



Report on Five-Days FEP on Next-Gen Legal Pedagogy: Integrating Case-Based Learning into Outcome-Based Legal Framework From 04-05-2026 to 08-05-2026

About the Programme:

The KL College of Law, in association with the Academic Staff College, successfully organized a Five-Day Online Faculty Excellence Programme (FEP) on the theme “*Next-Gen Legal Pedagogy: Integrating Case-Based Learning into Outcome-Based Legal Framework.*” The programme was conducted with the objective of enhancing the pedagogical competencies of law faculty members and equipping them with innovative teaching methodologies aligned with contemporary legal education standards.

The Faculty Excellence Programme was designed to provide a comprehensive platform for academicians, researchers, and legal educators to explore the evolving dimensions of legal pedagogy in the context of Outcome-Based Education (OBE). The programme particularly emphasized the integration of Case-Based Learning (CBL) as an effective instructional strategy to promote analytical thinking, practical understanding, problem-solving abilities, and experiential learning among law students.

Spread across five days, the programme consisted of two academic sessions each day, featuring eminent academicians, legal scholars, and experienced resource persons from reputed institutions across the country. The sessions covered a wide range of themes including innovative teaching practices, curriculum design under OBE frameworks, experiential legal education, interdisciplinary approaches in legal studies, use of technology in legal teaching, research-oriented pedagogy, assessment strategies, and student-centric learning methods.

The programme aimed to bridge the gap between traditional classroom teaching and contemporary learner-oriented approaches by encouraging faculty members to adopt interactive, participatory, and practice-based teaching techniques. Through insightful lectures, deliberations, discussions, and knowledge-sharing sessions, the programme created an enriching academic environment that enabled participants to gain valuable perspectives on modern legal education.

The Faculty Excellence Programme witnessed active participation from faculty members, academicians, researchers, and legal professionals from various institutions. The enthusiastic involvement of participants, combined with the expertise of distinguished resource persons, contributed significantly to the grand success of the programme. Overall, the programme served as a meaningful initiative toward strengthening academic excellence and fostering innovation in legal pedagogy.

Objectives of the Faculty Excellence Programme

1. To enhance the pedagogical skills and teaching competencies of law faculty members in accordance with contemporary legal education standards.
2. To familiarize participants with the principles and implementation of Outcome-Based Education (OBE) in legal education.
3. To promote the integration of Case-Based Learning (CBL) as an effective teaching methodology in law classrooms.
4. To encourage innovative, student-centric, and experiential learning approaches for improving legal education outcomes.
5. To bridge the gap between theoretical legal instruction and practical application through interactive teaching techniques.
6. To provide a platform for academicians and legal educators to exchange ideas, best practices, and emerging trends in legal pedagogy.
7. To strengthen research-oriented teaching methodologies and interdisciplinary approaches in legal studies.
8. To explore the role of technology and digital tools in transforming legal teaching and learning processes.
9. To develop effective assessment and evaluation strategies aligned with Outcome-Based Learning frameworks.
10. To foster academic collaboration and professional development among faculty members and legal education institutions.

FDP Schedule:

Date and day	Slot	Session	Resource person	Topic
04 th May, Monday	Morning	Session 1	Dr. Rangaswamy. D	Conceptual Foundations, Outcome Alignment, & Pedagogical Relevance of Case-Based Learning
	Post lunch	Session 2	Dr. A. Vijayalakshmi	Demonstrative Case Discussion: Facilitation Techniques, Learner Engagement, & Critical Disclosure
05 th May, Tuesday	Morning	Session 1	Dr. Akshay Verma	Outcome- Oriented Instructional Design & Structuring of Case-Based Sessions
	Post lunch	Session 2	Dr. Jeeva Niriella	Assessment, Rubrics, & Performance Evaluation in Case-Based Learning Environments

06 th May, Wednesday	Morning	Session 1	Dr. Sital Sharma	Case Ideation, Contextualization, & Data Sourcing in Management and Legal Domains
	Post Lunch	Session 2	Dr. B. Lavaraju	Structural Design & Analytical Frameworks for Effective Teaching Cases
07 th May, Thursday	Morning	Session 1	Dr. Nidhi Sharma	Experiential Workshop on Case Drafting, Teaching Notes, and Peer Review
	Post lunch	Session 2	Dr. hab. Magdalena Maria Matusiak-Frącczak	Ethical, Legal, and Professional Considerations in Case Writing and Publication
08 th May, Friday	Morning	Session 1	Dr. Priya Singla	Participant Case Presentations: Scholarly Review and Interdisciplinary Feedback
	Post lunch	Session 2	Prof. (Dr.) Rajiv Bhalla	Rubric-Based Evaluation, Scholarly Dissemination, Reflective Practice, and Programme Synthesis

REPORT ON FACULTY EXCELLENCE PROGRAM

Day: 1, Session: 1

Name Of Guest Speaker	Dr. Rangaswamy. D
Designation & Institution	Assistant Professor (Senior Grade), Karnataka State Law University, Hubballi, Karnataka.
Topic	Conceptual Foundations, Outcome Alignment, & Pedagogical Relevance of Case-Based Learning
Date	04-05-2026
Venue	Online Platform, Teams- KL College of Law
Timings	10.00 AM- 12.00 PM
Total No. of Participants	55

Description of the Session:

The first session of the Faculty Excellence Programme focused on introducing the conceptual foundations of Case-Based Learning (CBL) in legal education. The session emphasized the importance of shifting from traditional lecture-oriented teaching methods to more interactive and learner-centric pedagogical approaches. The resource person explained how CBL promotes critical thinking, analytical reasoning, and practical problem-solving skills among law students. Special attention was given to aligning teaching methodologies with the principles of Outcome-Based Education (OBE). The session highlighted the significance of clearly defined learning outcomes in designing effective legal education frameworks. Participants were introduced to strategies for integrating real-life legal cases into classroom discussions to enhance conceptual clarity and experiential learning. The discussion also explored the pedagogical relevance of CBL in strengthening students' advocacy, interpretation, and decision-making abilities. Various examples and academic insights were shared to demonstrate the effectiveness of case-based teaching in legal studies. The interactive nature of the session encouraged active participation and

thoughtful deliberations among the attendees. Overall, the session laid a strong foundation for understanding innovative and outcome-oriented approaches in contemporary legal pedagogy.

Photos

The screenshot shows a Microsoft Teams meeting interface. The main slide is titled "Elements of OBE" and features a diagram labeled "FIGURE 1.2 The OBE Pyramid". The pyramid is divided into three sections: "Paradigm", "Purposes", and "Premises". Below the pyramid, the text reads: "Practices: Define Outcomes, Design Curriculum, Deliver Instruction, Document Results, Determine Advancement". The right sidebar shows a list of participants, including Dr. Rangaswamy D., Naresh (U...), GS, DD, G VIJAYA, Dr. Preeti..., Prof. (Dr.)..., MC, Manjusha..., DM, Dr R Retn..., D, Dr.Kamasa..., and DC, Dr. Radhika Rani Chintala. The bottom status bar shows the time as 10:49 on 04-05-2026.

The screenshot shows a Microsoft Teams meeting interface. The main slide is titled "Outcome Based Education Alignment: A Conceptual Foundations" and features the text: "Dr. Rangaswamy D., Assistant Professor of Law (SG), Karnataka State Law University, Hubballi, Karnataka". The right sidebar shows a list of participants, including Dr. Radhika Rani Chintala, Akshay Verma, Dr R Retna Mony, Dr. A. C. Philip, Dr. Preeti S Desai, Dr. R. Retna Mony, Dr. Rangaswamy D., G VIJAYA SUDHA, Manjusha Chinta, and Naresh. The bottom status bar shows the time as 10:10 on 04-05-2026.

REPORT ON FACULTY EXCELLENCE PROGRAM

Day: 1, Session: 2

Name Of the Guest Speaker	Dr. A. Vijayalakshmi
Designation & Institution	Associate Professor and Head Dept of Crime & Forensic Law, School of Excellence in Law, The Tamil Nadu Dr. Ambedkar Law University, Chennai, Tamil Nadu.
Topic	Demonstrative Case Discussion: Facilitation Techniques, Learner Engagement, & Critical Disclosure
Date	04-05-2026
Venue	Online Platform, Teams- KL College of Law
Timings	2.00 PM- 3.00 PM
Total No. of Participants	62

Description of the Session:

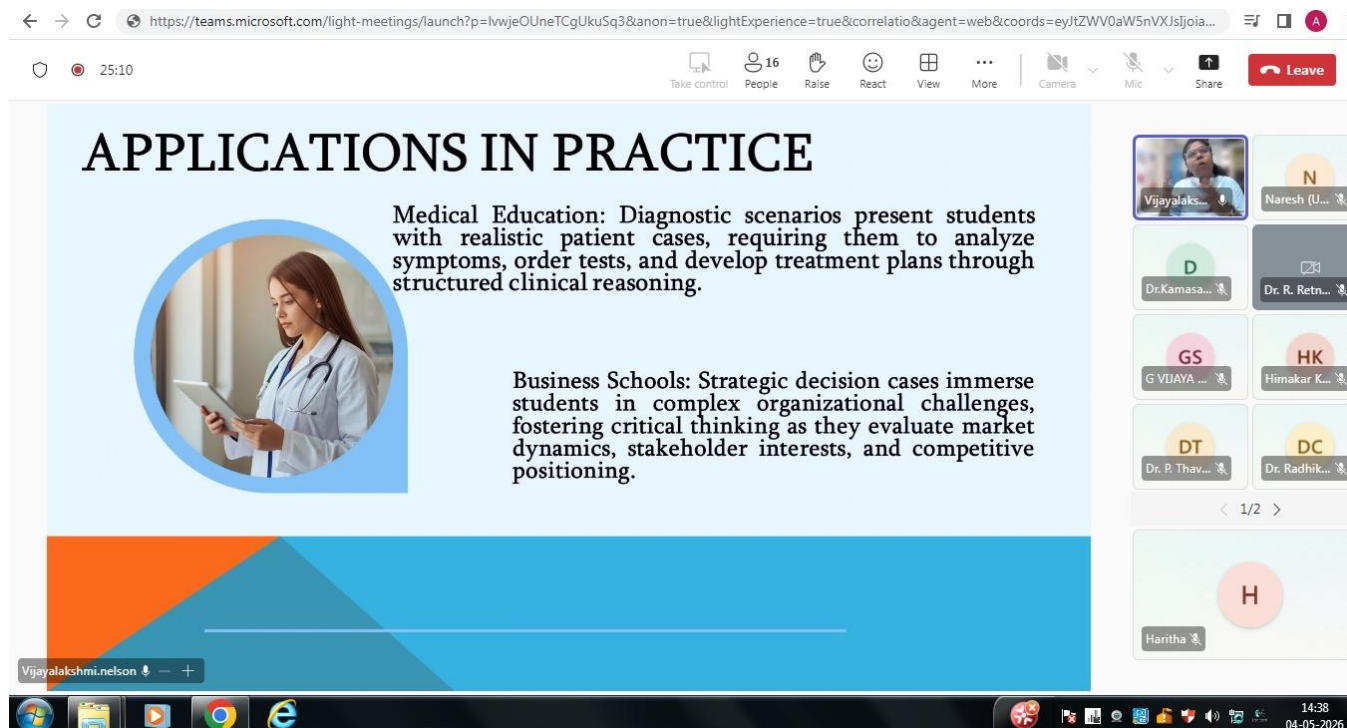
The second session of Day 1 focused on the practical application of Case-Based Learning through demonstrative case discussions and interactive facilitation methods. The session emphasized the importance of effective classroom facilitation techniques in enhancing student participation and meaningful academic engagement. The resource person demonstrated how legal cases can be strategically used to encourage critical thinking, analytical reasoning, and collaborative learning among students. Participants were introduced to various methods of structuring case discussions to ensure active involvement and deeper conceptual understanding.

The session also highlighted the role of learner engagement in creating a dynamic and student-centric learning environment. Techniques such as guided questioning, reflective discussions, problem analysis, and interactive deliberations were discussed in detail. Special emphasis was placed on the concept of critical disclosure, where students are encouraged to identify legal issues, interpret facts, evaluate arguments, and propose reasoned solutions. The resource person shared practical classroom strategies for maintaining productive discussions while fostering independent thinking and legal reasoning skills.

Through examples and participatory activities, the session illustrated how demonstrative case discussions can bridge the gap between theoretical knowledge and practical legal application. The session was highly interactive and enabled participants to understand the pedagogical value of facilitative teaching methods in modern legal education. Overall, the session provided valuable insights into making legal classrooms more engaging, analytical, and outcome-oriented.

The screenshot displays a Microsoft Teams meeting window. The main content area shows a presentation slide titled "Steps in the Socratic questioning method:" with a numbered list of five steps. To the right of the slide, there is a list of "Several types of questions to engage and elicit a detailed understanding:" with various question prompts. On the right side of the Teams window, a "Participants" panel is visible, listing 19 participants in the meeting, including Dr. Radhika Rani Chintala, Akshay Verma, Anjali Komari, and others. The bottom of the screen shows the Windows taskbar with various application icons and the system clock indicating 15:23 on 04-05-2026.

Photos



REPORT ON FACULTY EXCELLENCE PROGRAM

Day: 2, Session: 1

Name Of the Guest Speaker	Dr. Akshay Verma
Designation & Institution	Assistant Professor, National Law University Odisha, Cuttack, Odisha.
Topic	Outcome- Oriented Instructional Design & Structuring of Case-Based Sessions
Date	05-05-2026
Venue	Online Platform, Teams- KL College of Law
Timings	10.00 AM- 12.00 PM
Total No. of Participants	52

Description of the Session:

The first session of Day 2 focused on the principles and practices of designing outcome-oriented instructional strategies in legal education. The session emphasized the importance of aligning teaching methods, learning activities, and assessment techniques with clearly defined learning outcomes under the Outcome-Based Education (OBE) framework. The resource person explained how effective instructional design plays a crucial role in enhancing the quality of legal teaching and ensuring meaningful student learning.

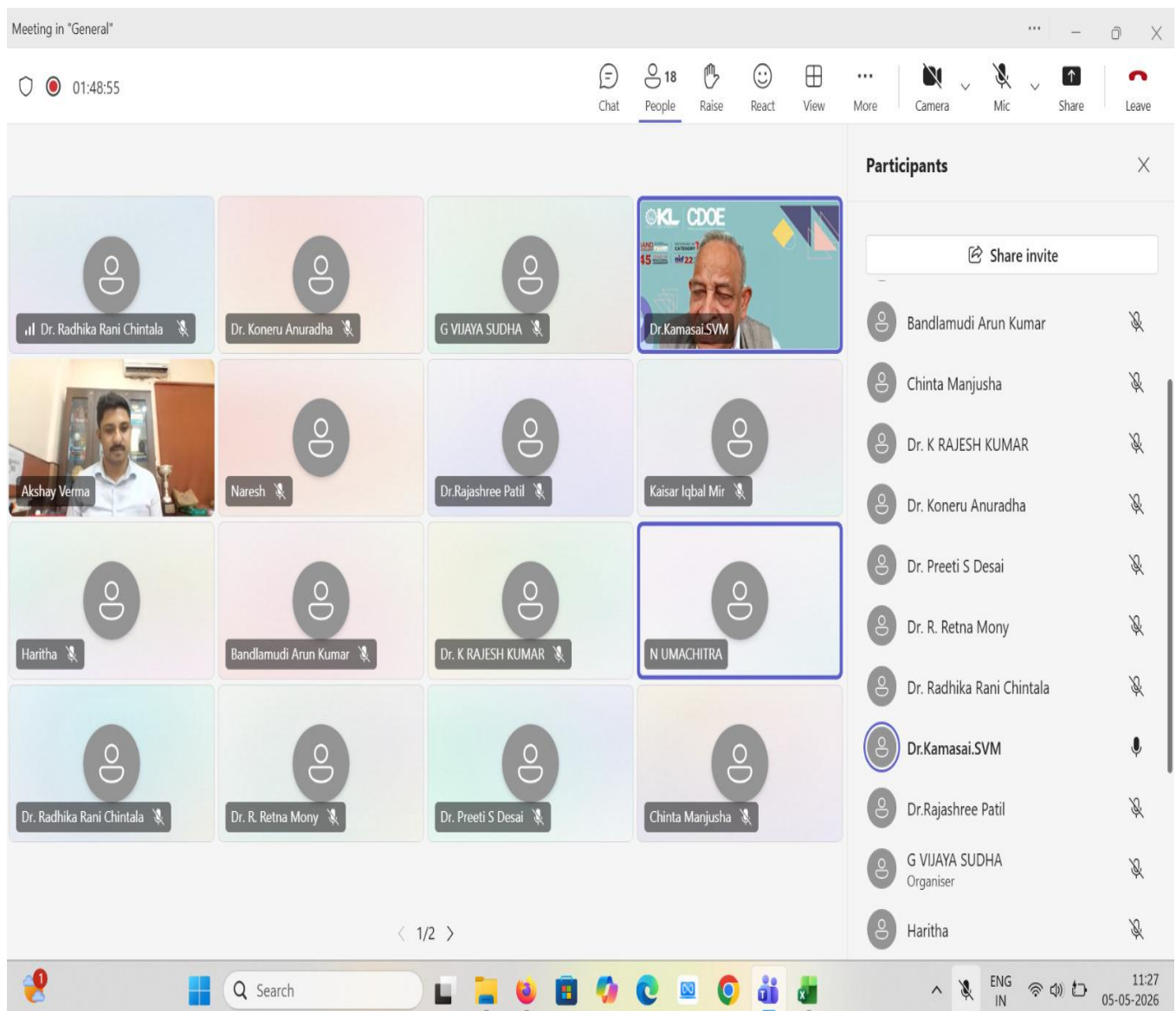
The session provided detailed insights into the systematic structuring of Case-Based Learning (CBL) sessions to make classroom teaching more engaging, analytical, and practice-oriented. Participants were

introduced to various approaches for selecting appropriate legal cases, framing learning objectives, and organizing classroom discussions to achieve specific academic outcomes. The discussion also highlighted the significance of sequencing learning activities in a manner that promotes critical thinking, legal reasoning, and problem-solving abilities among students.

Special emphasis was placed on designing learner-centric classroom experiences that encourage active participation, collaborative learning, and reflective analysis. The resource person also discussed methods for integrating real-life legal issues into teaching practices to bridge the gap between theoretical understanding and practical application. Through interactive deliberations and examples, participants gained practical knowledge on planning and conducting structured case-based sessions effectively.

Overall, the session provided valuable guidance on developing innovative instructional models that support experiential learning and strengthen outcome-oriented legal pedagogy.

Photos:



BLOOM'S TAXONOMY: LEARNING DOMAINS

Cognitive Domain	Psychomotor Domain	Affective Domain
Knowledge – Recall, Remember	Imitation – observing and copying physical behaviour	Receiving – Attention and attending
Comprehension – Understanding, Explain	Manipulation – according to us	Responding – Active participation
Analysis – Analyse – break into small parts	Precision – accuracy in performance	Valuing – Attaching value
Application – Apply in situation	Articulation – coordinating to achieve harmony and internal consistency	Organisation – Prioritizing and organizing values into a system
Synthesis – Rearrange – combine	Naturalisation – full mastery - Expert	Characterisation – Integrating values into a personal philosophy
Evaluation – Judgment		

REPORT ON FACULTY EXCELLENCE PROGRAM

Day: 2, Session: 2

Name Of the Guest Speaker	Dr. Jeeva Niriella
Designation & Institution	Senior Professor (Dr), Faculty of Law, University of Colombo, Colombo, Sri Lanka.
Topic	Assessment, Rubrics, & Performance Evaluation in Case-Based Learning Environments
Date	05-05-2026
Venue	Online Platform, Teams- KL College of Law
Timings	02.00 PM- 02.00 PM
Total No. of Participants	59

Description of the session:

The second session of Day 2 focused on assessment strategies and performance evaluation methods within Case-Based Learning (CBL) environments. The session highlighted the importance of developing fair, transparent, and outcome-oriented assessment mechanisms that effectively measure students' analytical, reasoning, and problem-solving abilities. The resource person explained how assessment plays a vital role in ensuring the successful implementation of Outcome-Based Education (OBE) in legal studies.

The session provided detailed insights into the preparation and use of rubrics for evaluating student performance in case-based discussions, presentations, assignments, and practical exercises. Participants were introduced to various parameters for assessing critical thinking, legal interpretation, argumentation skills, teamwork, and communication abilities. The resource person emphasized that well-structured rubrics not only enhance objectivity in evaluation but also provide clarity regarding learning expectations and academic performance standards.

Special attention was given to formative and continuous assessment techniques that encourage active participation and reflective learning among students. The session also discussed methods for providing constructive feedback to learners in order to improve their academic engagement and professional competencies. Through examples and interactive discussions, participants gained practical understanding of aligning assessment tools with learning outcomes and instructional objectives.

Overall, the session offered valuable perspectives on designing effective evaluation systems that support experiential learning, accountability, and academic excellence in modern legal pedagogy.

Photos:

The screenshot shows a Microsoft Teams meeting interface. The main slide displays the following content:

Key factors/elements teachers should consider, based on best practices

1. Essential Assessment Criteria (What to Measure)
2. Structuring the Rubric (How to Measure)
3. Case-Based Learning Specific Factors
4. Implementation and Best Practices

On the right side of the screen, there is a grid of participant tiles. Visible participants include: Minal (Unverified), Dr. Kamasai SVM, Naresh (Unverified), jeeva niriella, N UMACHITRA, G VIJAYA SUDHA, Nalini Chandra, Dr. Preeti S De..., and Haritha. The bottom of the screen shows the Windows taskbar with various application icons and the system clock indicating 15:25 on 05-05-2026.

The screenshot shows a Microsoft Teams meeting interface. The main slide displays the following content:

Main Types of Assessments in Legal Education

- diagnostic assessment
- formative assessment
- interim assessment
- summative assessment

On the right side of the screen, there is a list of participants. Visible participants include: BK Bandlamudi Arun Kumar, CM Chinta Manjusha, DM Dr R Retna Mony, DT Dr. p. Thavitha ..., DD Dr. Preeti S De..., D Dr. Kamasai SVM, GS G VIJAYA SUDHA Organizer, JN jeeva niriella, M Minal, M MSG, and NU N UMACHITRA. The bottom of the screen shows the Windows taskbar with various application icons and the system clock indicating 14:45 on 05-05-2026.

REPORT ON FACULTY EXCELLENCE PROGRAM

Day: 3, Session: 1

Name Of the Guest Speaker	Dr. Sital Sharma
Designation & Institution	Assistant Professor of Law, University Institute of Legal Studies (UILS), Panjab University, Chandigarh
Topic	Case Ideation, Contextualization, & Data Sourcing in Management and Legal Domains.
Date	06-05-2026
Venue	Online Platform, Teams- KL College of Law
Timings	10.00 AM- 12.00 PM
Total No. of Participants	62

Description of the Session:

The first session of Day 3 focused on the process of developing effective case studies and contextual learning materials in the fields of management and legal education. The session emphasized the importance of case ideation in creating realistic, relevant, and academically meaningful learning experiences for students. The resource person explained how well-designed cases help bridge the gap between theoretical concepts and practical application by exposing learners to real-world situations and problem-solving scenarios.

The session provided detailed insights into the techniques of contextualizing cases to suit specific learning objectives, academic levels, and disciplinary requirements. Participants were introduced to methods for identifying contemporary legal and management issues that can be transformed into engaging classroom case studies. The discussion also highlighted the significance of incorporating social, economic, ethical, and institutional dimensions while designing contextualized cases for experiential learning.

Special emphasis was placed on data sourcing and the use of authentic materials for preparing case-based teaching resources. The resource person discussed various sources of information such as judicial decisions, policy documents, reports, research articles, organizational practices, media publications, and real-life incidents that can enrich case development. Participants were also guided on maintaining accuracy, relevance, and academic integrity while collecting and utilizing data for educational purposes.

Through interactive discussions and practical examples, the session enabled participants to understand the process of designing impactful and learner-oriented case studies. Overall, the session provided valuable knowledge on creating contextualized and evidence-based learning tools for effective teaching in legal and management education.

Photos:

Meeting in "General"

01:56:23

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Dr. Radhika Rani Chintala

G VIJAYA SUDHA

Dr. Sital Sharma

Naresh

Dr. Kamasai.SVM

Dr. K Anuradha

Radha Jayasheela P.S

Minal

Dr. R. Retna Mory

Dr. Rajashree Patil

Malleswari

Haritha

Dr. Thameemul Ansari

N

Akshay Verma

On hold

AZIZA BEGUM

32° Search

ENG IN 11:49 06-05-2026

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Participants

Share invite

In this meeting (20)

H Haritha

AV Akshay Verma

AB AZIZA BEGUM

BK Bandlamudi Arun Kumar

DA Dr K Anuradha (Unverified)

DC Dr. Radhika Ra... (Unverified)

DS Dr. Sital Sharma (Unverified)

D Dr.Kamasai.SVM

DP Dr.Rajashree P... (Unverified)

GS G VIJAYA SUDHA

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Haritha

santhosh (Unverified)

Naresh (Unverified)

Dr. Kamasai.SVM

Dr. Sital Sharma (Unverified)

Dr. Radhika Rani Chintala (Unverified)

Minal (Unverified)

G VIJAYA SUDHA

Malleswari

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10:39 06-05-2026

REPORT ON FACULTY EXCELLENCE PROGRAM

Day: 3, Session: 2

Name Of the Guest Speaker	Dr. B. Lavaraju
Designation & Institution	Associate Professor, School of Law, SIMATS, Chennai, Tamil Nadu
Topic	Structural Design & Analytical Frameworks for Effective Teaching Cases
Date	06-05-2026
Venue	Online Platform, Teams- KL College of Law
Timings	02.00 PM- 02.00 PM
Total No. of Participants	49

Description of the Session:

The second session of Day 3 focused on the systematic design and analytical structuring of effective teaching cases for legal and management education. The session emphasized that a well-structured teaching case plays a crucial role in promoting critical thinking, conceptual understanding, and practical problem-solving among students. The resource person explained the essential components of an effective teaching case, including background context, factual narration, legal or managerial issues, stakeholder perspectives, and discussion points.

The session provided valuable insights into designing cases that are academically relevant, learner-centric, and aligned with specific learning outcomes. Participants were introduced to various analytical frameworks that can be used to guide classroom discussions and facilitate deeper interpretation of case materials. The discussion highlighted methods for identifying key issues, analyzing competing arguments, evaluating evidence, and encouraging reflective decision-making among students.

Special attention was given to the importance of clarity, coherence, and logical sequencing while preparing teaching cases. The resource person also explained how analytical frameworks help students systematically approach complex legal and managerial problems through structured reasoning and collaborative discussion. Practical examples were shared to demonstrate how teaching cases can be designed to stimulate active participation and experiential learning.

The interactive nature of the session encouraged participants to exchange ideas and understand the pedagogical value of analytical case frameworks in modern education. Overall, the session provided comprehensive guidance on developing effective, engaging, and outcome-oriented teaching cases for academic instruction.

Photos:

Meeting in "General"

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15:10 06-05-2026

Meeting in "General"

01:18:00

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15:08 06-05-2026

REPORT ON FACULTY EXCELLENCE PROGRAM

Day: 4, Session: 1

Name Of the Guest Speaker	Dr. Nidhi Sharma
Designation & Institution	Assistant Professor of Law, University Institute of Legal Studies (UILS), Panjab University, Chandigarh
Topic	Experiential Workshop on Case Drafting, Teaching Notes, and Peer Review
Date	07-05-2026
Venue	Online Platform, Teams- KL College of Law
Timings	10.00 AM- 12.00 PM
Total No. of Participants	58

Description of the session:

The first session of Day 4 was conducted as an experiential workshop focusing on the practical aspects of case drafting, preparation of teaching notes, and peer review mechanisms in legal education. The session aimed to provide participants with hands-on exposure to the process of developing effective teaching cases and supporting instructional materials for classroom use. The resource person emphasized the importance of carefully drafted cases in promoting experiential learning, analytical reasoning, and student engagement.

The workshop introduced participants to the essential elements of case drafting, including identification of issues, factual presentation, contextual background, learning objectives, and discussion triggers. Participants were guided on how to prepare structured and comprehensive teaching notes that assist educators in facilitating meaningful classroom discussions and achieving intended learning outcomes. The resource person also highlighted the role of teaching notes in providing pedagogical direction, assessment strategies, and discussion frameworks for effective case-based instruction.

A significant component of the session focused on peer review practices and collaborative evaluation of drafted cases. Participants were encouraged to critically examine each other's work, provide constructive feedback, and suggest improvements for enhancing academic relevance and instructional clarity. The interactive workshop environment enabled participants to exchange ideas, refine their drafting skills, and develop a deeper understanding of case-based pedagogy.

Through practical exercises and collaborative discussions, the session strengthened participants' abilities to design high-quality teaching cases and instructional resources. Overall, the workshop provided valuable experiential learning opportunities and enhanced the professional competencies of participants in case development and pedagogical innovation.

Photos:

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10:14 AM Thu 7 May

FDP PPT Home Insert Draw Design Transitions Animations Slide Show Review

WHAT IS EXPERIENTIAL LEARNING?

- Learning through **DOING**.
- Learning by Moving beyond **PASSIVE** lectures.
- Law is best understood when it is argued, drafted and questioned.*
- Experiential learning bridges the gap between **LEARNING** and **DOING**.
- Professional competence today demands **APPLICATION**, **ARTICULATION** and **EVALUATION**.

Slide 3 of 17

Nidhi Sharma

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H HARITHA

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AB AZIZA BEGUM

N Nareesh (Unverified)

Nidhi Sharma

M Minal (Unverified)

K Kamasai (Unverified) On hold

K Kamasai (Unverified)

DP Dr.Rajashree Patil (Unverified)

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Windows Taskbar: 11:15 07-05-2026

REPORT ON FACULTY EXCELLENCE PROGRAM

Day: 4, Session: 2

Name Of the Guest Speaker	Dr. hab. Magdalena Maria Matusiak-Frącczak
Designation & Institution	Professor of the University of Lodz Department of European Constitutional Law, Faculty of Law & Administration, University of Lodz (Poland).
Topic	Ethical, Legal, and Professional Considerations in Case Writing and Publication
Date	07-05-2026
Venue	Online Platform, Teams- KL College of Law
Timings	02.00 PM- 02.00 PM
Total No. of Participants	49

Description of the session:

The second session of Day 4 focused on the ethical, legal, and professional dimensions involved in case writing and publication within academic and legal education contexts. The session emphasized the importance of maintaining academic integrity, authenticity, and professional responsibility while developing and publishing teaching cases. The resource person explained that case writing requires careful consideration of ethical standards, confidentiality obligations, and legal sensitivities associated with the use of real-life facts, institutions, and individuals.

The session provided detailed insights into issues such as plagiarism, intellectual property rights, data privacy, informed consent, and responsible use of information in academic publications. Participants were guided on the importance of ensuring accuracy, fairness, and objectivity while presenting case materials for educational purposes. The discussion also highlighted the need to protect confidential information and avoid misrepresentation or biased interpretation in case studies.

Special attention was given to professional standards in academic writing, citation practices, and publication ethics. The resource person explained the significance of proper referencing, originality of content, and adherence to institutional and publication guidelines while preparing teaching cases and scholarly materials. Participants were also introduced to ethical challenges that may arise during case development and publication processes and the appropriate measures to address them responsibly.

Through interactive discussions and practical examples, the session enabled participants to understand the legal and professional responsibilities associated with case-based pedagogy and academic publication. Overall, the session provided valuable guidance on promoting ethical scholarship and maintaining professional standards in case writing and educational research.

Photos:

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REPORT ON FACULTY EXCELLENCE PROGRAM

Day: 5, Session: 1

Name Of the Guest Speaker	Dr. Priya Singla
Designation & Institution	Assistant Professor of Law, University Institute of Legal Studies (UILS), Panjab University, Chandigarh.
Topic	Participant Case Presentations: Scholarly Review and Interdisciplinary Feedback
Date	08-05-2026
Venue	Online Platform, Teams- KL College of Law
Timings	10.00 AM- 12.00 PM
Total No. of Participants	59

Description of the session:

The first session of Day 5 was dedicated to participant case presentations, scholarly review, and interdisciplinary feedback on the teaching cases developed during the programme. The session provided participants with an academic platform to present their case studies, instructional approaches, and analytical frameworks before peers and expert reviewers. The objective of the session was to encourage collaborative learning, critical evaluation, and constructive academic engagement among participants.

During the session, participants presented cases based on contemporary legal and interdisciplinary issues, highlighting the learning objectives, contextual relevance, and pedagogical strategies incorporated in their work. The resource persons and reviewers evaluated the presentations from scholarly, practical, and pedagogical perspectives, offering valuable suggestions for improving clarity, structure, analytical depth, and instructional effectiveness.

The session emphasized the importance of interdisciplinary perspectives in case-based learning by encouraging participants to integrate social, ethical, managerial, and policy-oriented dimensions into legal teaching cases. Constructive feedback and interactive discussions enabled participants to refine their approaches to case design, classroom facilitation, and outcome-oriented instruction. The scholarly review process also promoted reflective learning and professional development among the attendees.

The interactive and collaborative nature of the session created a vibrant academic environment that encouraged exchange of ideas, peer learning, and intellectual engagement. Overall, the session served as a valuable opportunity for participants to showcase their understanding of case-based pedagogy while receiving expert guidance for further academic enhancement.

Photos:

Meeting in "General" 47:37

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PEER EVALUATION FRAMEWORK: LEARNING THROUGH EACH OTHER

3S THE PEER MODEL

- > Strength: Identify what was analytically robust.
- > Shortcoming: Pinpoint gaps in research or logic.
- > Suggestion: Provide actionable paths for improvement.

Expert Critique: Academic mentoring to identify methodological weaknesses (e.g., referencing *Vishaka v. Rajasthan* for international standards).

Dr. Priya Singla

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32°C Sunny 10:32 AM 5/8/2026

Meeting in "General" 01:07:38

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Dr. R. Retna Mory

G VIJAYA SUDHA

Dr. Priya Singla

Dr. Preeti S Desai

Naresh

Ayub SM Advocate

On hold

Dr J R SREENATHA BABU

N UMACHITRA

Mina

Dr K Anuradha

R.NALINI

Bandlamudi Arun Kumar

Dr.Rajashree Patil

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32°C Sunny 10:52 AM 5/8/2026

REPORT ON FACULTY EXCELLENCE PROGRAM

Day: 5, Session: 2

Name Of the Guest Speaker	Prof. (Dr.) Rajiv Bhalla
Designation & Institution	Professor, University Institute of Legal Studies (UILS), Chandigarh University, Mohali, Punjab.
Topic	Rubric-Based Evaluation, Scholarly Dissemination, Reflective Practice, and Programme Synthesis.
Date	08-05-2026
Venue	Online Platform, Teams- KL College of Law
Timings	02.00 PM- 02.00 PM
Total No. of Participants	49

Description of the Session:

The concluding session of the Faculty Excellence Programme focused on rubric-based evaluation, scholarly dissemination, reflective practice, and the overall synthesis of the programme outcomes. The session emphasized the importance of systematic evaluation methods in assessing learning achievements, teaching effectiveness, and the practical application of case-based pedagogical approaches. The resource person explained how rubric-based assessment frameworks promote transparency, consistency, and objective evaluation in academic environments.

The session also highlighted the significance of scholarly dissemination of teaching cases, research outputs, and innovative pedagogical practices through publications, academic presentations, and collaborative platforms. Participants were encouraged to contribute to the advancement of legal education by sharing their academic work and engaging in continuous scholarly dialogue. The discussion further focused on reflective practice as an essential component of professional development, enabling educators to critically evaluate their teaching methodologies and identify areas for improvement.

Special attention was given to synthesizing the major learnings and outcomes of the five-day programme. The session revisited key themes such as Outcome-Based Education, Case-Based Learning, instructional design, assessment strategies, ethical considerations, and experiential teaching practices. Participants reflected on their learning experiences and shared insights regarding the practical implementation of innovative pedagogical approaches in legal education.

The session concluded with an engaging interaction between participants and resource persons, followed by expressions of gratitude and appreciation for the successful completion of the programme. Overall, the concluding session effectively summarized the academic contributions of the Faculty Excellence Programme and reinforced the importance of continuous innovation and excellence in legal pedagogy.

FACULTY EXCELLENCE PROGRAM (FEP)

Next-Gen Legal Pedagogy: Integrating Case-Based Learning into Outcome-Based Legal Framework

Session on

Rubric-Based Evaluation, Scholarly Dissemination, Reflective Practice, and
Programme Synthesis

BY

Prof. (Dr.) Rajiv Bhalla
Chandigarh University

Context & Need Legal Education Gap

KLEF COLLEGE OF LAW

- ▶ 100,000+ Law Graduates / Year
- ▶ <2% in Top Law Firms
- ▶ ~47% Employable Graduates
- ▶ Theory-Heavy Curriculum
- ▶ 60,000+ Cr Legal Market

**High Output + Low Employability
=
Pedagogy-Practice Mismatch**

Context & Need Legal Education Transformation

KLEF COLLEGE OF LAW

Key Drivers

- ▶ Outcome-Based Education (OBE)
- ▶ NEP 2020 reforms
- ▶ Demand for practice-ready graduates
- ▶ Interdisciplinary and experiential learning



Photos:

Outcomes and Impact of the Faculty Excellence Programme

The Five-Day Faculty Excellence Programme (FEP) on “*Next-Gen Legal Pedagogy: Integrating Case-Based Learning into Outcome-Based Legal Framework*” proved to be highly beneficial in enhancing the academic and professional competencies of the participants. The programme successfully created awareness regarding innovative and learner-centric approaches in contemporary legal education and emphasized the growing importance of Outcome-Based Education (OBE) in academic institutions.

One of the key outcomes of the programme was the improved understanding of Case-Based Learning (CBL) methodologies among faculty members. Participants gained practical knowledge on designing, structuring, and implementing case-based teaching strategies to promote critical thinking, analytical reasoning, and experiential learning among students. The programme also strengthened participants’ abilities to align teaching methods, classroom activities, and assessment practices with clearly defined learning outcomes.

The FEP significantly contributed toward the professional development of educators by introducing them to modern instructional design techniques, rubric-based assessment methods, and interdisciplinary teaching approaches. Participants developed greater confidence in preparing teaching cases, facilitating interactive classroom discussions, and incorporating reflective and research-oriented practices into legal education.

The programme also fostered academic collaboration and intellectual exchange among faculty members, researchers, and resource persons from diverse institutions. Interactive sessions, workshops, and scholarly discussions created a vibrant academic environment that encouraged innovation, peer learning, and professional networking. The emphasis on ethical and professional standards in case writing further enhanced participants’ awareness regarding responsible academic practices and publication ethics.

Overall, the FEP had a positive and lasting impact on the participants by equipping them with practical pedagogical tools, innovative teaching methodologies, and outcome-oriented educational strategies. The programme contributed meaningfully toward strengthening the quality of legal education and promoting academic excellence through transformative and experiential learning practices.

Participant Feedback

The participants expressed their sincere appreciation for the successful organization of the Five-Day Faculty Excellence Programme (FEP) on “*Next-Gen Legal Pedagogy: Integrating Case-Based Learning into Outcome-Based Legal Framework*.” The programme received an overwhelmingly positive response from faculty members, academicians, researchers, and legal professionals who actively participated in the sessions throughout the five days.

Participants appreciated the programme for its well-structured sessions, relevant themes, and insightful deliberations on contemporary legal pedagogy. They acknowledged that the sessions provided them with valuable exposure to innovative teaching methodologies, particularly the integration of Case-Based Learning (CBL) within the framework of Outcome-Based Education (OBE). Many participants stated that the programme enhanced their understanding of learner-centric and experiential teaching approaches that can be effectively implemented in legal education.

The resource persons were highly appreciated for their scholarly expertise, engaging presentations, and interactive teaching styles. Participants highlighted that the practical discussions, workshops, and case-based demonstrations significantly improved their knowledge of instructional design, assessment techniques, rubric-based evaluation, and case drafting practices. The interactive nature of the sessions encouraged active participation, intellectual exchange, and collaborative learning among attendees.

Participants also commended KL College of Law and the Academic Staff College for their excellent coordination and efforts in organizing such an academically enriching programme. Overall, the feedback reflected that the Faculty Excellence Programme was highly informative, professionally rewarding, and impactful in promoting innovation and excellence in legal education.

Conclusion

The Five-Day Faculty Excellence Programme (FEP) on “*Next-Gen Legal Pedagogy: Integrating Case-Based Learning into Outcome-Based Legal Framework*” was successfully organized by KL College of Law in association with the Academic Staff College. The programme served as a meaningful academic initiative aimed at enhancing the pedagogical competencies of legal educators through innovative, learner-centric, and outcome-oriented teaching methodologies.

Throughout the five days, the programme provided an enriching platform for academicians, faculty members, researchers, and legal professionals to engage in insightful discussions on contemporary trends in legal education. The sessions offered valuable knowledge on Case-Based Learning (CBL), Outcome-Based Education (OBE), instructional design, assessment strategies, case drafting, ethical considerations, and experiential teaching practices. The interactive lectures, workshops, scholarly reviews, and collaborative discussions significantly contributed to the academic and professional development of the participants.

The programme successfully encouraged participants to adopt modern pedagogical approaches that promote critical thinking, analytical reasoning, experiential learning, and student engagement in legal education. The enthusiastic participation of attendees and the valuable contributions of distinguished resource persons played a vital role in making the programme academically enriching and impactful.

Overall, the Faculty Excellence Programme achieved its objectives of promoting pedagogical innovation, academic excellence, and professional growth among legal educators. The programme concluded on a successful note with positive feedback from participants and reaffirmed the commitment of the organizing institutions toward strengthening the quality of legal education through continuous academic initiatives and collaborative learning opportunities.



Dr. Radhika Rani Chintala

Principal- ASC

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