Clinical Legal Education Initiatives In The International Islamic University Malaysia

Ainul JariaMaidin

Dept. of Civil Law, AIKOL, IIUM

ABSTRACT

This paper seeks to set out the initiative proposed to be taken by the International Islamic University Malaysia in introducing the clinical legal education program for the law undergraduates. The paper will briefly set out the background information on the need to address the weaknesses in the law teaching methods reason and the need to introduce clinical legal education into the law-teaching curriculum. This is followed by a brief overview of the benefits of the clinical legal education and how the students from the faculty of law of the International Islamic University Malaysia can benefit from such program. Finally, the paper will endeavour to identify the possible constraints and suggest ways to overcome such constraints in the process of introducing and implementing the Clinical Legal Education (CLE) programme.

Key word: Clinical, Legal Education, Learning Pyramid, Legal Aid

Introduction

Legal education in Malaysia is relatively young; it began in 1972 with the establishment of a Faculty of Law in University of Malaya(Tan, 1999, and Ho, 2004). Prior to the establishment of law school in Malaysia, all lawyers were trained in England. At present in Malaysia, there are 5 public and numerous private law schools in Malaysia. The five law schools are namely University of Malaya (UM), National University of Malaysia (UKM), International Islamic University Malaysia (IIUM), University Teknologi MARA (UiTM), and Northern University of Malaysia (UUM). Although all these institutions are diversified in their mission and students, they share one fundamental goal, that is, to help students learn more effectively and efficiently in order to graduate students of global quality.

The main objective in Malaysian higher education is instrumental in nature, viz., to produce responsible Malaysians with professional qualifications, skills, leadership qualities, ethical and moral values. In line with this objective, it is therefore the responsibility of every university to ensure that this objective is achieved.

Something is Not Right with the Present System:

The Learning Pyramid structure illustrates the average retention rate for different teaching methods used by the instructor. The least effective method of instruction given is shown to be for lectures where the retention rate is of 5%. This finding is of course alarming since this is the most common and widely used method globally in the course of giving instruction in any discipline.

The learning pyramid structure was created by the National Training Laboratories in Maine (USA) based on Edgars Dale’s research and Cone of Learning (2006).

Many law students get bored by the second year of the course. This resulted in declining in attendance, preparation, and participation decline precipitously; by graduation they have lost much of the passion for justice and the enthusiasm for helping other people that is supposed to be their strongest initial motivations for wanting to become lawyers (Maranville, 2001).

In the first year, when most students remain engaged, many fail to learn even the black-letter law at a level that faculty consider satisfactory (Maranville, 2001). Proposed solutions to these widespread concern about law students often focus on changing curriculum (Coniffé, 1997), or the teaching methods and resources (Barron, 1996). To improve learning in law schools, however, faculty may need a change of mind. A basic principle of good teaching is that of maintaining high expectations: "Expect more and you will get [more] (Hess and Friedland, 1999)." Nearly a century of research has established that teachers’ expectations of their students can become self-fulfilling prophecies: high expectations are correlated with high achievements, low expectations with low achievement(Hess and Friedland, 1999). Moreover, once expectations are established, they tend to be self-sustaining for both students and teachers(Hess and Friedland, 1999).
Background of Clinical Legal Education:

Clinical Legal Education is the term used to describe law teaching method that provides instruction in practical aspects of practicing law. It is derived from the common practice of using law clinics in which students work with supervision on actual cases (real life clients). The Report of the Association of American Law Schools – American Bar Association Committee on Guidelines for Clinical Legal Education (1980) defines clinical legal studies to include:

Law student performance on live cases or problems, or in simulation of the lawyer’s role, for the mastery of basic lawyering skills and the better understanding of professional responsibility, substantive and procedural law, and the theory of legal practice (American Bar Association 1980).

Clinical legal education is defined in many different ways throughout the world. Clinics can be based in law school facilities or they may function as externships, in which students work in a law office under the supervision of a practicing attorney, either with or without law school credit for that work. If undertaken within a law school, a clinical programme may be based in real or hypothetical cases. Simulations and other role-plays often form the basis for clinical courses, exposing students to legal practice in a controlled environment. In some clinics, the students do not engage in direct client representation, but may provide other services in the community. One popular model of legal clinic, often referred to as “street law”, offers education on law and rights to students or particular vulnerable groups, such as prisoners. Other clinics provide transactional legal services in the sale of land, the writing of wills, or the creation of a small business or non-profit NGO.

Origins of CLE:

The CLE concept began in the United States in 1968 (Berryhill, 1978). According to Berryhill, modern clinical legal education is said to have begun in 1968 with the creation of the Council of Legal Education for Professional Responsibility funded by grants from the Ford Foundation (Berryhill, 1978). The most significant substantive change in U.S. legal education over the last 30 years has been the inclusion of extensive skills training in the curricula of almost all American law schools, primarily through clinical education and sophisticated simulation courses since the course helps students acquire skills necessary to represent clients competently (Askin, 1999) and Sebert,. Traditionally, U.S. legal education did an outstanding job of training law students to “think” like lawyers and of teaching substantive and procedural law. Current U.S. legal education also does very well in training its graduates to “act” like lawyers. Most U.S. law schools have concluded that a combination of full-time faculty members (many of whom have extensive law practice experience prior to joining a law faculty) and experienced judges and practitioners who serve as adjunct faculty is best suited to provide the breadth and depth of skills training that a newly admitted attorney needs.

Clinical legal education in American legal education can be seen as representing the influence of the practicing bar’s concern that, in the past, law students were not receiving enough practical skills while in law school (Foster, 200).

In Asia, an integrated approach to legal aid and legal education has been followed by the Law Faculty in Delhi University (Menon, 2006).

Benefits of CLE:

The benefits of the CLE undeniably is, manifold. For example, in South Africa, university based CLE programs have worked to help “develop standards and qualifications to ensure a basic quality of service among paralegals.” Like that of ELTE University, clinical programs, in South Africa have provided certification training courses. To date the University of Kwa-Zulu Natal, has trained more than 150 paralegals.

Other programs, like the Pannasatra University of Cambodia Clinical Legal Education Program (PUCLC) have engaged in a process of developing training curriculum for various non-governmental organization paralegal networks (Lasky, 2006). The PUCLC curriculum is utilizing and combining the community legal education program pedagogy methodologies used by the students for their community empowerment outreach activities (Lasky 2006). The students from the PUCLC directly assisted in the development of this curriculum via the writing of lesson plans, legal research, editing, translation, monitoring and evaluation as well as experimenting of the materials. In a country like Cambodia, where there is little or no access to justice, the PUCLC, working with these paralegal networks, has taken on the responsibility to help.

Among other important contributions of law school clinics to legal education and the legal process are: (1) offering a practical vision of law as an instrument of social justice; (2) providing an opportunity for students (and a road map for lawyers) to have real social impact and create new and better law under a system of self-government: (3) learning to deal with the ambiguity of facts and the uncertainty of the law; and (4) providing individuals with a principled basis for reflective, responsible lawyering (Amsterdam, 1984).
Clinical Legal Education Programmes help to educate students and the public about the law and legal system; develop and consolidate legal institutions; and expand and strengthening of the rule of law by increasing the reach of law within the areas of operation. It also provides alternate modes of interaction with the law and the rights held within. The programme provides important legal and civic knowledge and helps develop skills in the participating students and community members. Through a number of ways, including, in part, in-house live client clinic programmes, externships with legal aid organizations, as well as teaching to community members, students aid in making justice accessible in an interactive and innovative way and making law practical and engaging. In addition, community members receive an unparalleled opportunity to explore and uncover rights and obligations often hidden to those outside of the legal professions. Students learn how to use the law to benefit and serve society and the communities learn to trust in the ways the law can ultimately benefit their everyday lives.

Clinical Legal Education is an Educational Tool allowing students to learn through practice:

CLE allows students to learn better through interesting and interactive classroom sessions; which mean that the students come to class to learn and practice because teachers come to teach not just to talk. Students learn inside and outside of the classroom, often taking classes or interning in the evening-time or day-time hours and applying the lessons learned in the classroom within the real world. Unlike more orthodox versions of legal pedagogy, students within CLE programmes are instructed in how to learn and teach law, human rights, and democracy through progressive training techniques. The CLE programme requires students to apply and pass newly acquired skills and knowledge to people in various community settings in both city and rural communities.

The CLE method involves a number of interactive teaching strategies as follows:
- Brainstorming, case studies, the use of community resource persons, debates, field trips, games, group discussions, lectures, mock trials, open ended stimulus, opinion polls, question and answer, ranking exercises, role plays, simulations, small group discussion, participant presentation, values clarification, audio visual aids, puppets, exhibitions, client counseling, mooting, folk stories and songs

Not all methods are suitable for all types of audience, and instructors must be flexible and prepared to adapt their teaching methods to suit the needs of the audience wherever necessary.

Clinical Legal Education Develops a Legal Aid Source for Disadvantaged Individuals:

Many people in Southeast Asia do not have adequate access to legal resources as legal aid programmes in many cases do not exist. Furthermore, even where there are legal aid programmes in existence, they are usually more available in the urban areas than the rural areas, leaving large percentages of many countries’ populations without a substantive ability to access their rights (Lasky, 2006). In this case, CLE provides a source of legal aid to individuals that would otherwise have little or no access to legal advice, by sending students to teach law to people living in rural areas where access to law-related resources is often sparse. Though informal, these sessions offer a digestible form of legal recourse to people that would otherwise have none.

Getting Acquainted with CLE:

I was introduced to the Clinical Legal Education (CLE) Programme in March 2005 by Prof. Bruce Lasky. I consider my meeting with him as timely since at that time, most of us were cracking our heads wondering on how we can help to improve our graduates in response to comments from our stakeholders on the need to produce better quality graduates. Sensing my interest and concern towards student development, Prof. Bruce wanted me to organise a half-day workshop in May 2005. The workshop was attended by lecturers from some of the public university law schools in Malaysia, that is, from IIUM, UKM, KUIM and IIUM Matriculation centre. I was very fortunate as our Former Dean, Prof Dr.Nik Ahmad Kamal, was very supportive of the idea of promoting CLE programme in AIKOL besides the Problem Based Learning Method, which was also gaining momentum amongst some of the AIKOL lecturers.

I attended the South East Asian Regional Conference on CLE in Cambodia in November 2005. The conference was conceptualized as a forum to create opportunities for promoting Clinical Legal Education (CLE) in the Southeast Asian countries. The conference was attended by representatives from both legal community and civil society sectors that expressed interest in the CLE methodology and were about to establish CLE programmes, as well as Southeast Asian and international representatives that were already implementing such programmes. The conference adopted an interactive and exploratory model to introduce the CLE methodology as a way to educate socially-aware lawyers, promote general legal awareness and accessibility of law and justice, and to develop a long-term pro-bono culture in societies where access to lawyers is scarce. Beyond theoretical discussions about the CLE methodology, the conference also managed to foster an
environment in which participants could exchange ideas and find solutions to present and future challenges with the aim of exploring the possibilities to create a network of sustainable CLE programs throughout the diverse and unique Southeast Asian legal landscape.

Sharing CLE Experiences with other Regional Law Faculties Practicing CLE as well as International CLE Practitioners:

At the conference, current international and Southeast Asia clinical legal education practitioners shared experiences, lessons, and ideas with persons from Southeast Asia law faculties interested or engaged in setting up clinics in their own countries. The exchange of information enabled participants to learn from the experience of clinical practitioners and helped to propagate best practices and avoid or circumvent common challenges and mistakes. The conference included a tour of the Pannasastra University of Cambodia Faculty of Law and Public Affairs Clinical Legal Education Program (PUCLC), an operational legal clinic that can serve as a model legal clinic. Conference participants tour of the clinic and exchanged information about the experience in Cambodia that can be used in the development of new clinics and implementation of proven methods to their own unique circumstances and culture.

Conference participants included international and Southeast Asia clinicians with a broad array of practical experience in the field of legal education, and the conference exposed participants to a variety of clinicians and their experiences in setting up and running clinical legal education programmes. Irrespective of the location, the methodology for the administration and training as well as the establishment and maintenance of CLE programmes can be very similar, thus the conference exposed participants to the practical experience of clinicians in setting up and maintaining clinical legal education programmes and demonstrate practical methods towards these endeavors. At the same time, the conference stressed and focused on adaptability of CLE programmes to any given local cultural circumstances.

Like most academic endeavours, the strength of any programme is in the details. The conference explored the practical side of clinics in order to assist those that wish to set up or improve their clinic program. Participants shared common experience and challenges. The Conference helped identify the aims and benefits of clinical legal education programmes. Common obstacles were also addressed and solutions that have been implemented to address similar problems were also shared amongst the participants.

Setting up Networks of CLE Programmes in the Region:

The conference brought together international and Southeast Asian representatives of law faculty, clinical legal education programs, and NGOs, in addition to representatives of universities that are interested in clinical programmes. The participants interacted formally and informally in a variety of settings, exchanged experiences, and form working relationships that can be utilized in the future to help develop the clinical legal education concept in the region.

Organising of First Malaysian Clinical Legal Education Programme:

In March 2006, IIUM jointly with the Open Society Justice and Initiative (OSJI) Consultant Prof. Bruce Lasky, UiTM lecturers, Assoc. Prof. RamlahMohd Noh and Ms. YangChik Adam, Justice Initiative Junior Legal Officer Mariana Berbec-Rostas, and Prof. Marlon Manuel, Executive Director of the Philippine NGO based organization SALIGAN planned the First Malaysian Clinical Legal Education Programme. Students from UiTM and IIUM also comprised an organizational and logistical committee and contributed greatly to the organizational success of the CLE programme. The First Malaysian CLE programme was organised in three different sessions at three different venues. The first session is the CLE Teacher Training Workshop that was held at the UniversitiTeknologi MARA in Shah Alam, Malaysia from 12 to 14 June, 2006. The second session, the Attorney/Supervisor Training Workshop was held on June 14th, 2006 at the Malaysian Bar Council Auditorium. The third session, a one-day Conference was held at the International Islamic University Malaysia on June 16, 2006.

CLE Workshop:

The Workshop was attended by 15 law lecturers from 6 different universities, that is UiTM, UM, UKM, UUM, IIUM, KUIM, and from one local NGO that works with women and migrant worker issues Tenaganita. These professors and practitioners brought a variety of experiences and skills to the Workshop. At the same time they all shared a common desire to learn more about CLE, how to effectively build CLE programs, how to further develop their professional teaching skills, utilizing interactive student centered methods, as well as a desire to see clinical legal education programs flourish in Malaysia. The Workshop Programme included an
introduction to the concept of Clinical Legal Education (“CLE”), an introduction to the elements of CLE programs and curricula, and an introduction to the interactive teaching methods used in CLE. These sessions and activities were conducted over the course of three days. The goals of the Workshop were to: (1) Identify the necessary lawyering skills required to work in a law clinic; (2) Identify the teaching methods used for skills development programs at law schools; (3) Understand the appropriate interactive teaching methods for transferring the lawyering skills necessary in the clinic environment; and (4) Use the appropriate interactive teaching methods for transferring the lawyering skills.

The Workshop successfully introduced law professors from several universities to the concept of CLE, the teaching methods used in CLE, the structure of CLE programs, the elements of CLE curricula, and how to incorporate social justice issues into a CLE programme. The participants were learned not only how to teach lawyering skills interactively, but also learned more about certain lawyering skills. The Workshop created the opportunity for professors from different universities to learn from each other, to see the CLE programs that already exist in Malaysia, and to build relationships that will lead to future cooperation in implementing and improving CLE programmes.

**CLE Attorney/Supervisor Training Workshop:**

On June 14th, 2006 the Attorney/Supervisor Training Workshop was held at the Malaysian Bar Council Auditorium in Kuala Lumpur, Malaysia. The goals and aims of the workshop were: 1) to identify potential attorneys to support Clinical Legal Education (CLE) in Malaysia via cooperation with Malaysian universities and professors 2) to present CLE as a specialized field of legal education 3) to survey and exchange information about major CLE initiatives in Malaysia 4) to explore the potential and needs for initiating CLE programs as effective skills development and legal/outreach community service programs 5) to illustrate and expose the participants to various effective CLE attorney/supervisor educational training techniques. According to Malaysian law, full time law professors at public universities may not practice or be members of the Bar. This situation requires that universities and the Bar work together in order to give law students the best opportunities through clinical legal education. The workshop intended to introduce members of the Bar to the concept of CLE, explain how members of the Bar can be involved in CLE programs, and to connect law professors with members of the Bar who are committed to making CLE programs successful in Malaysia. The workshop was attended by participants from the First Malaysian CLE Teacher Training Workshop held at University Teknologi MARA on June 12-14 as well as 19 members of the Malaysian Bar.

Puan Hendon, the former President of the Malaysian Bar from 1995-1997 and a current active member of the Malaysian Bar Council, expressed that the Bar Council was very happy to contribute to the development of CLE at the universities. She explained that the Bar receives the end product of legal study and relies on academia for good training. According to Puan Hendon, legal training is not just about concepts and knowledge, but is also about acquiring lawyering skills. She expressed the pleasure and encouragement of the Bar to have universities working with the Bar to improve the quality of legal education in Malaysia. Through this, she asserted, the implementation of CLE programs could be an important part of this improvement.

The Attorney/Supervisor Training Workshop successfully introduced the concept of CLE to members of the Bar and expressed the need to involve members of the Bar in CLE programmes. The workshop also gave the participants a fundamental understanding of the variety of roles of practicing attorneys in CLE programs. The workshop explained how attorney supervision functions and demonstrated some techniques for effective supervision of students. The workshop showed that both law professors and the Bar are committed to the success of CLE in Malaysia. As a result of the workshop, several members of the Bar expressed their support for CLE programs at universities in Malaysia, and indicated their willingness to work with law faculties and law students to improve the quality of legal education in Malaysia. They expressed concern about the skill level of recent law graduates and indicated their desire for improved legal education in Malaysia. They acknowledged that implementing CLE programmes will be a significant step towards this goal. Recruitment of a group of attorneys that will be available to supervise students in an externship, to contribute to the curricula of CLE programs, and to visit the classroom as guest speakers would also go a long way in the realization of this objective. In addition, the law lecturers were told to consider enrolling in some of the Malaysian Bar Continuing Legal Education courses, to improve our practical skills.

**CLE Conference:**

The First Malaysian CLE program concluded with a one-day Conference held at the International Islamic University Malaysia on June 16, 2006. The Conference brought persons from the Legal Fraternity, the Governmental, University and Education sector, as well as the Non-governmental community. Conference consisted of informational presentations, a demonstrative lesson developed out of the Teacher Training Workshop, and opportunities for questions and discussion among participants. The goals of the Conference...
were: (1) To present Clinical Legal Education (“CLE”) as a specialized field of legal education; (2) To survey and exchange information about major CLE initiatives in Malaysia; and (3) To explore the potential and needs for initiating CLE programs as effective skills development and legal/outreach community service programs.

Dr. Musrifah Sapardi, Dean of the Law Faculty at UiTM, opened the conference. Setting the theme of the Conference, Dr. Musrifah began her introduction with a strong advocating stance for the adoption of CLE in Malaysian Universities. She asserted that CLE programs give students practical experience while they are still in school. On behalf of AIKOL, IIUM, Dr. Azmi Omar spoke briefly about IIUM and the law faculty. He also talked on the current state of legal education, the skills that graduates of law programs are expected to have, and how CLE can contribute to the improvement of these skills. Most importantly, he expressed his support for CLE programs, because he sees such programs as consistent with the overall goals of IIUM. The conference provided a platform for representatives of three Malaysian universities, IIUM (Ainul Jaria Maidin), UM (Mdm. Grace Xavier) and UiTM (Adjunct Prof. Rajeswaran), as well as the Malaysian Bar (Pt. Hendon Muhammad) presenting summaries of the CLE initiatives that already exist, are planning to be implemented and their overall support of CLE in Malaysia. Prof. Dr. Abdul Haseeb Ansari, from IIUM presented the structure and components of the CLE programme in Varanasi, India. Five participants from the Teacher Training Workshop (Abdul Rani Kamarudin, Hunud Abia Kadouf, Suzannah Abdul Hadi, Asnida Mohd. Suhaimi and Norhafila Musa) demonstrated an interactive lesson to teach the topic of interviewing skills. The presentation was appreciated by all participants as now they can see the actual working of the method after listening to various presentations from the speakers.

After the successful organisation of the First Malaysian Clinical Legal Education Programmes, and being involved in researching and exploring the method for more than a year, I felt that it’s timely for the method to be adopted and introduced in AIKOL. Of course this cannot be carried out with immediate effect since it requires commitment from all lectures and the administration of the Kulliyyah.

**Plans for Developing CLE program for Ahmad Ibrahim Kulliyyah of Laws:**

Plans to introduce the CLE program at AIKOL was applauded by all academics who attended the CLE program. Even some of the lecturers have tried to use the simulations in the tutorial and lecture sessions and discovered that they can keep the students actively involved in the lesson. However, all that is good is not necessarily accepted without prejudices and worries. Most lecturers were concerned about the workload and the commitment expected of them in order to introduce the method effectively.

**Constraints in Introducing CLE in IIUM:**

Any new ideas or programmes as usual will always be viewed with mixed feelings and the same goes with CLE. Problem based learning was introduced sometime in 2004 and is still being viewed with mixed feelings. To date, only a handful of lecturers have tried adopting the problem based learning method, while the majority remains skeptical towards the success of the method in improving teaching of law. The same situation is posed to CLE method. The followings appear to be the principal concerns that may pose a drawback to successful implementation of the CLE programme:

**Workload:**

Lecturers who are already working long hours may not be prepared to spend more time in developing the lesson plans and other related materials essential to introduce the CLE. Little did they realize that they need only spend time to start organizing things and once they have the system in place, it only involves updating the resources.

**Skills:**

Lecturers must be well-verse with the skills prior to introducing it to the students. This also poses problems since time is not in our favour.

**Students Workload:**

The students in IIUM are required to complete at least 154 credit hours in order to graduate. They are allowed to take a workload of maximum of 24 hours per semester. Thus, this places a heavy burden on them and may not be able to cope with the clinic set up during the normal semester where they have to give equal attention to all subjects. This is one concern that needs to be addressed.
Big Classes:

Big class is another factor that cannot be ignored since lecturers may not be able to organise CLE effectively looking at the size of the classes with an average of 50-60 students the least. There are classes with more than 100 students. This makes it difficult for the lecturer to consider introducing the CLE.

Resources:

Resources such as space, time and also finances necessary to introduce the CLE method also needs to be seriously considered.

Conclusion:

First of all, there must be a change of attitude and we must be able to think of the benefits of any teaching method before bluntly quoting the constraints as an excuse for not introducing the method. Unless we change our mindset, it will be difficult to overcome the constraints.

The CLE programme is being widely adopted by many countries globally and accepted throughout most of the South East Asian region, with various innovations. The CLE programme is very appealing basically due to the multi aspects that it can serve. Initially used as a tool to build practical skills in law students, or simply as a teaching and learning pedagogy, this now is just one aspect of their influence and effectiveness. It has been proven that ultimately the CLE programme can benefit any nation as it promotes development of more socially aware, ethical lawyers, who is keen to champion social justice in the interest of the general public.

I believe it’s timely for us to consider studying the method with the view of developing the CLE programme curricula to suit our institution. A clinic can be many different things and can change over time, but the first step in designing a CLE curriculum is to develop a plan for the program. In assessing CLE development in other countries, Malaysia is ready to set up CLE programmes, as it already has all the necessary elements to launch successful programs. He pointed out that Malaysia has a pro-active Bar Association committed to providing legal aid services, as well as professors, deans and university staff that are enthusiastic. Finally, the Malaysian students whom he has met over more than a yearlong assessment of Malaysia seem to be keen and at a more than high enough level to be involved in CLE programmes. While explaining that each country has its challenges, and Malaysia is no exception, the potential for developing CLE in Malaysia is wide.

Professor N.R. Menon of the National Law School of India University drew attention to the need to make legal education in the Commonwealth socially relevant and professionally useful and for law schools and vocational training providers to prepare themselves for the demands for the profession in the context for a fresh look at law curricula and teaching methods and to support continuing legal education and distance learning programmes.

Thus, we must be prepared to promote effective teaching method in order to ensure our graduates remain relevant to needs of the nation, Asian region and to meet global challenges.

References


Edgars Dale’s and Cone, 2006.At: http://lowery.tamu.edu/Teaming/Morgan1/sld023.htm

Frank Askin, 1999."A Law School Where Students Don't Just Learn the Law, They Help Make the Law," (51 Rutgers L. Rev. 855 (Symposium 1999)) at: <http://www.rutgers.edu/~askin/RUTGERS.html>


John A. Sebert, in The American Bar Association And Legal Education In The United States at: <http://usinfo.state.gov/journals/itdhr/0802/ijde/sebert.htm>

Kevin Y.L. Tan, “Early Legal Education in Singapore” in Kevin Y.L. Tan ed. Change and Continuity-40 Years of the Law Faculty (Singapore:1999);


Menon, Dr.N.R., Legal Aid and Legal Education in India in Selected Readings Open Society Justice Initiative Report, *Combining Learning and Legal Aid: Clinical Legal Education in Africa*, p.7
