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**THE ASSOCIATION OF ATTENDEES AND ALUMNI OF
THE HAGUE ACADEMY OF INTERNATIONAL LAW,
INDIA CHAPTER**

Presents you

**COLLOQUY ON LEARNING INTERNATIONAL LAW IN SOUTH - THE
RELEVANCE, METHODOLOGY AND PROSPECTS**

On the day of Inauguration of AAA INDIA

3rd January 2016

CONCEPT NOTE

It is a special occasion for the Centre for Economy Development and Law (CED&L), Thrissur, that it is hosting an event, which is going to be one of the prime International Law events in India – The Inaugural Conclave of the Indian Chapter of the Association of Attendees and Alumni of The Hague Academy of International Law. It's a proud moment for the Centre and it wishes to cherish the moments for ever, both in terms of the honour it takes and the benefits it gives back to the people. These factors doubtlessly steered the thoughts of the Centre and its faculty to affirmation, when the founding members of AAA India solicited the hosting of the Inaugural Conclave and a colloquy of the Centre's choice in which the members of the association and the invited international law experts are to interact with officials of the Centre and the students in the state of Kerala. It is no wonder such a thought process finally ended up in the topic of "*Learning International Law in South – The Relevance, Methodology and Prospects*"

The Centre for Economy Development and Law, with the topic *Learning International Law in South – Relevance, Methodology and Prospects*, identifies the delicate yet complex phenomenon of learning international law – both at the curriculum level and at the larger picture of dissemination of International Law. It is a well-known fact that any topic in international law requires a wider attention, due to its informal, adaptive and flexible nature. It is also true that people feel a logical disconnect with regard to international institutions, its policy making and the impact of its decisions in their daily life. Such disengagement is nothing but a product of deficiencies in the learning of international law and its dissemination. The cognitive bias which the irregular dissemination develops against the presence and prevalence of International Law further drives the international legal studies to remain outside the classical academic curriculum. The same is having significant impact since it precludes from the informal learning processes and centres, the influence of international Law reaching day to day life of common man. It's a matter of substantive reality that the Southern people don't witness international legal activities; they don't have economical access to international law making; and their representative contribution to international legal wisdom is seldom warranted. Further if we stock take the learning of international law, it is contended that the dissemination of international legal knowledge had been noticeably patchy at first between the Global North and the South, and then within the South, between the capital cities and the rest of the territory.

The founding committee of AAA India, for these reasons, feel that it should therefore accept the suggestion of the Centre and that it should herald idea of promotion of the learning, teaching and dissemination of International Law in South. It is particularly important the South requires specific attention at least for these three reasons: firstly, as stated above the logical disconnect; secondly the need for greater involvement of the South in international legal activities; thirdly and most importantly, the invisible omnipresence of International Law in their territories. This is in high resonance with its declared motto "knowledge of international law for all" in the founding committee draft of Charter of AAA India. The Centre for Economy, Development and Law, as a result of the informal meeting and discussions with the founding members of AAA India, identifies these many critical areas, for the proposed discourse:

1. *Understanding the history, nature and evolution of international law:* The nature and character of international law and the alienation of South from the international law making need to be apprehended.
2. *Understanding the existence of International Law as part of the Laws of Nature:* It covers the historical evolution of the subject, not as a field of expertise but in terms of human life, social order, diversity, and as a part of the wider design in the laws of nature.
3. *Identifying the Chronological phase sequence:* It revolves around the human interference of the subject and provides key linkages as to the modern international law of organisations.
4. *Determining the International Legal Order:* It enquires at the structure and substance of the subject in contemporary times, with additional focus on the problems and the requisite methodology to establish the facts.
5. *Recognition of the International Constitutional Norms:* It provides a legal as well as philosophical account of the existing foundational law on the subject, emphasis on Charter Law. It shall enquire into the concept of 'beneficiaries' and “public policy” in International Law.

Further with specific reference to South, the academic discourse shall focus on the following issues too:

1. *Learning the origins and base of International Law:* It covers the contributions of world-wide academic legal scholarship and stresses on the complexities of integrating international academic scholarship round the globe.
2. *Locating the presence and positioning of International Law in the academic curricula:* The focus shall be on the disparities between national legal studies, subjects and their approach towards International Law.
3. *Stocktaking of the academic perplexities:* It will deal about the limitations of the UG as well as the PG Students and the collaboration of the academia in their outreach towards International Law. Further it can examine the Positive Law and Norm based approaches.
4. *Open Access to International Legal Knowledge:* It shall consider the relevance of computer or information system assisted international legal studies and research; whether it will positively bridge the access to knowledge gap between North and Overseas?

5. *Constructing the requisite teaching aid and material:* It will focalise on the better usage of the Lecture mode and Presentational skills.
6. *Exploring the educational and career avenues:* It provides details as to the special training schemes devised for the establishment of practicable as well as feasible international legal environment.
7. *Understanding the relevance of Policy, Litigation Management and Research:* It basically projects the limitations as to the attitudinal issues, professional scope and that of realisation of International Law.
8. *Dissemination of international law:* The dissemination and learning of international law among students, law and policy makers, legal fraternity and most importantly common man, in correct perspective, becoming more and more significant in the globalised world.