

**ADB Regional Capacity Development Technical  
Assistance  
Strengthening Capacity for Environmental Law in the  
Asia-Pacific  
Developing Environmental Law Champions  
Train-the-Trainers Program, India  
22-28 November 2020**

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**Session – X**

# **Syllabus Review Workshop**

**November 26, 2020 @16.50 – 18.15**

Focus on

**Competency Based Curriculum Development For  
Environmental Law Teaching at Undergraduate  
Level**

# The Idea of Competency Based Education (CBE)

- It is system/model of education that focuses on assessing and grading students based on their ability to demonstrate well defined ‘competencies’ - learning targets.
- The Glossary of Education Reforms defines Competency Based Learning (CBL) as follows:
  - “[s]ystems of instructions, assessments, grading and academic reporting that are based on students **demonstrating** that they have learned the knowledge and skills they are expected to learn as they progress through their education.”

# Cont...

- CBE is seen as an alternative to conventional approaches in which students may or may not acquire competency/proficiency in a given course or academic programme before they earn course credit, get promoted to the next level, or graduate.
- CBE aims at ensuring that the student **‘acquire’** the specified ‘competencies’ during the course/academic programme and they are able to **‘demonstrate’** the same on completion of each course or programme.

# How to develop

## Four stages/components

Adoption of this system/model requires:

- Defining of ‘competencies’ that needs to be acquired/developed by the students during the course.
- Designing course/courses that aims at developing those competencies.
- Designing appropriate method(s) of instructions.
- Designing an appropriate method(s) of assessment to examine whether students after completion of the course had acquired and could demonstrate the defined ‘competencies’ .

# Cont...

- CBE is increasingly seen as one of the best system/model by many higher educational institutions all over the world.
- ‘Tuning’ project aims at developing and promoting CBE in different parts of the world.

# 'Tuning' Project

- The 'Tuning Academy' (TA) of the University of Deusto, Spain is doing this project with the financial support from the European Commission.
- The TA has started and implemented 'tuning' project in several countries within Europe and outside since 2000.

# Aim of the Project

The aim is to implement Bologna tools through building a framework of **comparable, compatible, and transparent** programs of studies within each country by involving the universities and higher educational institutions of the respective countries.



# The Reason(s)

- The ‘Globalization’ – transborder movement of people for education and employment purposes.
- Need to ensure that people with certain degree minimally possess certain well defined ‘competencies’ irrespective of the place/institutions, where they had acquired their degrees.

# Cont..

- One of the objectives behind higher education curriculum reforms being envisioned in the contemporary era of globalization is to make the programmes of studies offered by different universities across the globe comparable, compatible and transparent.
- In order to achieve the the said objective, the Tuning Project focuses on developing ‘competency’ based curriculums.

# The First Stage

- To make degrees offered by different educational institutions in India comparable, compatible and transparent.
- How?
  - By ensuring that students on completion of their degree acquire ‘competencies’ that are comparable;
  - The degree programmes are ‘compatible’, and
  - The process of examining whether they have acquired the required competences is ‘transparent’.

# 'Tuning India' Project

- The Tuning India (TI) was started by the TA with the aim of developing and promoting CBE in India by implementing Bologna Tools in Indian Universities.
- For the TI Project, the TA has brought together 15 Indian Universities (both private and public), along with 5 EU partners.
- The TI Project is initially focusing on four selected subjects – **Law**, ICT, Medicine and Teacher Education.

# TI – Law

## Institutions Involved

### ▪ **Coordinators**

- Prof. Sanjeevi Shanthakumar, GD Goenka University, Gurugaon, India.
- Dr. P. Puneeth, Jawaharlal Nehru University, New Delhi, India.

### ▪ **Members**

- Prof. Marian Alaez, University of Deusto, Bilbao, Spain.
- Dr. Sonia Nagarale, Savitribai Phule Pune University, Pune, India.
- Prof. Yogen K. Srivastava, Jagaran Lake City University, Bhopal, India.
- Dr. Ripon Bhattacharjee/Dr. Silla Ramsundar, Adams University, Kolkata, India.
- -Jaydip Sanyal, Vinova Bhave University, Hazaribagh, India.

# Defining 'Competences'

- **'Generic' Competences**

Refers to those competences or qualities which everyone, whoever has acquired a graduation in any discipline in any Indian University, is required to have developed/acquired during their graduation.

- **'Specific' Competences**

Refers to those competences which a person who has an undergraduate degree in a specific subject area is expected to have developed.

# List of 'Generic' Competences

1. Ability to do research
2. Ability to manage crisis effectively
3. Adhere to ethical principles
4. Act within the legal framework
5. Be socially responsible and humane
6. Demonstrate environmental and economic consciousness
7. Ability to apply knowledge practically

# Cont...

8. Ability to communicate effectively
9. Ability to plan and manage time efficiently
10. Ability to work as a team
11. Be a life-long learner
12. Demonstrate higher order thinking skills (analytical, critical, abstract and creative)
13. Acquire problem solving capacity
14. Be a reflective practitioner



# Cont...

15. Ability to make reasoned decisions

16. Be innovative

17. Have good interpersonal skills

18. Ability to work independently in a responsible manner

19. Appreciate and respect diversity and multiculturalism

20. Possess self-confidence and entrepreneurial spirit

21. Be adaptable to emerging trends

# Cont...

22. Practice professionalism
23. Promote and ensure equal opportunities including gender justice
24. Adherence to quality standards and commitment to further enhance the same
25. Demonstrate leadership qualities
26. Ability to use available resources optimally and efficiently
27. Ability to manage stress and maintain emotional stability
28. Have organizational and managerial skills

# Cont...

29. Be motivated for self-learning

30. Be goal oriented

# List of 'Specific' Competences

## Knowledge

1. Knowledge and understanding of basic legal theories, concepts and laws.
2. Knowledge and understanding of socio-economic and political context and ability to take them into consideration in the creation, interpretation and application of law.
3. Command over legal language and official language of the court.
4. Knowledge and understanding of various dispute resolution systems.
5. Ability to learn and derive appropriately the beneficial components of legal systems of other jurisdictions.

# Cont...

## Skills

6. To have acquired legal drafting skills
7. Capacity to read objectively and interpret legal texts in context
8. Capacity to dissect the facts and identify facts-in-issues
9. Capacity to find and apply the law to the facts-in-issue
10. Capacity to identify the ratio decidendi and obiter dicta in judicial decisions
11. Ability to do quality legal research – both doctrinal and empirical
12. Capacity to identify the gaps in law and innovate for legal reforms

# Cont...

13. Ability for legal and judicial reasoning
14. Ability to simplify and explain law to the common man
15. Ability to plead case effectively
16. Ability to examine and cross-examine witnesses
17. Ability to critically analyze legal instruments
18. Ability to foresee consequences while enacting and interpreting the law
19. Ability to harmonize the letter and spirit of law

# Cont...

## Attitudes

20. To have developed court crafts and etiquettes
21. Ability to practice law without compromising professional ethics
22. Ability to do pro bono advocacy and to take up socio-legal outreach programs
23. Ability to work as a legal expert in a trans-disciplinary team
24. Capacity to act honestly, diligently and transparently in all professional endeavours
25. Commitment to justice and fairness in all situations

**Developing Competency  
Based Environmental Law  
Course**



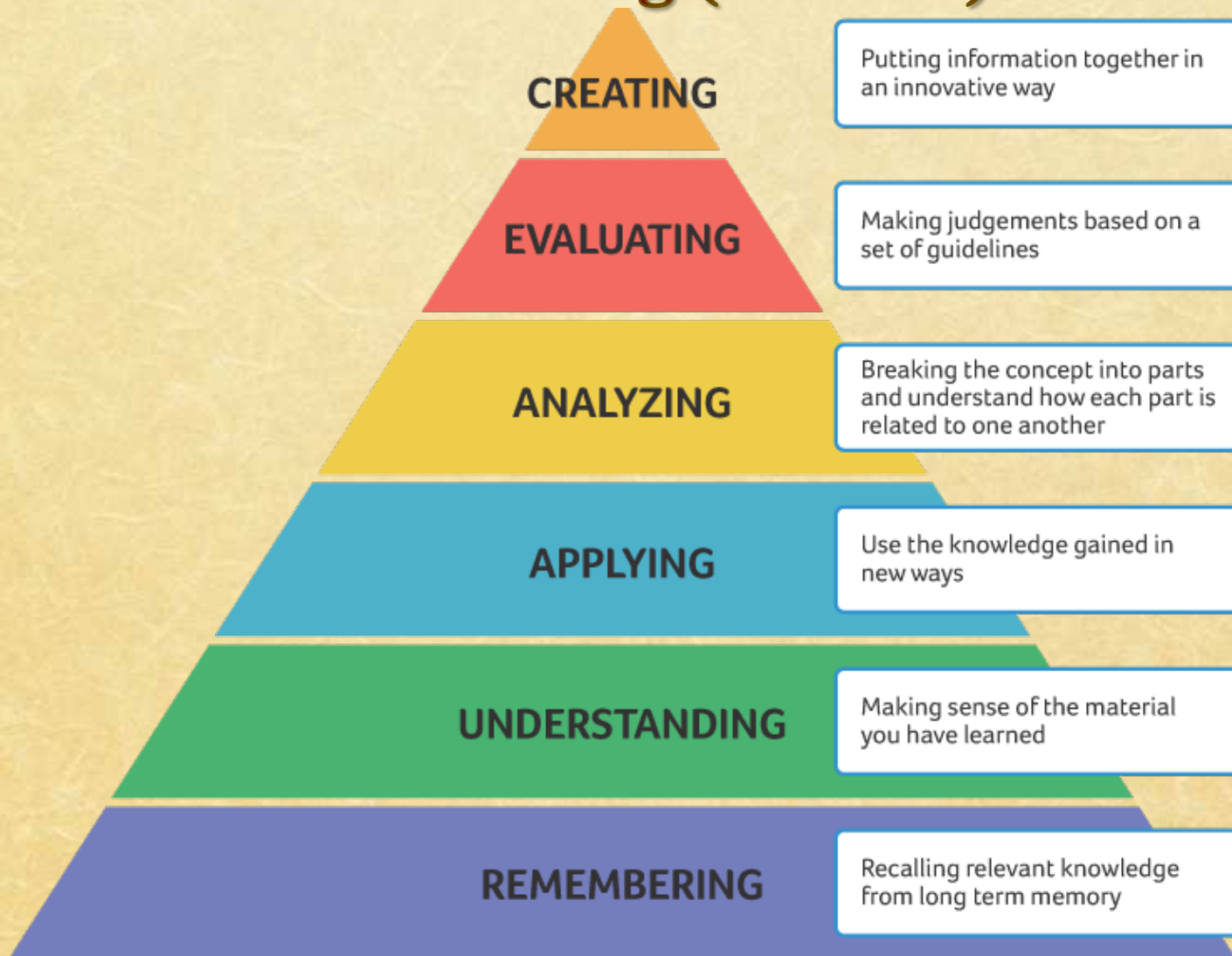
# How do we go about?

- Identify the relevant ‘generic’ and ‘specific’ competences in the lists, which you think that the course on Environmental Law taught at the UG level should ideally aim at developing. If you think that there are additional competence(s), which a student should acquire while studying environmental law course but they are not found in the list, you may add them. No need to confine to the list.
- Map those competences with the different units/sections in the existing Environmental Law course taught at the UG level in your respective institutions and universities.

# Cont...

- What revision do you think should be carried out to the existing Environmental Course in order to ensure that all the relevant competences are acquired by the student? Make necessary additions/modifications accordingly.
- Devising an appropriate method of teaching/instruction.
- Devise the appropriate method of evaluation to assess whether the student has acquired those defined competences and could demonstrate them.

# The Bloom's Taxonomy – Six Levels of Learning (Revised)



# Examples of how to apply each level of learning (Bloom's Taxonomy)

Levels	Taxonomy	Appropriate verbs to describe (examples only)
Level -1	Remembering	Recall, outline, describe, identify, list, label
Level -2	Understanding	Paraphrase, explain, retell, generalize, summarize
Level -3	Applying	Use, solve, show, predict, apply, demonstrate
Level -4	Analyzing	Infer, deconstruct, differentiate, compare and analyze
Level -5	Evaluating	Critique, evaluate, appraise, conclude
Level -6	Creating	Write, generate, design, combine, devise, modify

**Thanking you**