised questions on India's stance on the Palestine conflict, the effectiveness of international humanitarian law in modern warfare, and the future of space law. Both speakers called for a decolonized, practice-oriented, and research-driven approach to international law, leaving attendees with renewed urgency and inspiration to engage with global legal systems critically.

SESSION 12: Tax Law Education, Research, and Publication

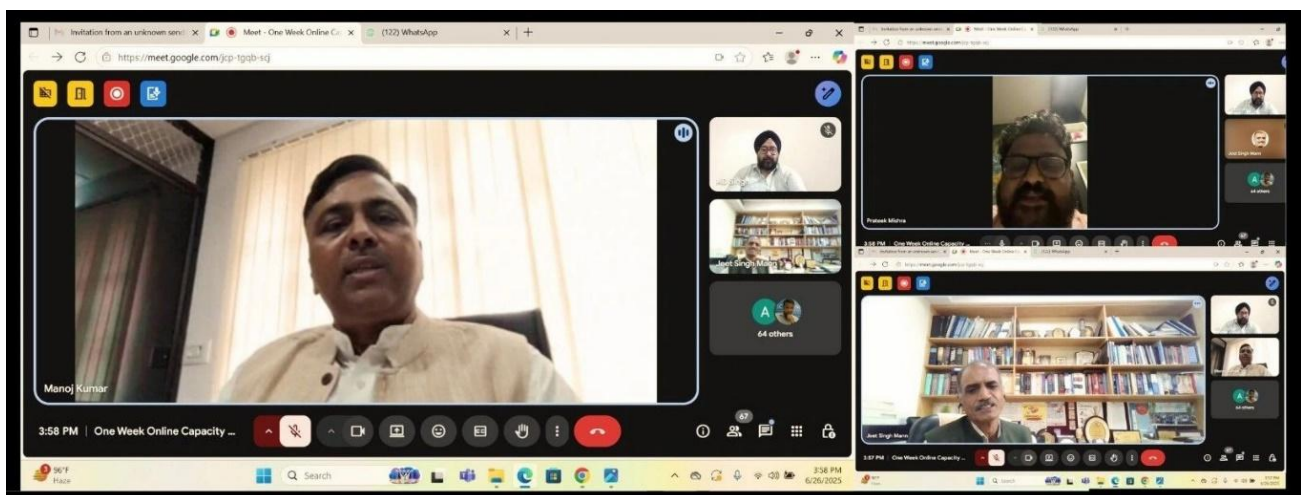
Time: 2:45 PM – 4:15 PM

Speaker:

- **Dr. Manoj Kumar Singh**, Associate Professor of Taxation Laws & Executive Director, Centre for Tax Laws, NLU Jodhpur



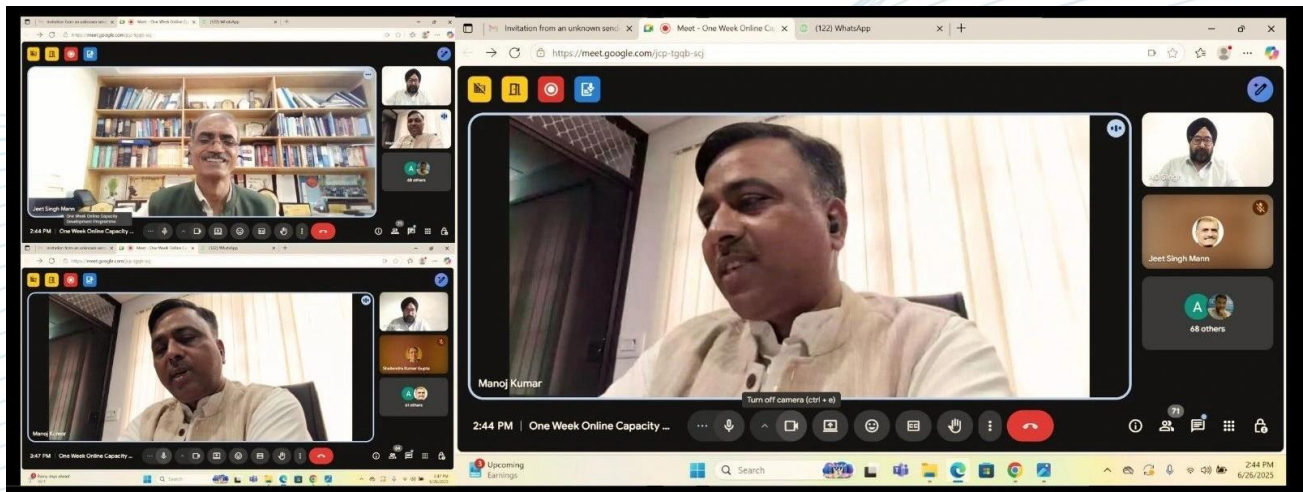
In a highly insightful session, Prof. Manoj Kumar unpacked the complexities of taxation law and its pedagogy, transforming what is often seen as a dull subject into one full of research and career potential. With expertise in direct, indirect, and international taxation, he emphasized that taxation should be taught as a branch of public law, not accounting, intertwined with constitutional values, economic policies, and global obligations.



Prof. Kumar outlined a *layered teaching approach*: starting with the historical and constitutional basis, moving into theoretical foundations of income heads, and then applying real-world examples like salary structures, exemptions, and capital gains. He emphasized teaching case laws, practical exercises (such as ITR filing), and developing tax clinics while integrating moot problems and client memo drafting into coursework.

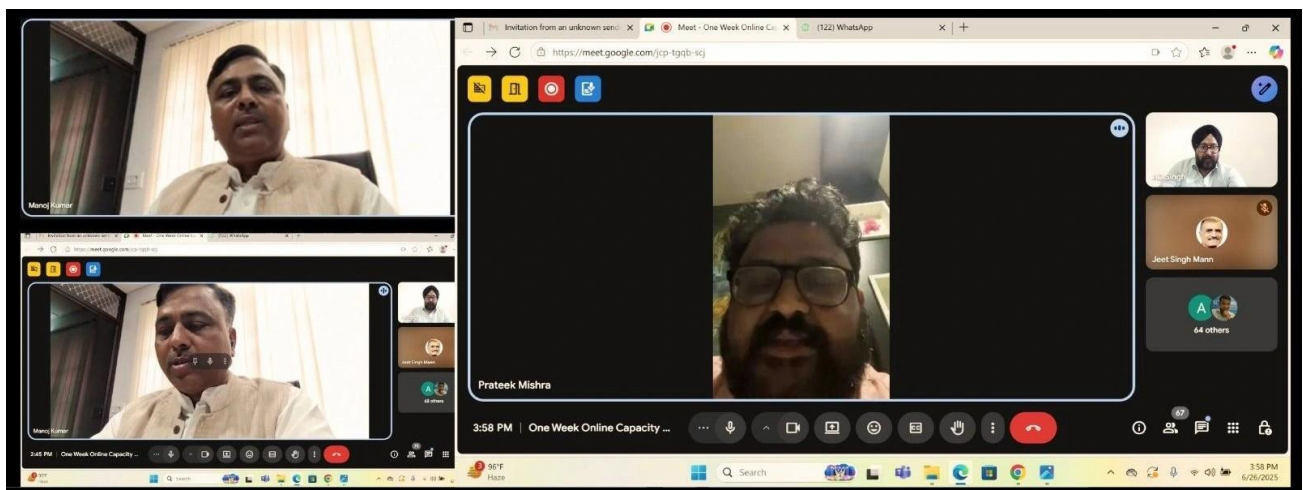
On international taxation, Prof. Kumar highlighted the importance of DTAA's, transfer pricing norms under OECD and UN models, and taxation challenges in the digital economy, including the now-

removed equalization levy. He argued that international obligations must be taught alongside domestic tax law, rather than in isolation.



Emerging research areas he flagged included carbon taxation, crypto currency, tax havens, and BEPS (Base Erosion and Profit Shifting). He encouraged students to publish in journals like *Intertax* and leverage platforms like YouTube for expert lectures, collaborative learning, and policy discussions.

In response to queries, Prof. Kumar discussed the draft Income Tax Act, 2025, aimed at procedural simplification and digital integration, and addressed concerns about India's high tax burden, clarifying the distinction between direct and indirect taxes. He supported a future move toward a "One Nation, One Tax" framework for individual taxpayers.



Concluding with Adam Smith's principles of taxation-equity, certainty, convenience, and economy- he acknowledged systemic issues like political funding loopholes and low public returns, urging deeper academic and policy engagement with India's evolving tax landscape.

Conclusion

Day 3 of the Online Capacity Development Programme proved to be both intellectually stimulating and deeply engaging, taking participants on a thoughtful journey through critical areas of legal education, ranging from Labour Law and Contract Law to International Law and Taxation. The day's sessions blended rich academic insights with real-world relevance, offering not just lectures but meaningful discussions around case studies, classroom challenges, and evolving legal trends. Speakers explored pressing themes such as aligning statutory frameworks, adopting interdisciplinary methods, decolonising legal curricula, and weaving clinical practices into teaching. What emerged was a clear and inspiring roadmap for rethinking how law is taught and studied in today's fast-changing world. By thoughtfully connecting theory with practice, the programme gave participants not only fresh ideas but also a renewed sense of purpose in shaping the future of legal education and research.



DAY 4

Date: June 26, 2025

SESSION 13: Public International Law Education, Research and Publication

Time: 9:30 AM – 10:45 AM

Speakers:

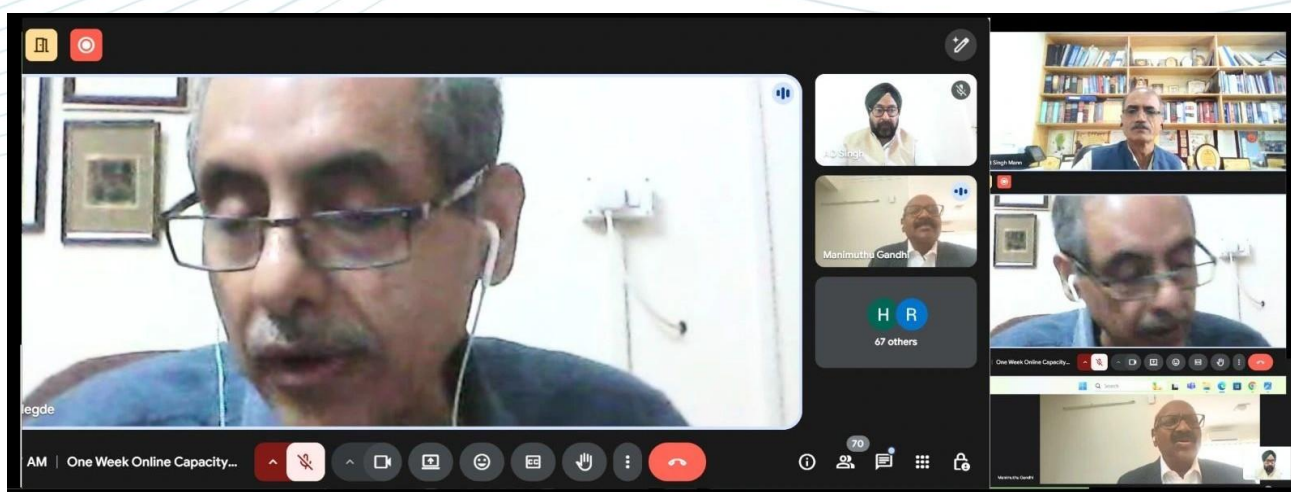
- **Prof. Manimuthu Gandhi**, Former Professor & Dean, VIT School of Law
- **Prof. V.G. Hegde**, Faculty, Centre for International Legal Studies, School of International Studies, JNU



The 4th day commenced with a robust discussion on Public International Law. Prof. M. Gandhi delivered a comprehensive address on contemporary approaches to teaching international law. He emphasized the profound impact of decolonization and cosmopolitanism on international legal pedagogy, advocating for inclusive and representative discourses that challenge traditional Eurocentric perspectives. Prof. Gandhi highlighted the growing need for specialized branches within international law, while also stressing the unifying nature of its basic legal principles.

He began by situating the teaching of international law within the broader framework of global movements, particularly the decolonisation of international law. Decolonisation, alongside theories of cosmopolitanism, has altered the lens through which international legal principles are interpreted and taught. These theories advocate for inclusive and representative legal discourses that challenge Eurocentric perspectives traditionally embedded in international law curricula

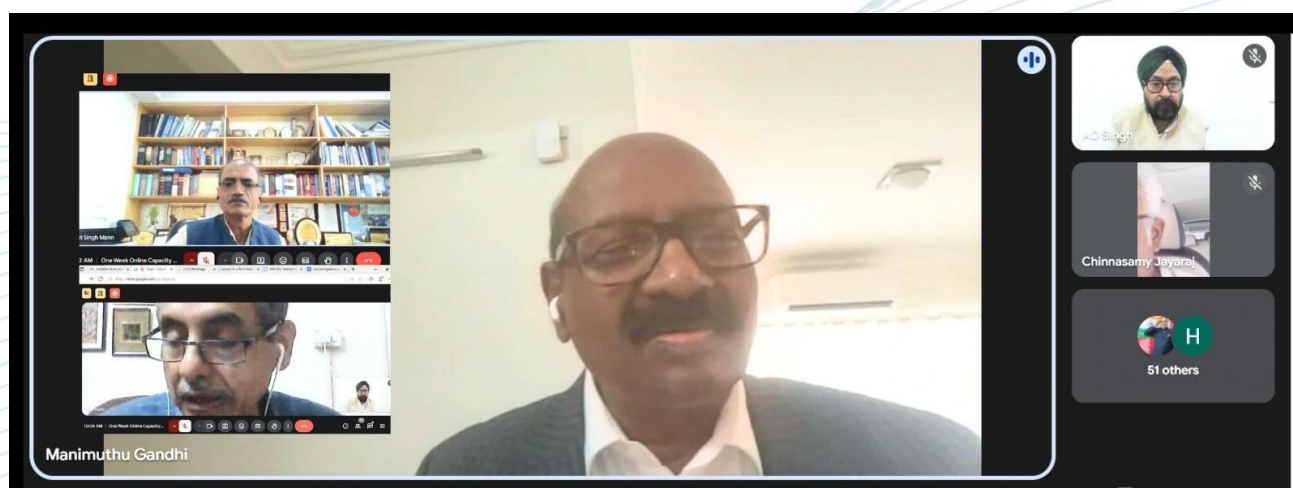
Prof. Gandhi noted a growing trend in the emergence of specialized branches of international law. Despite the diversity of subject matter ranging from environmental law to refugee law he emphasized that these domains are unified by a set of basic legal principles. Recognizing these common foundations can aid students in grasping the interconnectedness of different international legal regimes.



A significant portion of the presentation focused on the preparatory phase of teaching, which involves comprehensive curriculum planning. Mr. Gandhi highlighted that effective teaching begins with rigorous academic research to design curricula that are both informative and relevant. However, he also pointed out a major constraint: the lack of universally accepted textbooks. Most existing casebooks and textbooks are region-specific and often reflect the subjective opinion of individual authors, thereby limiting the global applicability of the content.

To further emphasize the shift towards student-centric learning, Prof. Gandhi touched upon the importance of adapting teaching methods to varied learning styles. In this context, he highlighted the relevance of the VARK model Visual, Aural, Read/Write, and Kinesthetic which categorizes learners based on how they best absorb and retain information. He noted that modern pedagogy must acknowledge that students grasp concepts differently: some through visual aids like charts and diagrams, others through listening, reading and writing, or hands-on experience. By incorporating these diverse strategies, legal education becomes more inclusive and effective. Prof. Gandhi emphasized that embracing models like VARK aligns with the broader pedagogical move toward

experiential and participatory learning, ensuring that students are not passive recipients but active constructors of knowledge.



To further enrich international law education, Mr. Gandhi advocated for the incorporation of experiential learning methods. These include moot courts, client counselling, negotiation exercises, and other practical simulations. Drawing on the U.S. model of clinical legal education, he outlined five key components of the clinical approach: Legal Aid Clinics, Advocacy and Litigation, Negotiation and Mediation, Legal Research and Writing, and Client Interviewing and Counseling. He proposed that such clinical methodologies offer students a hands-on understanding of legal practice, bridging the gap between theory and application.

In a significant suggestion, Mr. Gandhi proposed the establishment of law clinics focused on refugee law. These clinics would serve not only as training grounds for students but also as a means to empower vulnerable populations. Representing the weak in front of the strong, he argued, is essential to the decolonization of international law and aligns with its core humanitarian values. He concluded by reaffirming the need for comprehensive and inclusive learning in international law.

Prof. V.G. Hegde took over and began his address by stressing the urgent need to move beyond a Eurocentric perspective in the study and teaching of international law. He emphasized that the dominance of Western narratives has long shaped the foundations of international legal principles, often overlooking the contributions, experiences, and perspectives of the Global South. Prof. Hegde called for a more inclusive and representative understanding of international law—one that is rooted in diverse traditions, including those emerging from non-Western nations such as India.



He pointed out those Indian academic institutions such as the University of Delhi, Jawaharlal Nehru University (JNU), and the University of Madras have been at the forefront of producing a vast and rich body of literature on international law. These institutions have nurtured generations of scholars and legal thinkers who have made significant contributions to both theory and practice. Prof. Hegde emphasized that India, too, has a long-standing intellectual tradition in this field and has produced great scholars who have engaged critically with international legal norms and their applications.

Turning to the structural issues within international law, Prof. Hegde discussed several key challenges that continue to dominate the field. He noted that international law primarily deals with sovereign states, making it distinct from domestic legal systems that focus on individuals and entities within a single jurisdiction. The nature of this inter-state structure introduces unique complexities, particularly in areas such as the use of force, the tension between power and legal rules, and the principle of territorial integrity.

Prof. Hegde outlined the traditional sources of international law: treaties, customary international law, general principles of law recognized by civilized nations, judicial decisions, and the writings of publicists.

Prof. Hegde addressed the issue of implementation and enforcement of international law, which he described as one of its most pressing problems. Unlike domestic legal systems, international law lacks a central authority for enforcement. Instead, its implementation largely depends on the willingness of states to comply and the existence of institutional mechanisms such as international courts and tribunals. He pointed out that even when international norms are established, their effectiveness hinges on how they are incorporated into domestic legal frameworks. This process varies widely across jurisdictions, with some states giving direct effect to international treaties, while others require specific legislative measures for implementation.

In conclusion, Prof. Hegde called for a more nuanced and critical engagement with international law—one that recognizes both its limitations and its potential. He urged scholars, students, and practitioners to not only deconstruct Eurocentric biases but also to actively contribute to the development of a more pluralistic and balanced international legal order.

Responding to questions during the Q&A session, both speakers suggested that although Western institutions have long dominated the discourse on Public International Law, there is increasing recognition of the value and depth of work emerging from the Global South, particularly from Indian academia.

SESSION 14: Private International Law Education, Research and Publication

Time:11-12:15 pm

Speakers:

- **Prof. Lakshmi Jhumbolkar**, Honorary Professor Emeritus at NLU, Jodhpur
- **Prof. Govindraj Hegde**, Faculty-in-Charge, Ministry of Commerce Chair on International Trade Laws, NLSIU, Bengaluru
- **Prof. Nidhi Gupta**, Faculty, NLU, Delhi

Prof. Lakshmi Jhumbolkar, during her intervention, referenced a well-known principle in private international law, emphasizing that "procedures are always governed by the law of the land." She explained that in cross-border legal disputes, while the substantive rights and obligations may sometimes be determined by foreign law such as in matters of contract, marriage, or inheritance the procedural aspects of the case are always subject to the *lex fori*, or the law of the forum where the case is being heard.

This means that issues like rules of evidence, court procedures, limitation periods, and modes of enforcement are dictated not by the foreign law that might apply to the substance of the dispute, but by the domestic law of the country in which the court is situated.



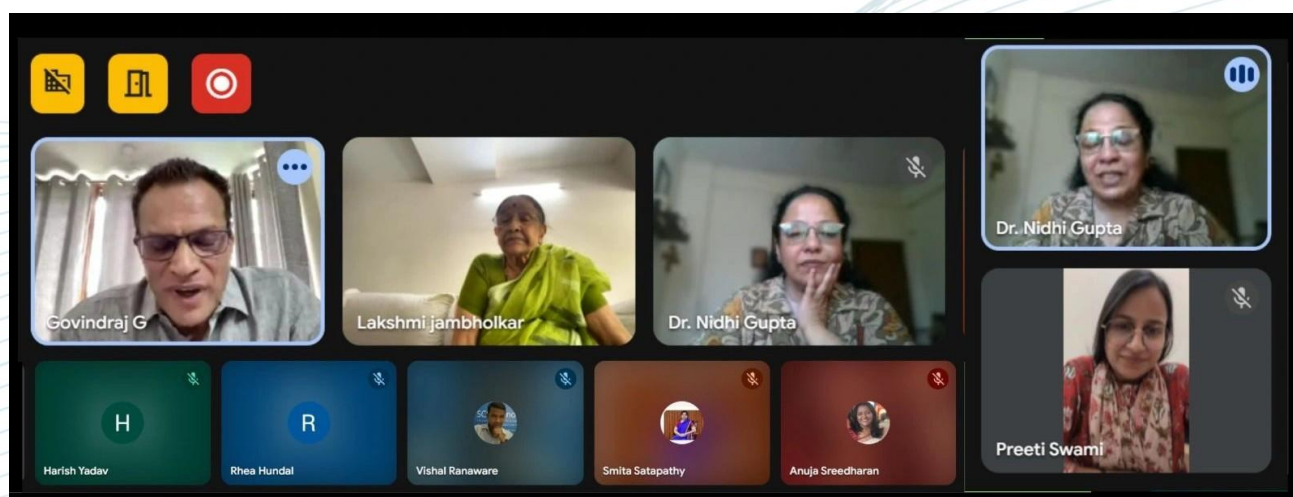
Prof. Jhumbolkar used this quote to underline the complex, hybrid nature of private international law, where multiple legal systems often interact, yet the host country retains procedural control. She also highlighted the importance of understanding this distinction for students and practitioners navigating transnational legal matters, especially in an increasingly globalized world where cross-border interactions are frequent.

Prof. Govindraj Hegde began his address by situating Private International Law (PIL) within the broader legal and educational context. He opened with a reflection on the status of PIL in Indian legal education, observing that despite increasing globalization of economies and cross-border interactions, Private International Law remains an optional course under the Bar Council of India guidelines. This, he noted, raises a pedagogical concern, especially given the growing relevance of the subject in a globalized legal landscape.

He went on to explain the sources and tools of private international law, citing prominent textbooks that traditionally rely on a set of legal principles, judicial decisions, and comparative references to foreign case law. Referring to Article 38 of the Statute of the International Court of Justice (ICJ), which outlines the general sources of international law, Prof. Hegde explained that while this framework influences public international law, private international law often stems from domestic legislation and thus varies significantly across jurisdictions.

Prof. Hegde emphasized that Private International Law is essentially domestic in character, even though it operates in the realm of international interactions. Dr Nidhi Gupta introduced the idea of an "Indian Private International Law", not as a distinct discipline but as a domestic framework that governs cross-border private legal relationships involving Indian parties. This, he argued, makes it

important to teach the subject in a way that is contextually relevant to India, moving beyond institutional shortcomings to focus on pedagogical clarity.



He shared that students often appear puzzled by the subject, questioning its practical utility and professional relevance. Prof. Hegde responded to this skepticism by noting the evolving nature of the legal profession in India, which now includes not just courtroom advocacy but also cross-border arbitration, enforcement of foreign judgments and arbitral awards, and international commercial transactions. These all make the understanding of jurisdiction, choice of law, and recognition and enforcement critical.

To aid teaching, he suggested focusing on the three core functions of PIL jurisdiction, choice of law, and recognition/enforcement of foreign judgments. He pointed out that classic textbooks, though helpful, are often shaped by foreign legal perspectives and may not address Indian codified provisions or align with the common law framework familiar to Indian students.

He concluded by urging legal educators to stay updated on global developments, such as the New York Convention, the Hague Conference on Private International Law, and regional efforts at legal harmonization. He also mentioned that case law from European or American jurisdictions is often instructive and increasingly cited in Indian contexts. Hence, teaching Private International Law should be globally aware but domestically grounded, equipping students to understand its application in both local and international legal practice.

Dr. Nidhi Gupta began her presentation by offering a theoretical understanding of Private International Law, describing it as a body of legal rules that applies when a legal dispute involves two or more legal entities operating under different jurisdictions. She emphasized that the core of such disputes lies in

the presence of multiple applicable legal systems, which creates the challenge of determining which jurisdiction's law should govern the matter.

She elaborated that in an increasingly interconnected world, legal relationships whether contractual, familial, or commercial frequently span more than one national boundary, giving rise to what is known as jurisdictional plurality. This multiplicity often results in parallel litigation, where the same or similar disputes are simultaneously brought before courts in different countries.

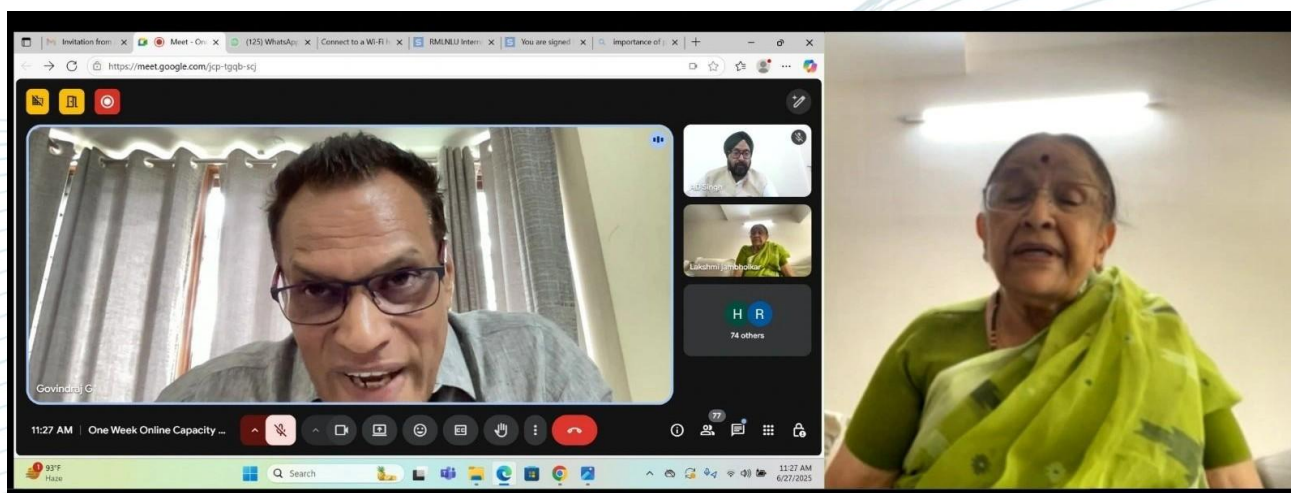


Dr. Gupta raised the critical question: how do we resolve such parallel litigation and determine the appropriate jurisdiction? She discussed the complexities courts face in such situations, where considerations of *forum non conveniens*, *lis pendens*, and comity of nations come into play. She illustrated these issues with practical examples, such as cross-border divorce cases and custody battles. For instance, a couple may be married in India but reside in the United States, where one party initiates divorce proceedings. If the other spouse returns to India and initiates parallel proceedings here, courts in both jurisdictions must then grapple with questions of recognition, jurisdiction, and enforceability of foreign judgments.

Child custody disputes often become even more complicated, particularly when one parent removes the child to another country. She noted that while some countries are signatories to the Hague Convention on the Civil Aspects of International Child Abduction, which provides a framework for the return of wrongfully removed children, India is not a signatory, making international custody enforcement especially challenging.

Through such examples, Dr. Gupta underscored the urgent need for developing clearer procedural standards, judicial cooperation, and awareness of international legal frameworks. She emphasized that

resolving jurisdictional overlaps is central to making Private International Law responsive to the realities of global movement, family relationships, and international legal disputes.



During the question-and-answer round, a query was raised regarding the clinical or practical aspects of teaching Private International Law, specifically how students could gain real-world exposure to such a specialized and often theoretical subject. In response, Prof. V.G. Hegde emphasized the importance of bridging academic instruction with professional practice. He suggested that one effective way to achieve this is by inviting legal professionals from law firms who actively work in the domain of cross-border disputes, arbitration, or international commercial transactions to engage with students through lectures, workshops, or simulations.

SESSION 15: International Trade Law Education, Research and Publication

Time: 1:15-2:30 pm

Speakers:

- **Prof. Li Bin**, Professor, Beijing Normal University, China
- **Prof. Prabhansh Ranjan**, Professor and Vice Dean (Research), Director-Centre for International Investment and Trade Laws, Jindal Global Law School

Prof. Prabhansh Rajan delivered a brief yet insightful overview of International Trade Law, situating it within the broader framework of Public International Law. He explained that international trade law

operates as a distinct but interconnected discipline that governs how states engage in the exchange of goods, services, and intellectual property across borders.



Pointing out rising tensions in international trade, particularly between the U.S. and China, where the gap between the two economies is gradually narrowing, he referred to former U.S. President Donald Trump's imposition of reciprocal tariffs as a clear violation of WTO trade law principles, highlighting how political shifts are challenging the multilateral trade order. These actions, he observed, strain the rule-based system of trade and underscore the fragility of international legal institutions in the face of power politics.

Prof. Rajan concluded by asserting that while International Trade Law remains one of the most structured and enforceable arms of international law, it is currently facing serious challenges from within, particularly due to the weakening of the appellate mechanism and growing unilateralism among powerful states.



During the session on international trade and investment law, the speaker began by explaining the critical distinction between TRIMS (Trade-Related Investment Measures) and Bilateral Investment Treaties (BITs). TRIMS, a part of the WTO framework, primarily focuses on performance requirements imposed on foreign investors. For example, under the Jawaharlal Nehru National Solar Mission, India mandated that solar developers use domestically sourced solar cells. This measure was challenged by the United States at the WTO and was held to be in violation of TRIMS. Such cases underscore how TRIMS prohibits countries from conditioning foreign investment on requirements like local content use. BITs, on the other hand, offer a broader and more comprehensive set of protections to foreign investors, including guarantees against expropriation, fair and equitable treatment, and national treatment. Importantly, BITs often include provisions for investor-state dispute settlement (ISDS), allowing investors to directly sue states unlike in the WTO framework, where only states can bring claims.

The speaker also outlined India's evolving approach to BITs, especially in the aftermath of the White Industries and Vodafone cases. In 2016, India chose to unilaterally terminate over 60 BITs, signaling a shift in its investment treaty policy. While India adopted a new Model BIT in 2015–2016, it has been able to conclude new treaties with only a handful of countries in the past decade. Acknowledging the limitations of this approach, the Union Finance Minister recently announced plans to revisit and revise the Model BIT to make it more investor friendly. This indicates a possible future expansion in India's bilateral investment engagements.



A separate part of the session addressed the role of the International Labour Organisation (ILO) in shaping trade and investment law. While the ILO as an institution does not directly participate in these legal regimes, its conventions often influence the language and standards included in Free Trade Agreements (FTAs). The speaker noted that FTAs increasingly contain labour provisions that reflect

commitments under ILO conventions. However, enforcement of these provisions is often weak. Developing countries, including India, have historically resisted binding linkages between trade and labour on the grounds that such linkages might subject their labour regulations to WTO dispute settlement, thereby impinging on their domestic regulatory autonomy. As a compromise, many FTAs now include labour chapters that are not subject to dispute settlement, allowing countries to acknowledge labour standards without facing international legal claims for non-compliance.

The speaker stressed the urgent need for India to strengthen its domestic research capacity in international trade and investment law. He highlighted the disparity in research funding between Indian institutions and those in the West, pointing out that while India possesses legal talent, it often lacks the institutional infrastructure and financial support to produce policy-shaping research. If India is to counter the narratives and legal strategies advanced by developed nations, it must invest in universities, independent think tanks, and academic-industry collaboration to become a knowledge-producing country in the global economic system.



The session concluded with a candid acknowledgement that the problem lies not in the absence of talent, but in the lack of recognition and systemic support for that talent. The need for reforms in legal education, greater engagement with global legal debates, and more strategic state support for legal scholarship were emphasized as essential steps to secure India's place in the evolving landscape of international economic governance.

Prof. Li Bin shared his insights via a thoughtful video presentation, adding a valuable international perspective to the discussion.

SESSION 16: Environment Law Education, Research and Publication

Time: 2:45-4:15 pm

Speakers:

- **Prof.Satish S.Shastri**, Distinguished Environmentalist & Educator
- **Prof.Radha Seshan**, Former Professor of Economics and Law,NLU,Delhi
- **Prof.Sairam Bhat**, Professor of Law, National Law School of India University,Bengaluru

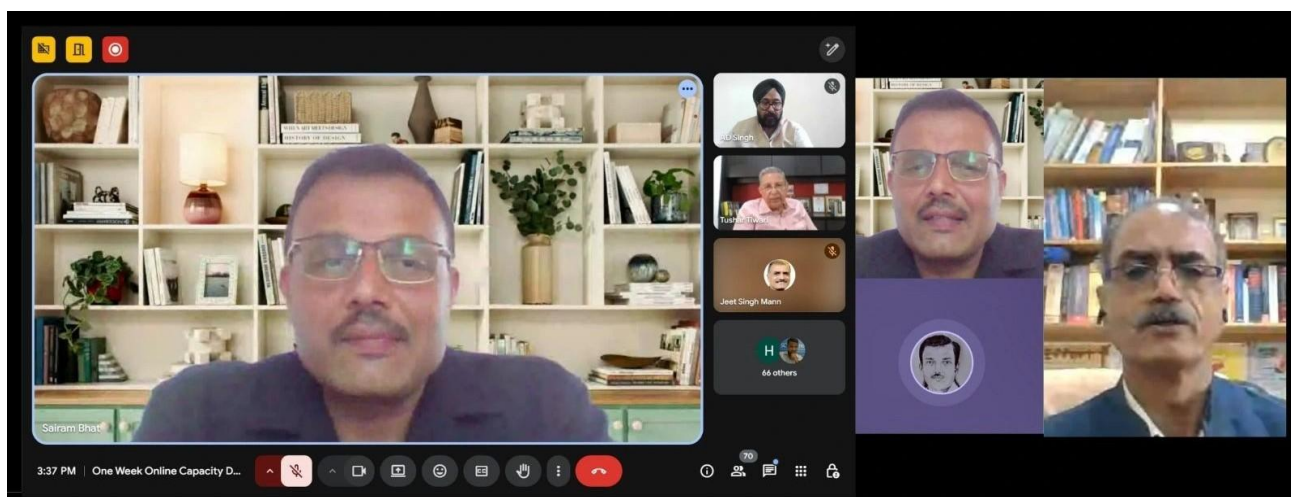
Prof. Satish S. Shastri began his remarks by referencing some of the key foundational texts in environmental law, emphasizing the importance of reading both Indian and international authors to develop a well-rounded understanding of the subject. He highlighted the value of engaging with landmark judgments and legislative developments that have shaped environmental jurisprudence over the decades.



In his session, Prof. Satish S. Shastri emphasized the three most pressing environmental challenges of our time: climate change, depletion of natural resources, and loss of biodiversity. He explained that these interconnected issues lie at the heart of environmental law and policy. Addressing climate change, Prof. Shastri elaborated on the greenhouse gas effect, where gases like carbon dioxide, methane, and nitrous oxide trap heat in the Earth's atmosphere, leading to global warming and widespread climatic disruptions. He stressed that human activities, particularly industrial emissions and deforestation, have accelerated this effect, causing extreme weather events, melting glaciers, and rising sea levels.

The depletion of natural resources, he noted, is a direct consequence of unsustainable development. Over Extraction of water, unregulated mining, deforestation, and overuse of fossil fuels are rapidly exhausting the Earth's finite reserves, leaving future generations at risk. The third concern, the loss of biodiversity, is particularly grave in a country like India, which is rich in endemic species. Habitat destruction, pollution, and climate change have led to the extinction of numerous species, weakening ecosystems and disrupting ecological balance. Prof. Shastri underscored that without urgent legal and policy responses to these challenges, environmental degradation would reach irreversible levels.

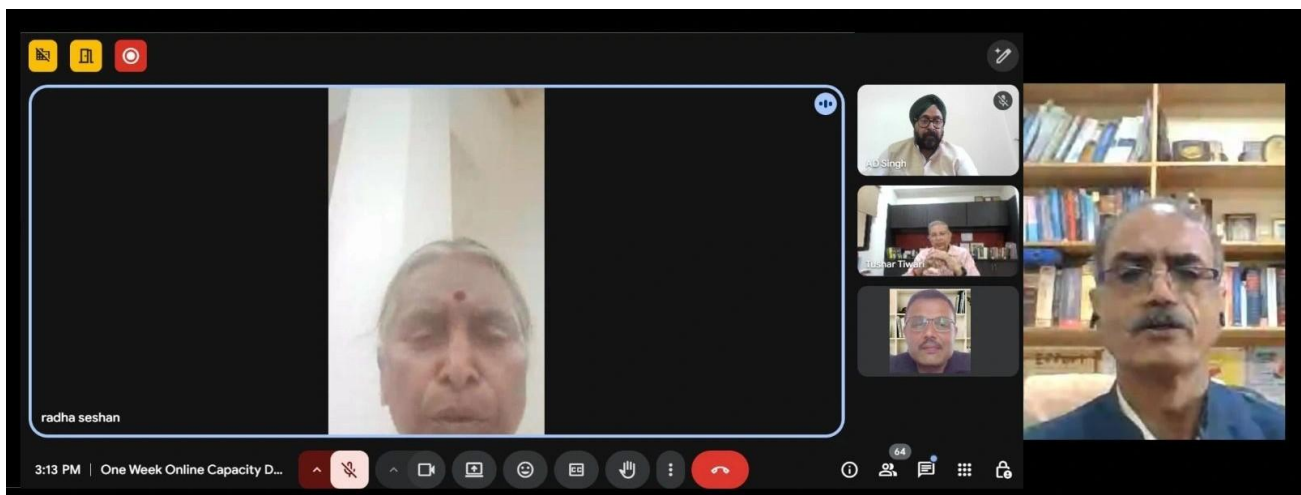
Prof. Satish S. Shastri underscored the interdisciplinary nature of environmental law, emphasizing that any meaningful engagement with the subject must move beyond statutes and case law to integrate insights from ecology, environmental science, and sustainable development studies. He argued that environmental law cannot operate in a silo; rather, it must be informed by an understanding of how ecosystems function, how human activity disrupts natural processes, and how legal frameworks can be tailored to reflect ecological realities.



To that end, Prof. Shastri advocated for including ecological studies as a core component of environmental law curricula. Understanding concepts like carrying capacity, ecosystem services, trophic structures, and ecological footprints is essential for law students to appreciate the broader implications of legal decisions on the environment. He pointed out that the legal profession has a growing role in climate governance, environmental impact assessment, and biodiversity protection, all of which require lawyers to engage deeply with scientific data and ecological principles. By embedding ecological literacy into legal education, students are better equipped to craft, interpret, and advocate for laws that are not only legally sound but environmentally coherent and ethically grounded.

Prof. Radha presented a nuanced economic perspective on the environment, explaining that it functions both as a private good and a public good, depending on the context in which it is used or valued. As a public good, the environment offers benefits like clean air, biodiversity, and stable climate resources that are non-excludable and non-rivalrous, meaning no one can be excluded from their use, and one person's use doesn't diminish another's. Simultaneously, the environment can also be treated as a private good, especially when specific natural resources like land, water bodies, or forests are privately owned and used for individual gain or consumption.

She further discussed how development activities often disturb the balance between these roles, particularly when private gains come at the expense of public environmental welfare. Introducing the concepts of demand and supply, cost, and profit into environmental economics, Prof. Radha explained that businesses typically focus on production costs and margins. However, environmental degradation introduces additional layers of cost such as the cost of pollution avoidance or the cost of post-production pollution treatment. These are externalities, costs that are not reflected in the market price of goods but are borne by society and the environment.



In this context, she pointed out that when a firm calculates profit margins, it should ideally internalize these external costs, that is, incorporate the cost of avoiding or treating pollution into its production and pricing decisions. This shift is essential to move towards sustainable development, where environmental costs are no longer ignored but become part of the economic equation. Such a model would push industries to invest in cleaner technologies, pollution control mechanisms, and more environmentally responsible practices, balancing both economic interests and ecological integrity.

Prof. Sairam Bhat emphasized the growing importance of climate litigation as a legal tool to address the escalating climate crisis, particularly in jurisdictions where legislative or executive action has been inadequate. He pointed out that much of climate litigation currently falls within the domain of tort law,

which provides remedies for harm caused by wrongful or negligent acts. By framing climate change impacts such as health hazards, displacement, and loss of livelihoods as legal injuries, tort law enables individuals and communities to seek redress from states and corporations.



He cited prominent examples like *Juliana v. United States*, where a group of young plaintiffs sued the U.S. government for violating their constitutional rights by promoting fossil fuel use and failing to take action against climate change. Similarly, he referred to *Sharma v. Minister for the Environment* (Australia), in which young plaintiffs challenged the Australian government's approval of a coal mine, arguing that it breached its duty of care to future generations. These cases highlight the evolving use of tort law doctrines such as duty of care, negligence, and foreseeability to hold governments and corporations accountable for contributing to climate change.

Prof. Bhat advocated for mainstreaming climate litigation in Indian legal discourse, noting that Indian courts, especially the Supreme Court and High Courts, have historically shown a willingness to expand constitutional and tort principles in environmental matters. By embracing climate litigation, India can build on its existing environmental jurisprudence to establish accountability, promote intergenerational justice, and ensure that environmental harm is not just politically debated but legally redressed.

Conclusion

Day 4 of the Online Capacity Development Programme unfolded as a powerful and thought-provoking exploration of some of the most dynamic areas in law, Public and Private International Law, International Trade Law, and Environmental Law. The sessions brought to light the intricacies of global legal systems and their far-reaching impact on our lives and societies.

With a perfect blend of scholarly depth and practical relevance, the speakers encouraged participants to look beyond the textbook, to question, connect, and contextualise. Their insights reinforced the need for a multidisciplinary and globally aware approach to legal education and practice.

What made the day especially meaningful was the genuine engagement from participants, the thoughtful questions, lively discussions, and shared reflections underscored just how vital these themes are in today's legal and policy landscape. More than just lectures, the day offered a space to grow as learners, thinkers, and responsible global citizens.



DAY 5

Date: June 28, 2025

SESSION 17: Criminal Law Education, Research and Publication

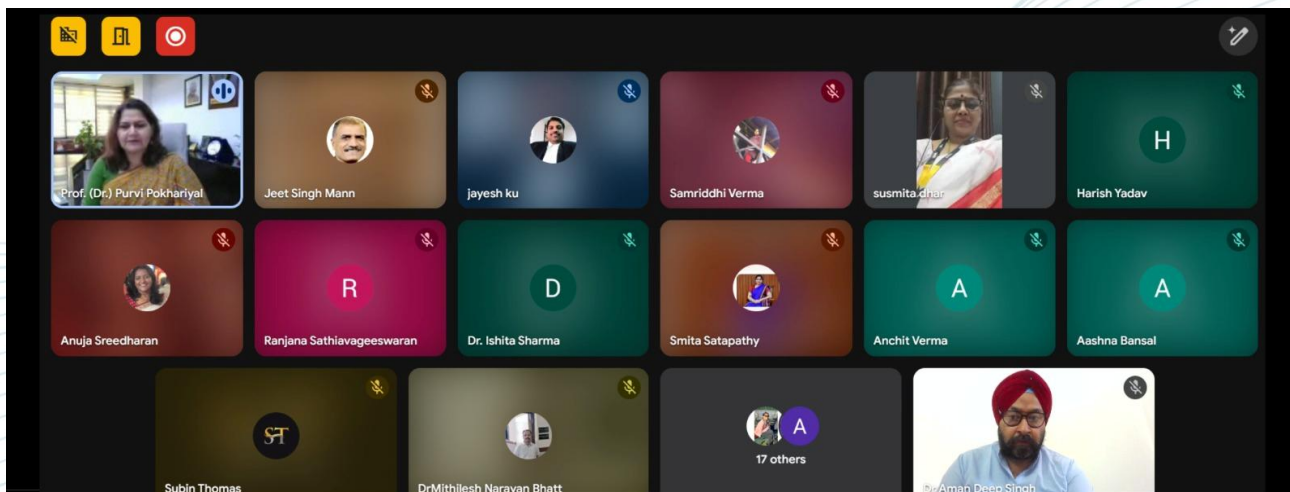
Time: 9:30 AM – 10:45 AM

Speakers:

- **Prof. Purvi Pokharia** - Dean of the School of Law, Forensic Justice & Policy Studies, and Director of LNJJN-NICFS at the National Forensic Sciences University (NFSU)
- **AOR Jayesh K Unnikrishnan** - Arguing Counsel & Advocate on record, Supreme Court of India



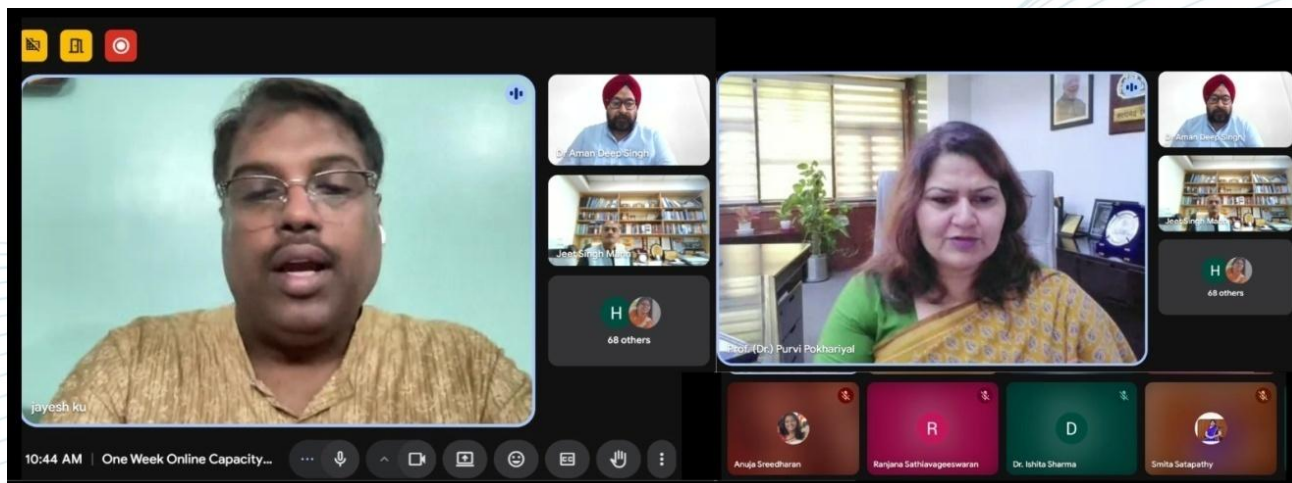
The session was introduced by Prof. Jeet Singh Mann, who welcomed the distinguished guests and participants. He set the tone for the day by underlining the importance of academic reflection in the field of law. Prof. Mann emphasized the growing complexity of crime and the need for legal education to evolve accordingly. He highlighted that criminal law is not static, and modern educators must blend doctrinal learning with practical and socio-legal understanding.



Prof. Poorvi Pokhriyal commenced her address by asserting that criminal law is not a standalone; it's interdisciplinary. She emphasized that criminal law education must integrate insights from psychology, sociology, artificial intelligence, and other allied fields, rather than remaining a purely doctrinal subject. Prof. Pokhriyal critiqued the prevailing teacher-centric approach in Indian legal education, advocating instead for a student-centric model that encourages students to read, think, and reflect.



She explained that criminal law has a unique pedagogy due to its pervasive presence in society, which shapes students' preconceptions and biases even before formal legal training begins. Following her, Mr. Jayesh K. Unnikrishnan shared valuable insights from the perspective of legal practice. He underlined that "Theory must meet practice. We must make students practice-ready!" Mr. Unnikrishnan pointed out that many misconceptions persist regarding criminal law among students and the public.



He emphasized the need for practical knowledge to supplement theoretical learning and stressed the importance of creating spaces where students feel encouraged to ask questions and clear doubts. He concluded the session with a thought-provoking discussion on the teachings of criminal law.

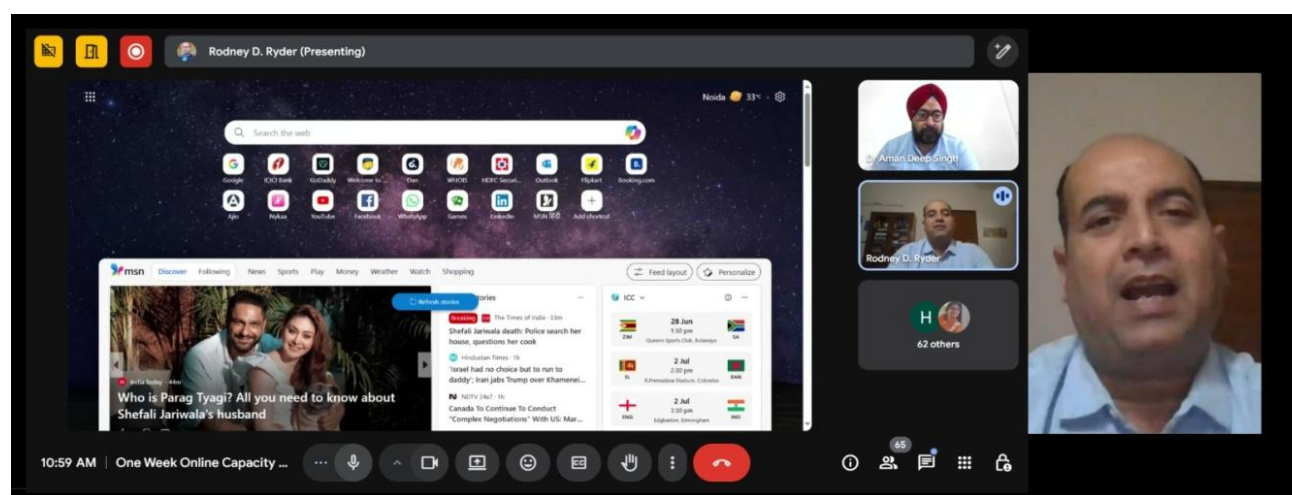
SESSION 18: Cyber Law Education, Research and Publication

Time: 11:00 AM – 12:15 PM

Speaker:

Adv Rodney D. Ryder - Partner with Scriboard, a full-service law firm with an intellectual property, technology and media specialist practice.

Prof. Jeet Singh Mann warmly welcomed the speaker and attendees, offering a concise overview of the pivotal role of technology law in contemporary academia.



(Day 5) Session : Cyber Law Education, Research and Publication
Adv Rodney D. Ryder

Mr. Rodney D. Ryder began his address by emphasizing that technology is an evolutionary field, constantly reshaping legal landscapes and posing new challenges for educators, practitioners, and researchers. He stressed the urgent need for clarity and precision in defining legal concepts within the field of technology law, noting that ambiguous or vague terminology hampers effective understanding and application. Mr. Ryder underscored that writing for the legal community is of immense importance, and equally vital is reading legal works with a view to publication.



He advised that legal writing must be driven by a clear motive and purpose, ensuring that contributions are meaningful and impactful. He discussed the role of artificial intelligence in the evolution of law, identifying AI as a transformative force that both creates new legal questions and offers innovative tools for legal research and practice.



Mr. Ryder emphasized that the course of cyber law should be carefully structured, mitigated, and managed, balancing theoretical knowledge with practical applications. Mr. Ryder also threw light on the various offences under cyber law, offering insights into how these offences are evolving alongside

technological advances. He concluded by discussing different approaches to teaching cyber law, advocating for methods that blend doctrinal clarity with practical exposure, thereby equipping students to navigate this rapidly changing field with confidence and competence.

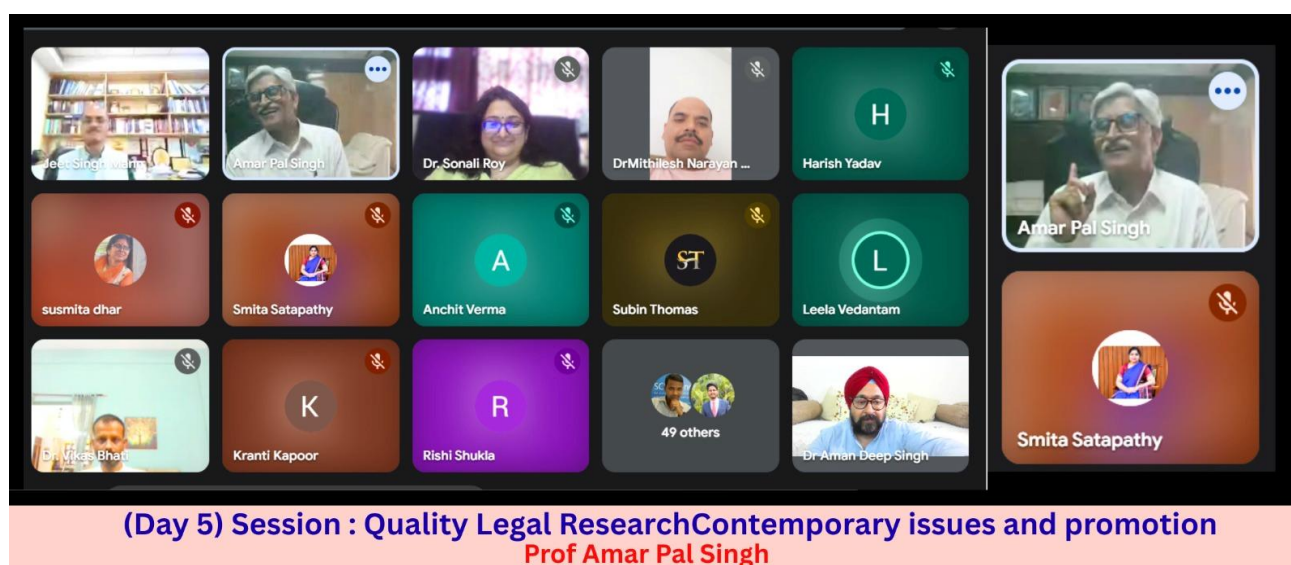
SESSION 19: Quality Legal Research-Contemporary issues and Promotion

Time: 1:15 PM – 2:30 PM

Speaker:

Prof. Amar Pal Singh, Vice Chancellor, Dr. Ram Manohar Lohiya National Law University, Lucknow

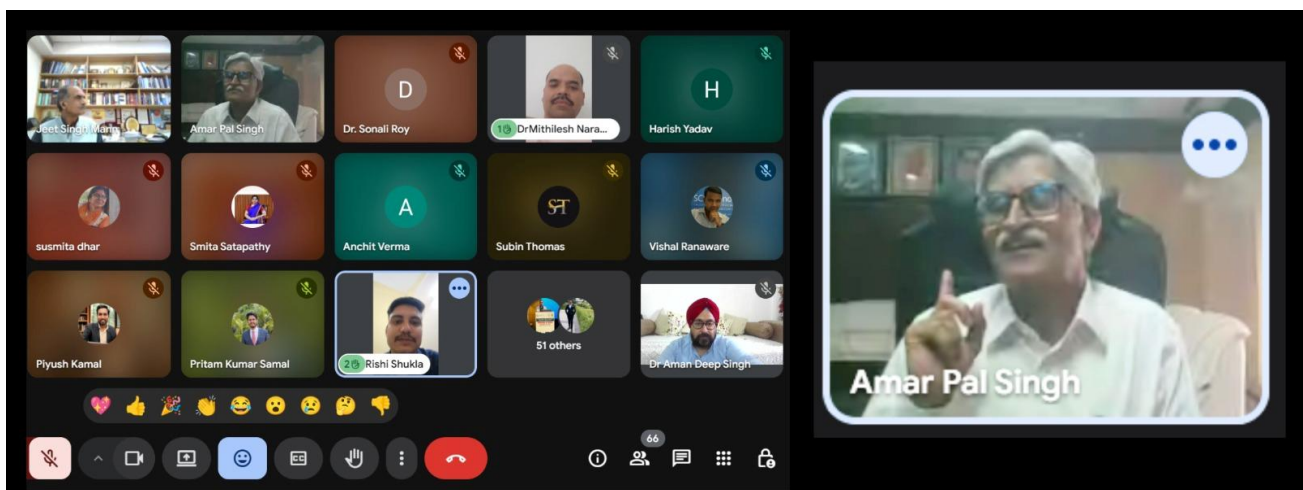
Dr. Aman Deep Singh commenced the session by extending a warm welcome to the participants, providing an overview of the subject matter, and introducing the guest speaker.



Prof. Amar Pal Singh began his address with general remarks on the nature and significance of legal research, emphasizing that research is not merely an academic pursuit but a necessity for the growth and relevance of the legal profession. He highlighted that research goes far beyond textbook learning, involving a deep engagement with legal principles, facts, and evolving societal contexts.

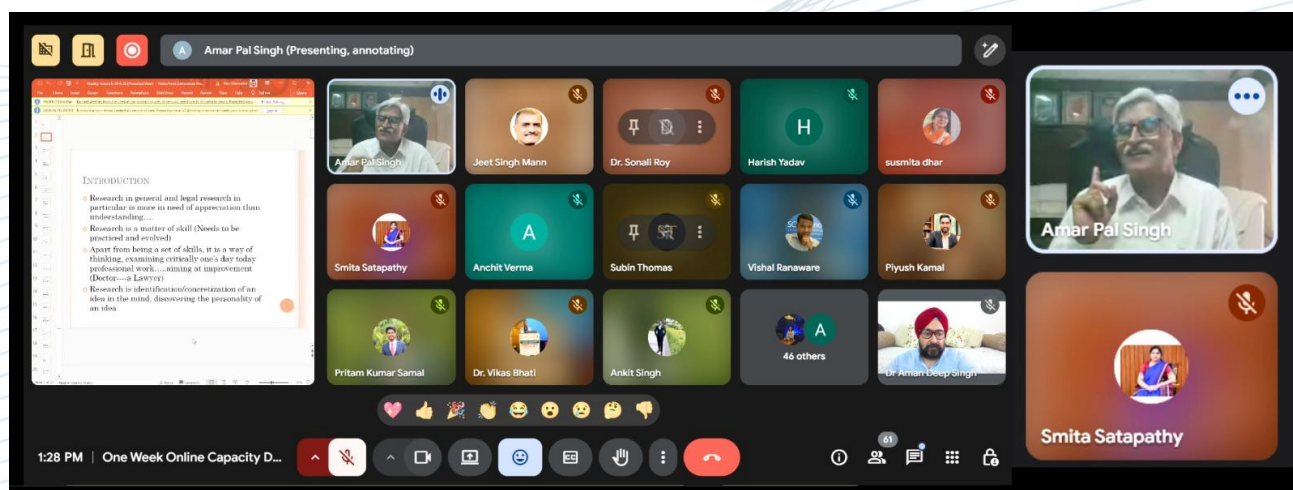


He identified major issues and challenges in legal research, noting the existence of both general and niche problems, many of which have been magnified by the advent of artificial intelligence. While AI offers new tools and opportunities, Prof. Singh cautioned that it also introduces complexities that researchers must navigate with care.



Delving into methodology, he stressed the importance of detailing and properly introducing research topics, ensuring that inquiries are well-defined and guided by a deep logic and insight into legal processes. He underscored that the need for innovation in research is imminent, urging scholars to move beyond repetitive studies and to contribute novel insights to the legal discourse. Prof. Singh highlighted that synchronizing law with social narratives is crucial for ensuring that legal systems remain relevant, just, and responsive to the evolving values, beliefs, and realities of society. He was of view that law is not created or applied in a vacuum, it both shapes and is shaped by the social, cultural,

and political environment. He advocated that the alignment of law with social narratives ensures legitimacy, accessibility, and fairness. He concluded by affirming that research is a matter of skill, one that requires training, dedication, and a relentless curiosity.



Prof. Amar Pal Singh encouraged young scholars to approach research as a dynamic process of inquiry and innovation, essential for both personal intellectual growth and the advancement of the legal field.

SESSION 20: Empowering Legal Education and Research

Time: 2:45 PM – 4:15 PM

Speaker:

Prof. Jeet Singh Mann, Teacher, National Law University, Delhi

Dr. Aman Deep Singh extended a warm welcome to the speaker and attendees, providing a concise overview of the pivotal role of research in contemporary academia.



(Day 5) Session : Empowering Legal Education and Research
JS Mann

Prof. Jeet Singh Mann began his address by explaining the nature of a hypothesis, describing it as a focused and testable proposition that shapes the entire research direction. He shared practical tips on creating effective hypotheses, urging participants to ensure clarity and precision to avoid vague or unfocused studies.



The discussion then turned to research design, which the speaker called the essential blueprint for any research project. He stressed that careful planning of methods, data collection, and analytical techniques is crucial for producing credible results.

On the topic of reviewing literature, the speaker advised researchers to go beyond summarizing existing works, encouraging them to engage critically, identify gaps, and situate their research within broader scholarly debates. Finally, Prof. Mann elaborated on executing and examining research, emphasizing the importance of ethical practices, rigorous data analysis, and ongoing evaluation of findings. He underscored that research should be seen as an iterative process requiring patience, precision, and intellectual honesty.



The session concluded by inspiring participants to approach legal research as both a structured process and a creative pursuit, equipping them with practical tools and a deeper understanding of how to undertake meaningful research.

Conclusion

Day 5 of the CDP unfolded as a truly enriching experience, offering fresh perspectives on the evolving landscape of legal education and research. Prof. Poorvi Pokhriyal and Mr. Jayesh K. Unnikrishnan championed an interdisciplinary and practice-oriented approach to criminal law, urging educators and learners alike to connect theory with the realities of the legal system. Adv. Rodney D. Ryder brought urgency and depth to the conversation on cyber law, highlighting how artificial intelligence is rapidly reshaping the legal terrain.

Prof. Amar Pal Singh's session offered a compelling call for innovation and precision in legal research, while Prof. Jeet Singh Mann simplified the building blocks of research hypothesis, design, and ethics with clarity and practicality.

Together, these sessions didn't just inform they inspired. The day encouraged participants to think critically, ask better questions, and approach their academic and professional journeys with curiosity, integrity, and purpose. It was a day marked by thoughtful exchange, shared learning, and a collective push toward more meaningful legal scholarship.



DAY 6

Date: June 29, 2025

SESSION 21: Applied Research Methodology education and practice

Time: 9:30 AM – 10:45 AM

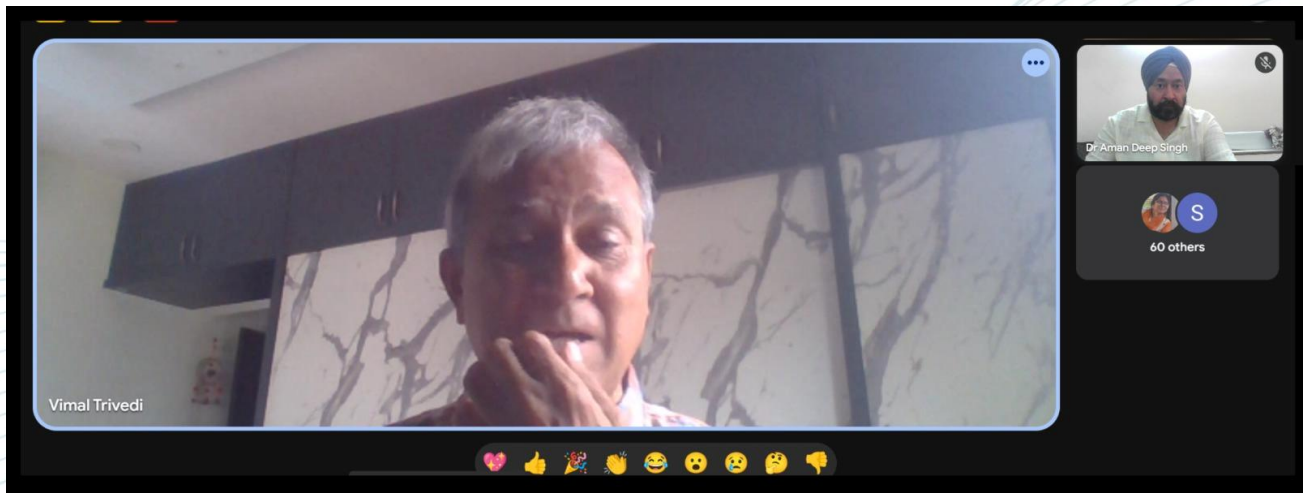
Speaker:

- **Prof. Vimal Trivedi**, Associate Professor (Retired), CSS, Veer Narmad University Campus Surat

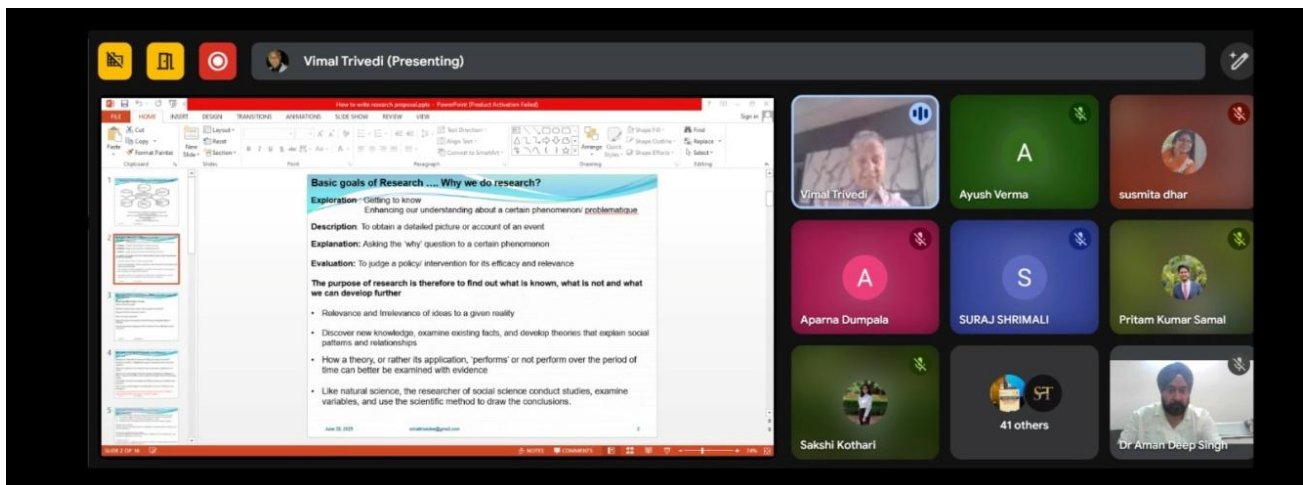
Prof. Vimal Trivedi opened with an engaging explanation of how research begins with identifying a problem rather than with reviewing existing literature. He stressed the importance of selecting a relevant issue before choosing the appropriate methodology or drawing conclusions.



He then elaborated on the significance of the literature review, stating that it should go beyond summarizing previous works. Instead, it should identify new gaps, provide fresh insights, and highlight areas yet to be explored. Using the example of door-to-door garbage collection, he illustrated how new research could provide novel understandings not previously addressed in older studies. The need for ethical references, accurate citation, and clearly distinguishing one's own contribution from existing literature was emphasized.



Clarifying a common confusion, Prof. Trivedi distinguished between research objectives and hypotheses. An objective outlines the general scope or aims of a study, while a hypothesis is a specific, testable proposition concerning the relationship between two variables.



For instance, the objective might be to assess whether academic performance is linked to internet access, whereas the hypothesis would specifically claim that there is or isn't such a correlation. Ultimately, researchers must gather data to either accept or reject the hypothesis based on the outcomes of their investigation.

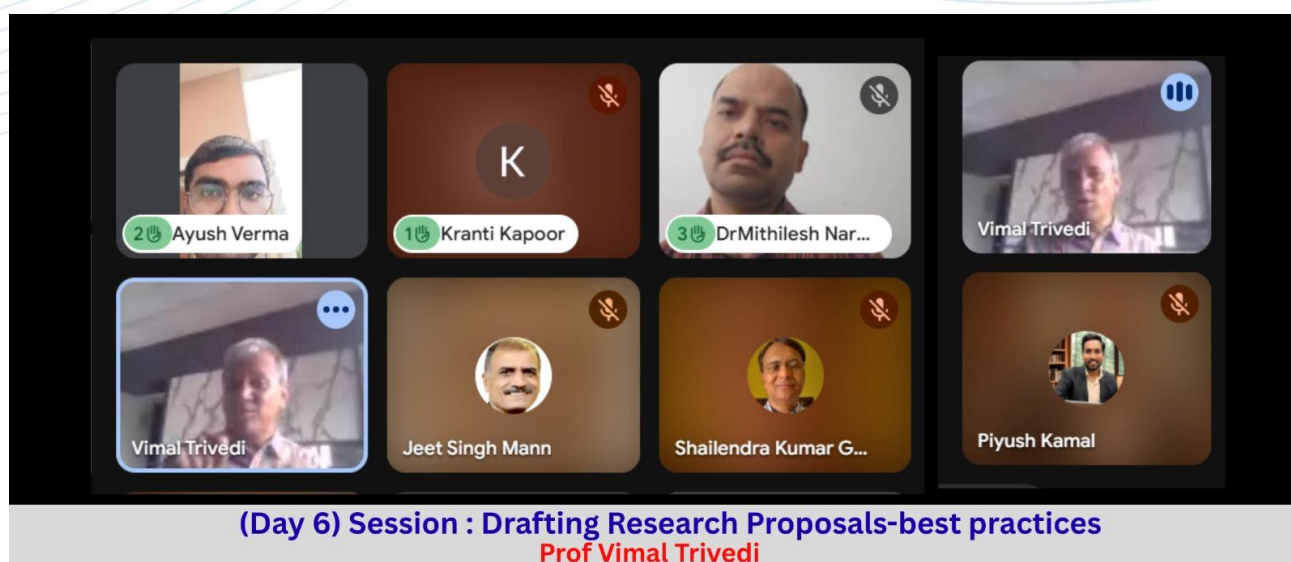
SESSION 22: Drafting Research Proposals- best practices

Time: 11:00 AM – 12:30 PM

Speaker:

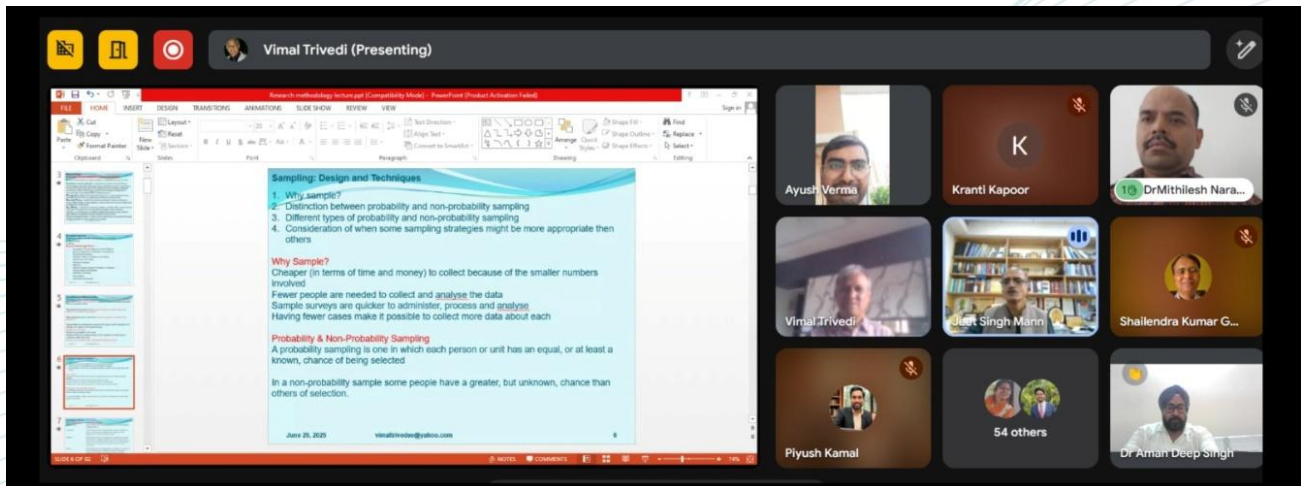
- **Prof. Vimal Trivedi**, Associate Professor (Retired), CSS, Veer Narmad University Campus Surat

In the second session, Prof. Trivedi introduced research methodology as the structural blueprint that guides any investigation. He emphasized that selecting an appropriate methodology, whether quantitative, qualitative, or mixed, depends on the nature of the research question.

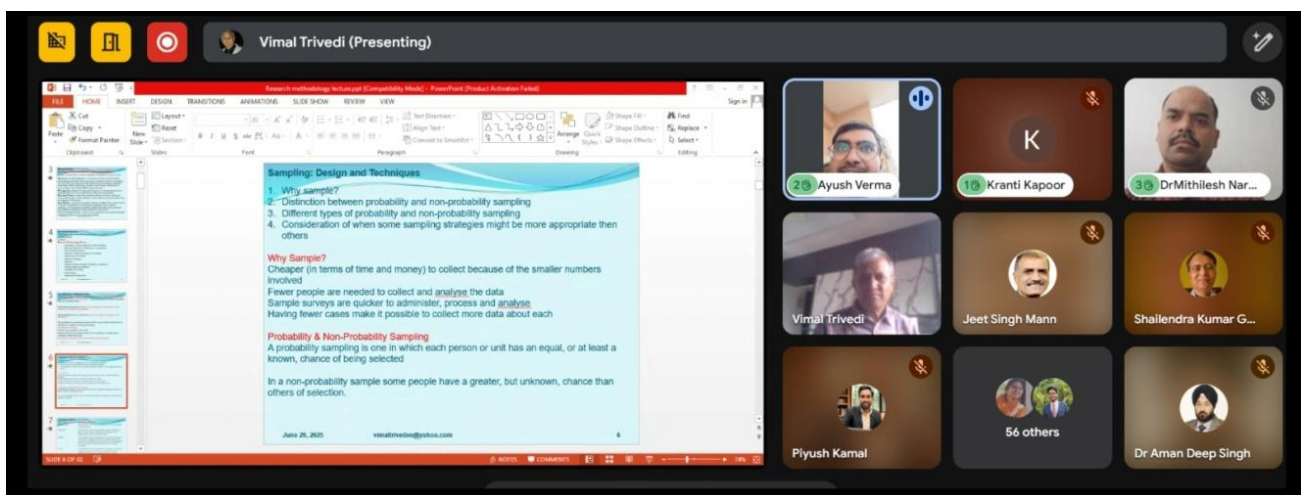


He explained that quantitative research involves measurable data such as age, income, and other statistics, answering questions like “what” or “how many.” In contrast, qualitative research focuses on underlying motivations and reasoning, often using tools such as interviews, focus group discussions, and case studies. He shared an anecdote about a Dutch ethnographer who immersed himself in village life, even smoking *Bidi* with locals, to build rapport for ethnographic research-highlighting the need for immersion in qualitative studies.

Prof. Trivedi then discussed sampling techniques, explaining both probability and non-probability methods. Among the probability sampling techniques, he listed simple random sampling, systematic sampling, stratified sampling, cluster sampling, and multistage sampling. He also covered non-probability methods like convenience sampling and snowball sampling, the latter being particularly useful in sensitive research areas such as drug addiction or labor exploitation, where one respondent can lead to others.



He stressed the importance of tailoring sample size to the population under study and noted that recurring or vague responses in interviews can also be insightful. The session also addressed data collection and classification. Prof. Trivedi explained the four main types of data: nominal (such as gender), ordinal (like income levels, low, medium, high), interval (for example, income brackets), and ratio (actual numeric values). He also introduced two major data collection models : time series data, which is gathered over intervals, and cross-sectional data, which captures a single snapshot across a group.



He concluded by explaining how responses such as “rarely” or “less often” can be assigned numerical codes for statistical analysis, and how once this data is structured into tabular formats, it can support meaningful academic writing. The session delivered essential clarity on all aspects of research from framing questions and hypotheses to collecting and interpreting data. Prof. Trivedi’s engaging and practical examples helped participants understand the nuances of legal research. The session concluded with a vote of thanks by Prof. Aman Deep Singh, marking the end of a highly informative and methodical discussion.

SESSION 23: Administrative Law Education, Research and Publication

Time: 1:15 PM – 2:30 PM

Speakers:

- **Prof. Yashomati Ghosh**, Professor of Law, IIULER, Goa
- **Prof. Jeet Singh Mann**, Teacher, National Law University, Delhi

Prof. Jeet Singh Mann initiated the session with a detailed overview of administrative law, describing it as a unique branch of uncodified public law that governs the executive, judicial, and quasi-legislative functions of the State. He emphasized that the starting point of the subject lies in understanding administrative actions and their legal recognition, even in the absence of formal codification in India. Drawing a comparative framework, he suggested the importance of analyzing codified administrative systems in countries like the U.K., U.S., and China to better appreciate India's uncodified system.



The session delved into foundational principles such as the rule of law and the separation of powers. Prof. Mann referred to the theories of A.V. Dicey and Montesquieu, emphasizing the evolution of these principles in the Indian context through landmark judgments such as *Ranjeet Thakur v. UOI* and *Rig v. Baldwin*. He explained how the doctrine of separation of powers, though a part of the basic structure of the Constitution, has undergone contextual reinterpretation over the years. He further discussed the role of delegated legislation, stressing both parliamentary and judicial controls and the doctrines of “failure to exercise power” and “abuse of power,” all illustrated through key precedents.



Another significant portion of the discussion focused on the principles of natural justice, including the procedural requirements and their relationship to different forms of administrative actions quasi-judicial, quasi-legislative, and purely administrative. He referenced the Sardar's judgment and the Maneka Gandhi case to show how Indian courts have expanded the scope of natural justice. The burden of proof, exceptions to procedural fairness, and available remedies in cases of violation were also addressed.

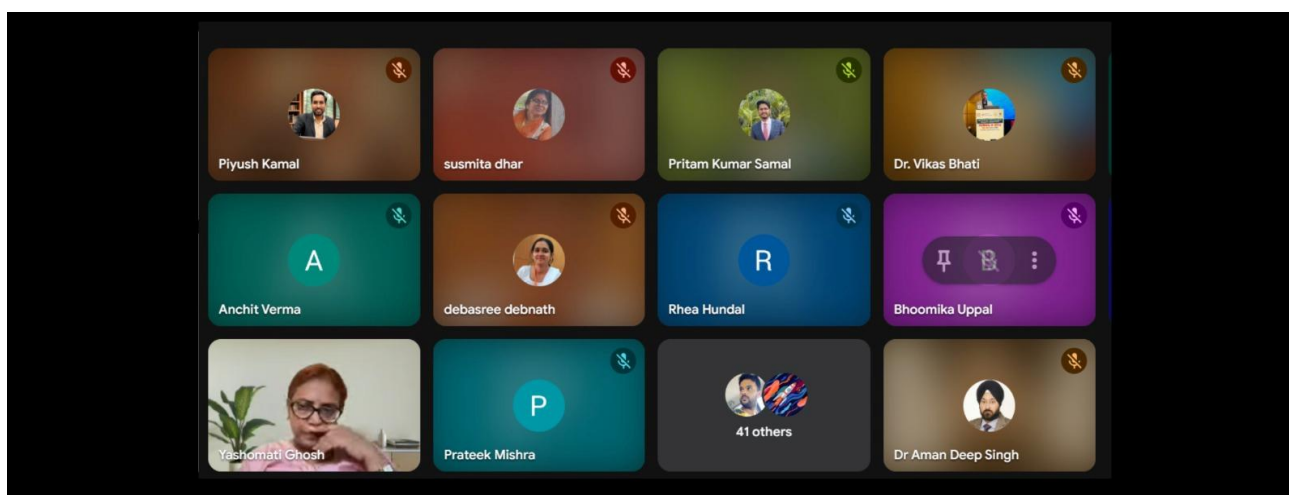
The session concluded with a discussion on judicial review and the functioning of administrative tribunals under the Administrative Tribunals Act, 1985. Prof. Mann underscored the importance of an interdisciplinary and comparative approach to teaching administrative law, highlighting its overlaps with environmental law, business regulation, and intellectual property. He encouraged educators to contextualize administrative law within practical governance frameworks to make the subject more engaging and relevant to law students.



Prof. Yashomati Ghosh commenced her session by addressing the practical and pedagogical challenges involved in teaching administrative law. She observed that students often misunderstand the nature of administrative law, mistaking it for political or bureaucratic operations. She stressed that educators must begin by clarifying the structure of government and the source of administrative power, especially in the context of India's parliamentary system. By focusing on where administrative law "flows from," students can better understand its constitutional underpinnings and real-world applications.

She advocated for the use of current legislation, such as the Lokpal Bill, as pedagogical tools to spark critical thinking. She posed important questions regarding legislative inertia, asking why certain enacted laws are not brought into force due to clauses like "commencement provisions." This approach, she argued, encourages students to question gaps between law and implementation. Referring to the Ramjaya Kapoor judgment, she emphasized the vast scope of administrative functions that fall under residuary powers of the State and their direct impact on governance and rights.

Prof. Ghosh recommended starting class discussions with widely known statutes and encouraging students to trace the source of administrative power within them. She emphasized the relevance of contemporary challenges, such as the misuse of the RTI Act, corruption in monopoly services, and the fading implementation of citizen-rights laws like the Right to Timely Delivery of Services Act. She strongly recommended field-based assignments or citizen-centric projects to expose students to the grassroots-level functioning of governance, thus bridging theory with practical realities.



On a comparative note, she highlighted how tribunalization affects the scope of judicial review and drew attention to judgments like Zee Telefilms, which raised questions about the definition of 'State' under Article 12 of the Constitution. She explained how administrative law principles are applied to

both public and private actors when public functions are at stake. Prof. Ghosh concluded by encouraging integrated, interdisciplinary, and debate-driven learning. She stressed that administrative law is most effectively taught when students are trained to connect judgments, statutes, and current events, thereby understanding how power is structured, exercised, and sometimes abused in administrative systems.

SESSION 24: Research Grants funded by /Dept of Justice/NCW/ICSSR/NHRC

Time: 2:45-4:15 PM

Speakers:

- **Dr. Richa Sharma**, Deputy Director, Research, ICSSR
- **Dr. O.P. Vyas**, Former Registrar, NHRC
- **Dr. Sitanshu Senapati**, Senior Research Officer, NCW

Mrs. Richa Sharma began the session by underlining the importance of purpose-driven research funding. She emphasized that funding should not be pursued simply because it is available, but rather with a clear research goal in mind. She highlighted that no funding agency provides support merely on request; it is the strength and clarity of a well-crafted research proposal that makes the difference. A good proposal, according to her, must be structured, rhythmically coherent, and reflect deep understanding whether it is thematic or regional. The alignment between the applicant's interest and that of the funding body is crucial. She urged researchers to think beyond their academic designations and consider themselves as social scientists contributing to national development. She encouraged the use of qualitative and mixed method approaches in research, which increase credibility and value in funding applications.

Dr. Sharma then introduced the role of the Indian Council of Social Science Research (ICSSR), a funding body under the Ministry of Education. ICSSR supports legal and management research, provided the proposals contain a strong social aspect.



The Council, composed of senior scholars across disciplines, funds research that contributes policy-level insights. ICSSR offers Minor Projects with funding up to Rs.5 lakhs, and Major Projects up to Rs.30 lakhs. It also announces special research categories like the Vision Bharat@2047 initiative and short-term empirical research schemes. In addition to institutional projects, ICSSR also provides Doctoral Fellowships for students, Post-Doctoral Fellowships for researchers not currently employed, and Senior Fellowships for individuals above 45 years of age with significant research experience. She advised collaboration with reputed institutions to improve proposal quality and increasing the likelihood of receiving a grant.



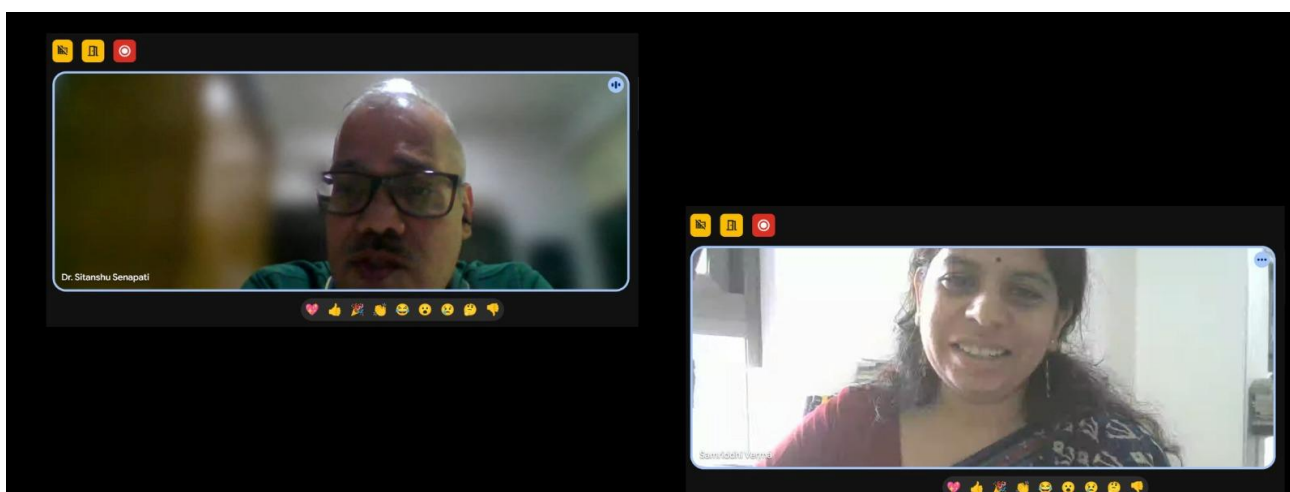
Following this, Dr. O.P. Vyas elaborated on funding provided by the National Human Rights Commission (NHRC), established under the Protection of Human Rights Act, 1993. He noted that NHRC promotes research that leads to awareness, safeguards, and the advancement of human rights. Research grants are extended not only for academic projects but also for seminars, workshops, and awareness activities that culminate in research outputs. Eligible applicants include universities, law schools, institutions under Section 12B of the UGC Act, and non-blacklisted autonomous or civil society bodies. When NHRC invites proposals, applicants are required to submit online documentation including a brief institutional profile, detailed program outline, objectives, expected outcomes, targeted audience, resource personnel, and the geographical coverage of the program. For event-based support, NHRC typically funds 50% of the total cost. For instance, a two-day seminar with 200 participants can receive up to Rs 2.25 lakhs, while a three-day event may receive Rs 3 lakhs. Honorarium for resource persons is capped at Rs. 5,000 per person, along with dedicated amounts for banners, multimedia, and miscellaneous expenses. Program coordinators are paid ₹5,000 per day, and an overhead expense of up to 10% is admissible.

Dr. Vyas emphasized that NHRC supports research aligned with applied and action-oriented outcomes that contribute to the promotion and protection of human rights. Some of the current focus areas for funded research include access to employment for persons with disabilities, human rights violations in sports, organized begging involving children and transgender persons, rights of LGBTQI+ individuals, adoption issues under the Juvenile Justice Act and personal laws, access to safe drinking water, substance abuse in children, safety of doctors, food adulteration, education for children of sex workers, compensatory jurisdiction for victims, and balancing environmental rights with urbanization. Two categories of projects are funded short-term (3–6 months) with a ceiling of Rs 7.5 lakhs, and long-term (6–12 months) up to Rs 5 lakhs. Financial assistance is released in three phases: 40% initially, another 40% midway, and the remaining 20% upon completion and submission of reports and documentation, including hard copies, soft copies, and expenditure utilization certificates.



(Day 6) Session : Research Grants funded by /Dept of Justice/NCW/ICSSR/NHRC
Dr OP Vyas/Dr Richa Sharma/Dr Senapati

Dr. Sitanshu Senapati concluded the session with an overview of the research funding process under the National Commission for Women (NCW), established under the NCW Act of 1990. Dr. Senapati stressed that research funded by NCW must be innovative and action-oriented, directly benefiting women and enabling governmental policy actions. NCW supports both theme-based and pan-India research projects. For the 2025–26 cycle, although no specific themes were announced, applications are invited until July 8, 2025. Eligible institutions include NLUs, government-recognized training institutes, institutes of national importance, and registered autonomous bodies. Institutions must also have submitted at least two research proposals accepted in the past. Additionally, applicants must be compliant with Income Tax Act regulations and must not be blacklisted by any government body.



Conclusion

Day 6 of the Online Capacity Development Programme offered participants a well-rounded and engaging exploration of both the foundational and advanced dimensions of legal research and education. The day began with Prof. Vimal Trivedi's practical and accessible sessions on applied research methodology and proposal drafting. Through relatable examples and clear guidance, he helped participants navigate the often-daunting process of formulating research questions, choosing the right methodology, and interpreting data, making research feel less abstract and more achievable.

The spotlight then turned to administrative law, where Profs. Jeet Singh Mann and Yashomati Ghosh brought both depth and clarity to the subject. Their sessions not only unpacked key legal principles but also offered thoughtful teaching strategies to make the subject more engaging, interdisciplinary, and connected to real-life governance challenges.

The final session of the day, led by Dr. Richa Sharma, Dr. O.P. Vyas, and Dr. Sitanshu Senapati, was a practical guide to the world of research funding. They broke down the process of applying for grants from institutions like ICSSR, NHRC, and NCW, highlighting the importance of purpose-driven proposals that align with pressing societal needs.

By the end of the day, participants left not just with knowledge but with renewed confidence and concrete tools to take their academic and research journeys forward. It was a day filled with clarity, motivation, and meaningful engagement.



DAY 7

Date: June 30, 2025

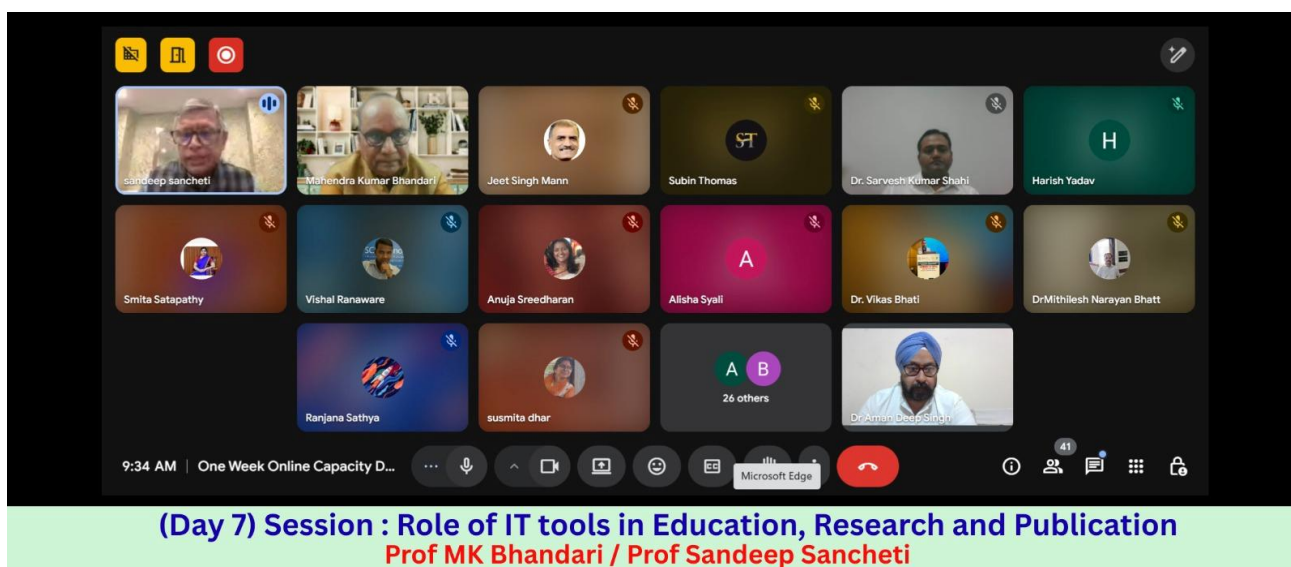
Session 25: Role of IT tools in Education, Research and Publication

Time: 9:30 AM – 10:45 AM

Speakers:

- **Prof. Sandeep Sancheti**, Education Leader, Co-Founder, Edorer
- **Prof. M.K. Bhandari**, Founder Director, GALTER

As part of the academic enrichment initiatives under the Capacity Development Program, a focused session was held on the theme “Role of IT Tools in Education, Research and Publication” with the aim to familiarize participants with the transformative impact of technology in the academic and research ecosystem.



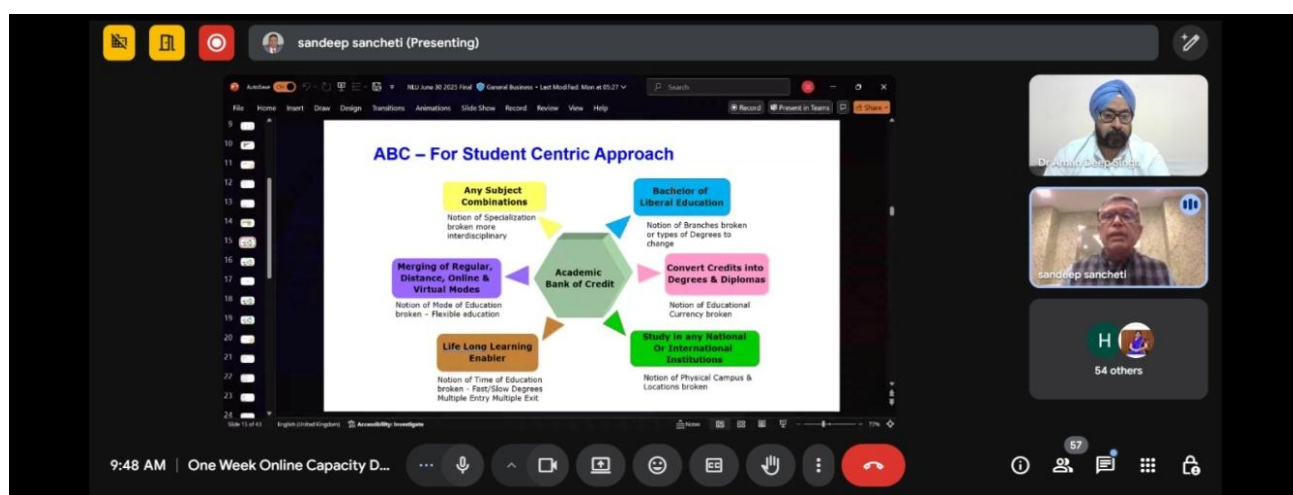
The landscape of higher education is undergoing a profound transformation, and at the heart of this evolution lies technology. From how students learn to how institutions operate and how knowledge is produced and shared, every aspect of higher education is increasingly shaped by digital tools and innovations. The future of higher education is not just influenced by technology; it is inextricably linked to it.

Referring to NEP, COVID-19 and the advancements of ICT, Prof. Sancheti introduced participants to the diverse range of IT tools available for enhancing teaching-learning processes, demonstrating the

application of digital tools in effective legal and interdisciplinary research. He termed technology a "game-changer," urging institutions to adopt AI, open-access platforms, and learner-centric tools.

Highlighting the overwhelming and exponential surge of information and data in the digital age, driven by rapid advancements in technology, Prof. Sancheti pointed out that to imagine education untouched by technology is to imagine it disconnected from reality. He advocated that technology is not replacing education it is enhancing it, making it more inclusive, flexible, and future-ready. The challenge is not whether to adopt technology, but how to use it wisely and creatively for the advancement of teaching and learning.

Prof. Sancheti emphasized that technology has brought a paradigm shift in the world of education, fundamentally altering how knowledge is imparted, accessed, and absorbed. The traditional boundaries of classrooms are dissolving as digital innovation transforms teaching-learning avenues into more interactive, inclusive, and personalized experiences. Available technologies for education are redefining the purpose and possibilities of learning and researching. Prof. Sancheti concluded by stressing that in the 21st century, the fusion of technology and education is no longer optional; it is essential.



Prof. M.K.Bhandari commenced his session by addressing the technological challenges involved in teaching law. He observed that the landscape of teaching and research has undergone a significant transformation in recent decades, driven primarily by advances in technology, globalization, and the changing needs of learners and society.

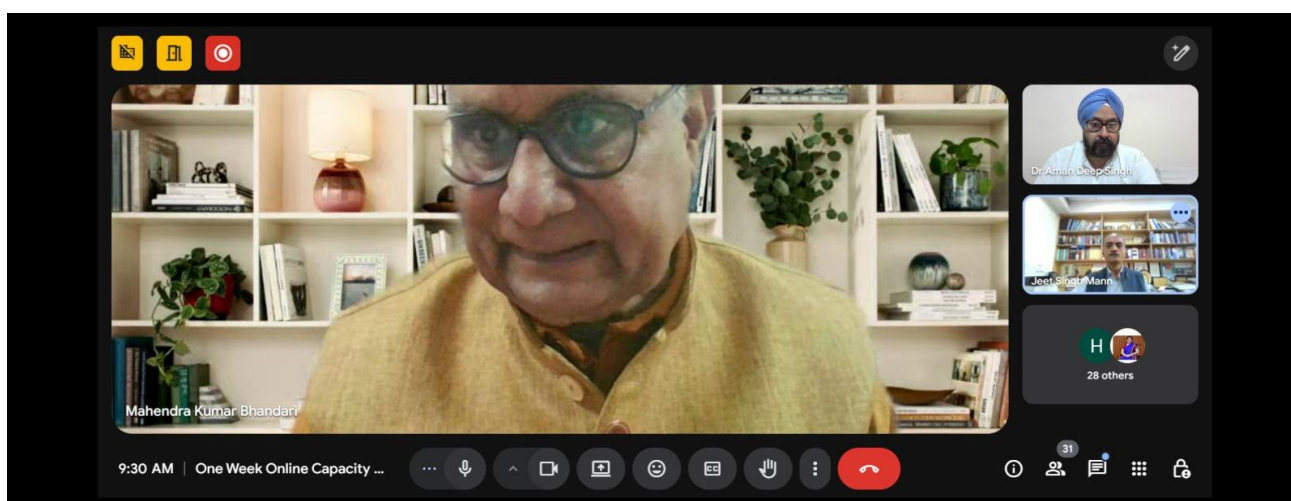
Emerging technologies such as artificial intelligence, blockchain, biotechnology, surveillance tools, and cyber security mechanisms have outpaced traditional legal frameworks. Legislatures and courts are struggling to keep up with rapid innovation, creating uncertainty in areas such as Data privacy, Digital contracts and AI ethics.

Prof. Bhandari pointed out that the legal field is no longer confined to traditional domains like constitutional law, criminal law, or contract law. The fast-changing socio-economic, technological, and environmental landscape has led to the emergence of new and dynamic areas of legal research.

AI-assisted systems are redefining how knowledge is delivered, absorbed, and generated, offering new possibilities for personalized learning, efficient teaching, and innovative research. He argued, when used responsibly, AI can enhance academic ecosystems by improving access, efficiency, quality, and outcomes.

Prof. Bhandari talked about Ten Commandments for a law teacher to adapt in the age of technological advancement. He was of opinion that Clinical legal education can play a crucial role in nurturing empathetic, ethical, and skilled legal professionals who are not only job-ready but also justice-oriented.

He emphasized that while digital tools empower research, human judgment, experiential learning, and academic values must not be overshadowed.



The future of education will be technology-enabled, data-driven, and learner-focused. Emerging tools offer the potential to bridge educational gaps, enhance engagement, and prepare students for the complex, tech-driven world ahead. However, their successful implementation will depend on equity in access, teacher training, ethical use of data, and continuous innovation.

Overall, both the speakers shared the opinion that education in the coming decades will not be defined by where it happens, but how intelligently and inclusively it happens with technology as the catalyst.

SESSION 26: Conducting Legal Research-Contemporary Challenges and Remedies

Time: 11:00 AM – 12:30 PM

Speakers:

- **Prof. Anand Paliwal**, Professor, Faculty of Law, MLSU, Udaipur
- **Prof. Anuradha Prashar**, Dean & Professor of the School of Liberal Education, Galgotias University.

The session on “Conducting Legal Research -Contemporary Challenges and Remedies” provided an insightful exploration into the evolving landscape of legal research in the 21st century. Designed for academicians, students, and legal professionals, the session addressed the growing complexities faced by researchers today and offered pragmatic strategies to overcome them.



Prof. Paliwal began with a comprehensive overview of legal research-its purpose, methodology, and significance. Legal research was described not merely as a doctrinal study of statutes and judgments but as a dynamic, multi-dimensional, and interdisciplinary exercise that informs law reform, policy development, and justice delivery.

He highlighted a number of pressing challenges, including -Information Overload Access and Affordability, Lack of Methodological Rigor, Technological Gaps, Ethical Concerns etc.

To address these concerns, Prof. Paliwal proposed regular training in legal research methods, and use of databases. He advocated that Legal research should engage with insights from sociology,

economics, political science, and technology to remain relevant. He emphasized on originality, transparency, and responsible authorship. He suggested that proper and advanced guidance systems must be established within institutions to foster quality research among legal scholars. He stressed the need to root legal education in social realities and critical engagement.



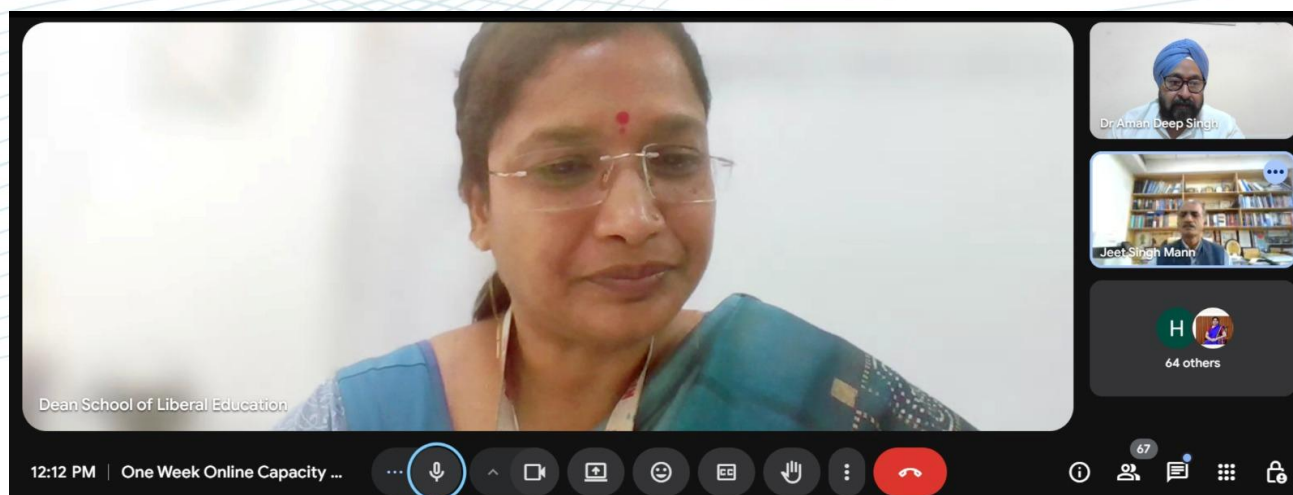
Prof. Paliwal further discussed how unchecked algorithm bias poses significant risks to the validity, equity, and social impact of scholarly work. His concluding remarks were that by acknowledging and addressing algorithm bias, we can foster more inclusive, accurate, and trustworthy research ecosystems.

The session continued with a motivational talk by Prof. Anuradha Prashar on the emerging challenges of quality research. She pointed out the significance of challenges in making the field of law vital and dynamic. She offered a compelling exploration of how law and society continually evolve in response to each other. She emphasized that law is not a static institution -it is a living, dynamic force that both reflects and shapes the moral, economic, political, and cultural values of society.

She explained by giving an example of Criminal sentencing, a complex and consequential aspect of the justice system that extends far beyond the boundaries of law alone. While it is grounded in legal statutes, judicial precedents, and procedural rules, effective and just sentencing increasingly draws upon insights from multiple disciplines. She advocated that the interdisciplinary nature of criminal sentencing reflects the need to balance legal reasoning with social, psychological, economic, and ethical considerations.

As research becomes increasingly solution-oriented and evidence-driven, she pointed out that understanding and utilizing data responsibly is essential to producing impactful, credible, and transformative scholarship.

She delivered an insightful speech on how we should strive for meaningful academic research in the field of law. Prof. Prashar's remark, "Your research should start with: I don't know," underscored the spirit of inquiry.



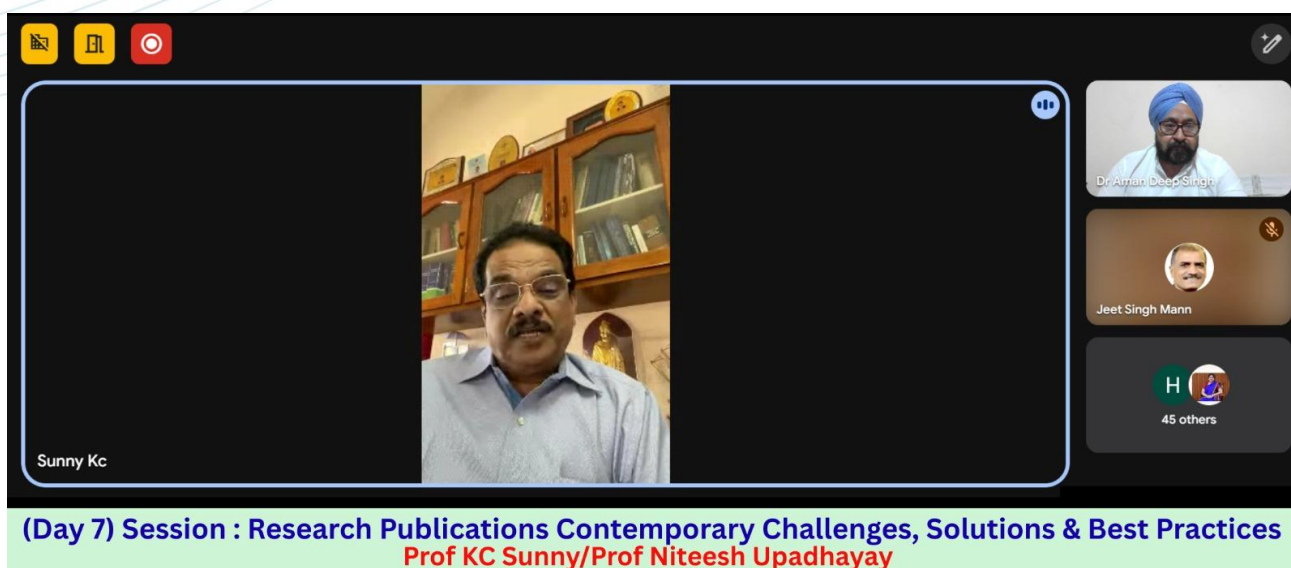
The session concluded by emphasizing that the transformation of law and society is a continuous, reciprocal, and necessary process. Legal professionals, scholars, and citizens must actively engage with both the legal system and social realities to ensure that research in the legal field remains responsive, equitable, and forward-looking.

SESSION 27: Research Publications Contemporary Challenges, solutions, & best practices

Time: 1:15 PM – 2:30 PM

Speakers:

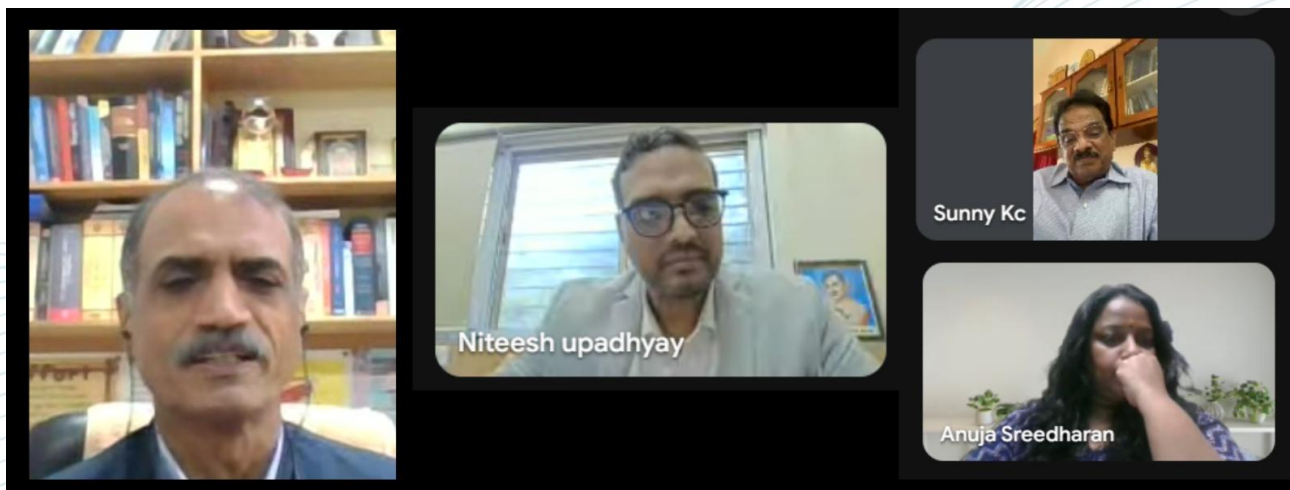
- **Prof. K.C. Sunny**, Former Vice-Chancellor, National University of Advanced Legal Studies (NUALS), Kochi
- **Dr. Niteesh Upadhyay**, Faculty, Dhirubhai Ambani University – School of Law



The session focused on critical issues surrounding research publications in the present academic environment and offered actionable insights into enhancing the quality, visibility, and ethical standards of scholarly output.

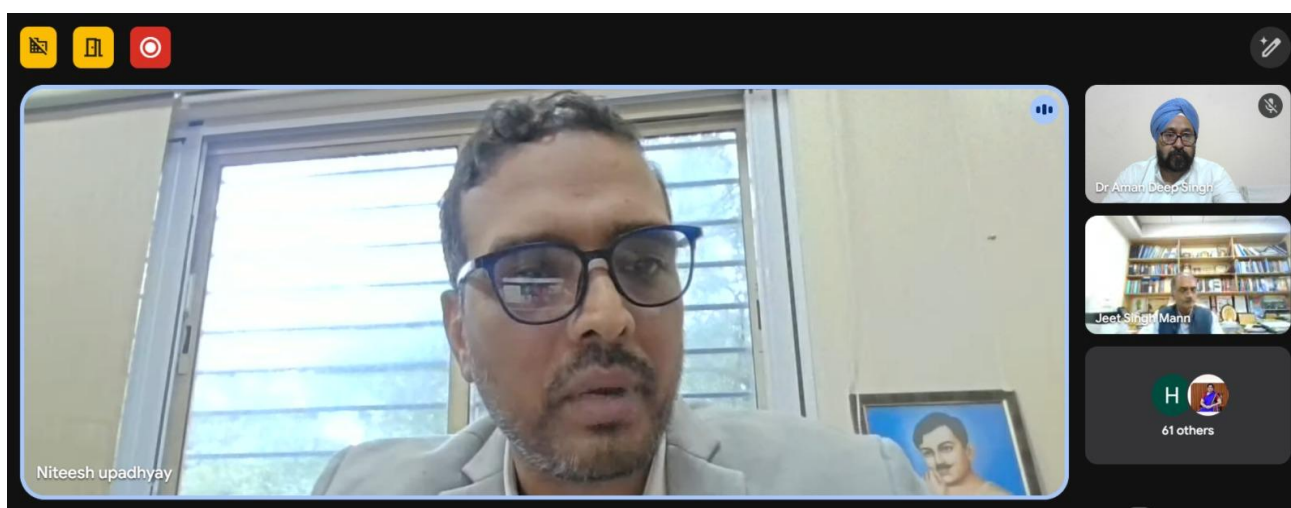
Prof. Sunny began by outlining the various hurdles that contemporary researchers face in the evolving field of law, such as “publish or perish” culture, pseudo-academic journals, plagiarism, language barrier, limited access and awareness, etc.

He advocated for encouraging collaborative, multi-institutional, and interdisciplinary data-driven legal research and integrating statistical tools in the curriculum to enhance the depth, relevance, and publication scope of scholarly work.



Institutions must provide regular workshops on research methodology, academic writing, and publication ethics. He advocated for making statistics a compulsory course for research scholars to develop positive attitude towards both qualitative and quantitative research approaches.

He emphasized the importance of empirical research in the legal field. He observed that in an age dominated by information and complexity, empirical research stands out as a powerful tool for understanding the real-world implications of theory, law, and policy. It strengthens the foundation of knowledge by ensuring that conclusions are based not on assumptions, but on tested, observable, and reliable data. Whether in the classroom, courtroom, or community, empirical research is key to building a more informed, equitable, and responsive society.



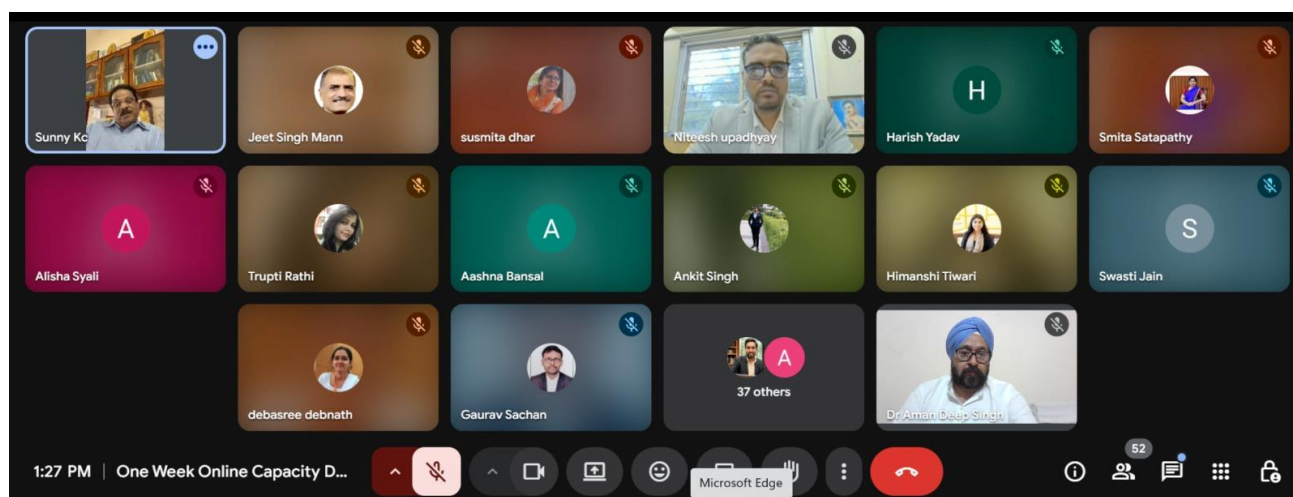
(Day 7) Session : Research Publications Contemporary Challenges, Solutions & Best Practices
Prof KC Sunny/Prof Niteesh Upadhyay

Dr. Niteesh Upadhyay, the second speaker of the session on Research Publications Contemporary Challenges, Solutions & Best Practices delivered an insightful presentation that focused on evolving expectations, ethics and excellence in academic publishing. Dr. Upadhyay began his address with the

issue of selecting the right journal. He placed emphasis on choosing indexed, peer-reviewed, and impact-rated journals from verified databases, encouraging participants to cross-check journals on UGC CARE list, Scopus etc.

Sharing his own experience of publication and rejection from years of engagement with both national and international research platforms, Dr. Upadhyay highlighted the nuances of research in contemporary times. He talked about using the ‘SCImago Journal Rank Indicator’, a measure of the prestige of scholarly journals that accounts for both the number of citations received by a journal and the prestige of the journals where the citations come from.

Dr. Upadhyay strictly observed that paying for publication should never be the default option. Ethical, rigorous research deserves free and fair platforms for dissemination. With proper guidance, institutional support, and awareness, researchers can publish without compromising quality or finances. He said that true goal of academic publishing shall be to contribute meaningfully to knowledge, not to meet artificial metrics through paid shortcuts.



Dr. Upadhyay further talked about using reliable tools to download material and improve the quality & integrity of manuscripts. He also emphasized the importance of academic honesty, transparency in authorship contributions, and following global ethical norms.

He advocated for using institutional or global repositories and open-access platforms to improve the visibility of one's work. Overall, Prof. Upadhyay demystified the publishing process, warning against predatory journals, emphasizing citation ethics, and sharing strategies to boost chances of selection in Scopus/Web of Science journals.

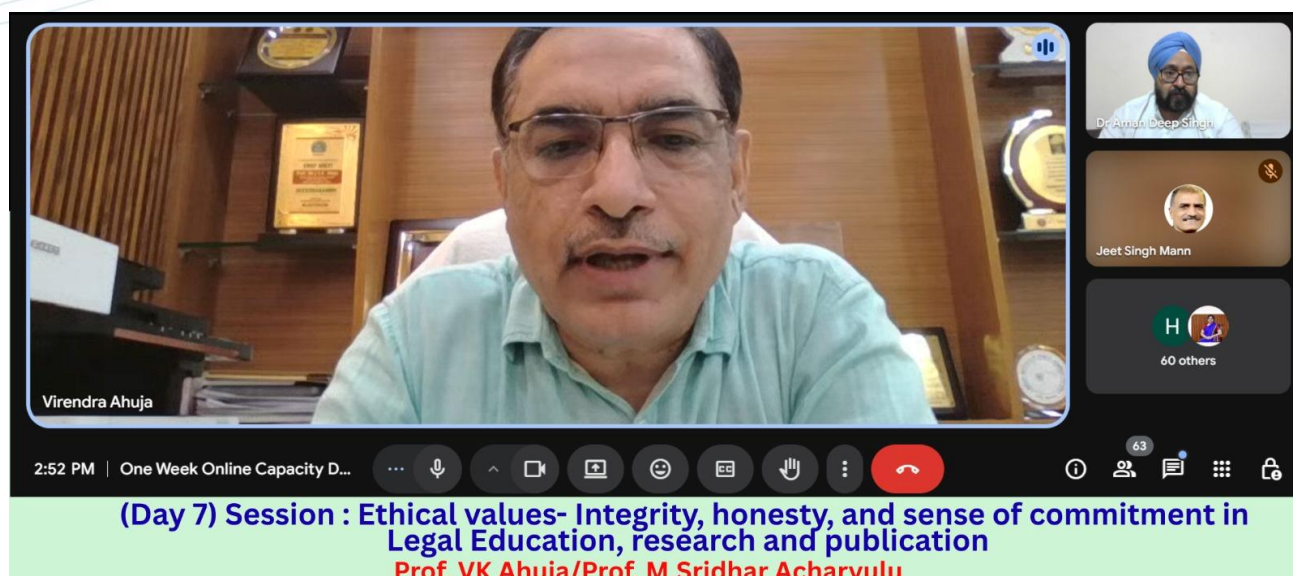
SESSION 28: Ethical values- Integrity, honesty, and sense of commitment in Legal Education, research and publication

Time:2:45-4:15 PM

Speakers:

- **Prof. V.K. Ahuja**, Director of Indian Law Institute (Deemed to be University), New Delhi
- **Prof. M. Sridhar Acharyulu**, Professor, Mahindra University

This powerful closing session on the theme “Ethical Values-Integrity, Honesty, and Sense of Commitment in Legal Education, Research, and Publication” centered on academic integrity.



In the realm of law and legal academia, ethical values are not merely guiding principles - they are the foundation upon which trust, credibility, and justice are built. As educators and researchers, it is our collective responsibility to uphold the highest standards of integrity, truthfulness, and dedication in every aspect of our academic and professional lives.

This session served as an opportunity to reflect on the role of ethics in shaping legal education, ensuring the credibility of research, and maintaining the sanctity of scholarly publications. It holds great relevance at a time when the pressures of academic performance and publication metrics sometimes lead to compromises in values.

Prof. V.K. Ahuja emphasized that integrity forms the bedrock of the legal profession. Legal education must instill in students a commitment to justice, truth, and fairness from the outset.

Through his slides, Prof. Ahuja highlighted that academic honesty, respect for opposing views, and critical self-reflection are essential traits of responsible legal thinkers. He pointed out that research enterprise is a deep social activity and is embedded in trust between researchers and the community which values their creation of new knowledge.

The image shows a video conference interface with three participants and three presentation slides. The participants are Virendra Ahuja, Jeet Singh Mann, and Prof. V.K. Ahuja. The slides are titled 'UGC NOTIFICATION ON SELF-PLAGIARISM, 2020', 'RESEARCH FRAUD', and 'COLLECTION OF DATA'.

UGC NOTIFICATION ON SELF-PLAGIARISM, 2020

- The notification explains self-plagiarism/ Text-recycling in an inclusive manner. It includes:
 1. republication of an earlier published paper;
 2. publication of a smaller or excerpted work from a previously published longer work. The purpose here is to show more number of publications;

RESEARCH FRAUD

- Falsification refers to the manipulation of data and other materials, including images, to achieve the desired results.
- Falsification may be said to involve "misrepresentation of the research by changing data or results or by tampering with equipment, research methods, or materials".
- Thus, any type of tampering with data, equipment, material, etc., to dilute their authenticity is termed as falsification.

COLLECTION OF DATA

- Research findings of such projects may be used by policy makers as many of the projects are government funded projects.
- The policy makers may depend upon the findings and frame their policies for the public good.
- If the research has not been conducted in an ethical manner, and the data has been doctored, the findings are likely to be incorrect, which will ultimately result into bad policies.

He underscored that scholarly publication is not just a means for academic credit but a duty to contribute meaningfully to legal knowledge and society. He advocated that a sense of commitment involves maintaining discipline in research, timely submission, responding to peer review with sincerity, and resisting the temptation to publish in non-reputed or predatory journals for quick recognition. In the light of UGC Regulations on Prevention of Plagiarism, 2018 and UGC Notification on Self-Plagiarism, 2020, he observed that we need to develop an environment where research is seen as a serious affair and is done in the most ethical manner, giving credits to the persons whose works have been referred to by the author in his work.

Warning against plagiarism and research shortcuts, Prof. Ahuja called honesty the cornerstone of education. His valuable insights helped us in understanding the ethical dilemmas faced in legal academia and how we can navigate them with integrity and commitment.

In line with Prof. Ahuja, Prof. Acharyulu discussed reviewer expectations, emphasizing quality, originality, and researcher credibility. He advocated that 'Ethics' is not merely a theoretical ideal-it is a living value system that must inform both personal conduct and professional practice. He observed that in Indian society, ethics connects us to our cultural identity and moral responsibilities. He

mentioned that in research, it ensures that our quest for knowledge is grounded in truth, fairness, and respect for humanity.

Research & Reporting

- For any subject **"research and reporting"** is the heart.
- Data collection **should be accurate**.
- Reporting should be **sincerely original**, good or bad.
- Result depends upon **the quality and utility** of the work.
- Seven key ethics are: 1. *Individual autonomy*,
- 2. *Justice*, 3. *Equality*, 4. *Beneficence*,
- 5. *Non-maleficence*,
- 6. *Respect for human life*,
- 7. *Accountability*.

'Law & Common Sense in Equity'

- A proud lawyer sold his well to a retired teacher.
- Two days later, the lawyer came to the teacher and said, "Sir, I have sold you the well, but not the water in it. If you want to use that water, you will have to pay for it separately."
- The teacher smiled and said,
- "Yes, I have also come to tell you something. If you do not remove the water from my well, you will have to pay to store the water in the well from tomorrow."
- Hearing this, the lawyer got scared and said, "Oh, I was joking!" The teacher laughed and said,
- "I have taught many children like you and made them lawyers!"
- A teacher means a teacher.

We need Ethical Research

Prof M Sridhar Acharyulu 30.6.25
Ethical Dimensions of Research and Publications
Capacity Development Program for Teachers, Organized Prof. Jeeva Singh Mehta

(Day 7) Session : Ethical values- Integrity, honesty, and sense of commitment in Legal Education, research and publication
Prof. VK Ahuja/Prof. M.Sridhar Acharyulu

As India moves forward in education, innovation, and global engagement, a synthesis of traditional ethical values and modern academic responsibility will be key to shaping a just, honest, and enlightened society.

Reflections of both the speakers grounded the Capacity Development Program in principled scholarship. On the whole, the said session inspired meaningful dialogue and reinforced our shared commitment to uphold ethical values in all spheres of legal education and research.

Conclusion

The final day of the Online Capacity Development Programme wrapped up the week on a thoughtful and inspiring note, focusing on two key pillars shaping the future of legal academia: technology and ethics. Through engaging lectures, practical case discussions, and honest reflections, the sessions delved into how IT tools are reshaping research and education, while underscoring the continued importance of ethical integrity in academic work.

Speakers offered more than just theoretical insights; they shared real-world strategies and experiences that helped participants see the bigger picture: a legal education ecosystem that is not only tech-savvy but also grounded in strong values. The discussions encouraged participants to reimagine their role as educators and researchers in a digital, fast-evolving academic landscape.

As the day progressed, it became clear that the intersection of technology and ethics isn't just a trend, it's a necessity. The sessions bridged modern tools with time-honoured academic principles, empowering participants to pursue research and teaching with both innovation and conscience.

The programme concluded with a sense of shared purpose and possibility. With the vibrant engagement of participants and the collective effort of over 11 partner institutions, this CDP stood out as a truly transformative initiative. It left attendees not only better equipped but deeply motivated to contribute to a more ethical, dynamic, and future-ready legal academic community.

