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CPJ LAW JOURNAL

Volume XIII, Issue No. 2

Jan.-2023

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MESSAGE FROM CHAIRMAN'S DESK

We, at CPJ College, continuously strive to enhance our programs to stay at the forefront of higher educational trends. Our accreditations ensure that high academic standards are maintained. We inculcate amongst students a spirit to strive and achieve the desired goals and one of the way is providing a Law journal for legal fraternity.

At CPJ School of Law, we have provided a platform wherein they can flourish their caliber and potential to the maximum. This encouragement is provided to them by highly skilled and experienced faculty who play the role of a mentor and to guide them to their way to success.



I congratulate the Editorial Board for this issue of CPJ Law Journal and my sincere thanks to Advisory Board also for supporting and giving their valuable suggestions and insights.

This Vol. XIII, Issue No. 2 of CPJ Law Journal is a clear reflection of our years of sincere working for the Law students, Law Academicians and respected members of the legal fraternity.

Sh. Subhash Chand Jain

Chairman

**CPJ College of Higher Studies
& School of Law**

MESSAGE FROM GENERAL SECRETARY'S DESK

In today's competitive and globalized world, having a professional and specialized education becomes an imperative for future success. We, at the CPJ College of Higher Studies and School of Law, are committed to providing academic excellence in the fields of Management, Commerce, IT and Law. The research skill has been the most important part of legal field along with other intern disciplinary subjects. Keeping this in mind, we sought to create a platform which appreciates and accepts each and every idea and thoughts which are there in the form of treasure.



The initiative of the Chanderprabhu Jain College of Higher Studies & School of Law in regularly publishing CPJ Law Journal containing insightful research papers is an appreciable attempt by the Editorial Team in spreading legal awareness and knowledge. Quality legal research and standard publications constitute one of the important mandates of CPJ Law journal.

I am confident that readers will find the present issue of the Law Journal interesting and thought provoking. My highest regards to the Editorial Board to have meticulously worked and created this impeccable issue. We are also indebted to all our authors whose contributions in the form of article, legal studies etc. have made CPJ Law Journal listed with UGC CARE.

We hope that this Jan.-2023, Volume XIII, Issue No. 2 of our prestigious Journal will make a strongmark in the legal research fraternity.

Dr. Abhishek Jain

General Secretary

**CPJ College of Higher Studies
& School of Law**

MESSAGE FROM EDITOR-IN-CHIEF

My Message for CPJ Law Journal-2021 was penned during the second phase of the Covid-19 Pandemic in April-2021. More than a year down, we are still undergoing a tough and unprecedented time ever witnessed by the mankind. The gruesome impact of Covid-19 has brought drastic changes in the ways and working of the Education Industry and the Academia. The shift to e-learning methodology and opening up of new avenues is indeed a commendable step towards the same.



While welcoming you to the Jan.-2023 (Vol. XIII, Issue No. 2) edition of **CPJ Law Journal**, it is, indeed, our honour to share that CPJ Law Journal is now a **UGC Care** Listed Journal. It is a Peer reviewed Journal that aims to create a new and enhanced forum for exchange of ideas relating to all aspects of Legal Studies and assures to keep you updated with recent developments and reforms in the legal world in the form of Articles, Research Papers, Case Studies etc. I believe that learning is a never-ending process and one continues to discover oneself in this journey. In this process of learning, research studies have always been challenging with positive outcomes witnessed as a result of meticulous and persistent efforts. Researches in the field of Law have benefitted both the Industry and the Academia and it has always been our continuous endeavor to publish such scholarly Research Papers in this Annual National Journal of **CPJ School of Law**.

CPJ Law Journal is an open access Journal that aims at providing high-quality teaching and research material to Academicians, Research Scholars, Students & Law Professionals. This issue Includes papers from the Contemporary areas of Research in International Law, Corporate Governance, Data Privacy, Consumption Tax, Love Jihad, Juvenile Justice System, Sexual & Domestic Violence, Property Rights, Human Trafficking, Adultery Law, International Refugee Law, Adoption Law & Freedom of Expression.

We appreciate the tremendous response towards our “**Call for Papers**” and this compelled us to publish our CPJ Law Journal Bi-Annually (in January & July) from the year 2022. We once again welcome contributions in the form of unpublished original Articles, Case Studies or Legal Research Reviews for publication. We are obliged to our widespread readership for their continued support and encouragement in our endeavor to strengthen every issue of **CPJ Law Journal**. The credit to this achievement also goes to all Authors, Law Academicians, Editorial Board & Advisory Committee who have contributed to make CPJ Law Journal a quality journal. We highly solicit to have your continuous support and feedback for further growth of the Journal with quality learning for all the readers.

With this note, welcome once again to **CPJ Law Journal- Jan-2023** edition!!

Mr. Yugank Chaturvedi

Director General

**CPJ College of Higher Studies
& School of Law**

MESSAGE FROM EDITOR

It is with pride and enthusiasm that I present Volume XIII, Issue No. 2, (Jan.-2023) of the CPJ Law Journal (CPJLJ). It consists of words and complete analysis of the articles/research papers covered. This issue of the Journal touches upon a number of issues worthy of note in present scenario. A highly evolved and complex justice system makes enormous demands on the people who work in it. Therefore, academicians, law students and legal professionals need upto date information as well as professional analysis on land mark judgments. CPJLJ delivers this vital information to them.



It is pertinent to mention that CPJLJ is a blind two fold Peer Reviewed Annual Journal. Accordingly, it brings to the readers only selected articles/research papers of high standard and relevance. In a country governed by the rule of law, it is important that awareness about the research is created among those who are supposed to be concerned with these researches. Academicians can play a very important role in the development of the higher research, and there is need to encourage young minds to participate in development of research based on the needs of the changing society and technical advances. This Journal provides an excellent platform to all the Academicians and Research Scholars to contribute to the development of sound research for the country.

I would like to express our gratitude to the Editorial Advisory Board and the Panel of Referees for their constant guidance and support. Appreciation is due to our valued contributors for their scholarly contributions to the Journal. Finally, and perhaps most importantly, I want to thank the entire editorial team of the CPJ Law Journal for the hard work, positive attitudes and dedication that make this Journal excellent on so many levels.

I, therefore, hope that this issue of CPJLJ will prove to be of interest to all the readers. We have tried to put together all the articles/research papers coherently. We wish to encourage more contributions from academicians as well as research scholars to ensure a continued success of the journal.

Prof. (Dr.) Amit Kr. Jain

Director, CA

MESSAGE FROM CO-EDITOR

It is the supreme art of the teacher to awaken joy in creative expression and knowledge- Albert Einstein

Dear Readers,

We are presenting to you Jan.-2023, Vol. XIII, Issue No. 2 of CPJ Law Journal. Our aim behind introducing this journal is to create a new forum for exchange of ideas on all aspects of legal studies and we assure to keep you updated with recent developments in the legal world. Future scope of journal is open to your suggestions. You are invited to contribute for the Journal and your submissions should include original research articles, criticism and commentaries on legal aspects.

The CPJ Law Journal is a UGC Care Listed journal which is published annually. The journal publishes scholarly articles and commentaries on various aspects of law contributed by jurists, practitioners, law professors and students. The primary aim of this journal is to provide close insights into the various contemporary and current issues of law to the readers. Contributing to this journal provides an opportunity to authors to take an in-depth study in specific areas of the law and enhances their skills in Legal Research Writings and Analysis.

Talking about this Journal, it is great to be part of such a great initiative which provides all possible services to legal fraternity. Since it is not just confined to being a paper collection activity, rather it aims at providing services for all round development of law students, professionals and all others in this field. Also, being from law background, we feel that it is our prime duty to contribute for development of the society and we have taken many initiatives in this regard also by organizing various events of social relevance as well. Many exciting years for the journal have passed. Some notable developments might have been recognized by most of our readers but others probably have passed unnoticed to the majority. Therefore, this CPJ Law Journal is not only a retrospective on the previous years but also a good opportunity to summarize recent developments.

I hope you find this issue of Journal informative and interesting. The success of this enterprise depends upon your response. We would appreciate your feedback. You are also requested to submit your articles for the next issue January 2023 of CPJ Law Journal.



Dr. Shalini Tyagi

Dean

CPJ School of Law

MESSAGE FROM HON'BLE JUSTICE RAJESH TANDON

Any democratic country with rule of Law as its core value principle must guarantee Freedom of Speech and Expression. It is considered the mother of all freedoms. At times, the right to ask is more important than the right of life. Unless we express, we cannot live. It is, therefore, the social responsibility of any Educational Institution to further the understanding of Democratic Governance. It is in this context that a journal like CPJ Law Journal added importance and relevance.



The CPJLJ is being launched with the aim of remedying the lack of authoritative academic writing devoted to the critical analysis of Law and Legal Institutions. It is intended to serve as a platform where Students, Academicians, Lawyers, Policymakers and Scholars can contribute to the ongoing Legal, Political Disciplinary research in the field. The Faculty of Law at CPJ aims at excelling in interdisciplinary research in the field of Law and other disciplines like Sociology, Political Science, Public Policy and Economics etc. As one of the first academic journals, it will have to look at the inter-disciplinary aspects between Law, Development and Society, which are three value-loaded terms in themselves. I believe that it is the obligations of the academia to initiate discussion, analyze the various issues that are being faced by India and the world at large and offer solution for the same. The CPJLJ provides a forum for interdisciplinary legal studies and offers intellectual space for ground-breaking critical research. It is not committed to any particular theory, ideology or methodology and invites papers from a variety of standpoints, ideologies, perspectives and methods. The journal aim to explore and expand the boundaries of law and legal studies.

I wish the CPJLJ and the Editorial Board success in all their endeavours and hope that they will keep up their academic work, which may provide some guidelines for the betterment of Socio-legal scenario in India in particular, and across the world in general.

Justice Rajesh Tandon

Former Judge

High Court of Uttarakhand

MESSAGE FROM SH. R.S. GOSWAMI

Dear Readers,

CPJ Law Journal is in its 12th year of continuous publication with a diverse, professional, highly engaged and expert global readership. This Law Journal is a box filled with original research-based papers, articles etc., which is an attempt to cover almost all the subjects relating to legal field.

Getting published is something all Law professionals strive to achieve, and it feels great to me that Chanderprabhu Jain College of Higher Studies & School of Law is providing that platform by bringing out the 12th Volume of the CPJ Law Journal with eagerness and enthusiasm.

The CPJ Law Journal Team deserves very high appreciation for this endeavor. I cherish my association with this journal since its inception and wish it all success and endurance. Such a journal for the practitioners, Law professors and Law students is the need of hour.



Adv. R.S. Goswami
Ex-Chairman
Bar Council of Delhi

MESSAGE FROM SH. MURARI TIWARI

I feel extremely exhilarated to be a part of CPJ Law Journal which aims to create all aspects of Legal Studies and also gives a highly readable and valuable addition to the recent developments and reforms in the legal world. It also helps to provide a different outlook to various legal issues that are prevalent in the contemporary society and also to extract exact solutions for the same. As Nelson Mandela said and I quote, "Education is the most powerful weapon which you can use to change the world."



The journal is a great way to invite one's thoughts for a fruitful experience in Legal Research and Drafting and especially for Academicians, Lawyers and the Law students as it has become a demanding area for the highly complex legal system. The relation between the Bar Council of India and Law Colleges/University of Delhi is exceptional and the Bar Council of India also promotes Legal Research such as conducting Seminars, Workshops, Conferences etc.

In my entire career as an Advocate, I have always affirmed with the idea that Journals and Research Work have quintessential means for advocating Societal Issues and thereby, changing the entire horizon of the Indian Legal system and for the betterment of Legal Fraternity.

I honor CPJ School of Law for giving me an opportunity to be a part of the Law Journal Advisory Board.

Adv. Murari Tiwari
Chairman, Enrolment Committee
Bar Council of Delhi

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Historical Evolution of Legal Education in India

Dr. Prem Chandra & Prof. (Dr) Vaibhav Goel Bhartiya***

“Education is the most powerful weapon which you can use to change theWorld.”

Nelson Mandela

ABSTRACT

Education though merely a word; but works as an instrument to transform a barbaric life into a meaningful life. Life is said to be dignified only if it is literate and civilised as per the norms of the society and genesis of the respective species, which is broadly divided in human and animal species. Human species is expected to be the most benevolent one, which represents the level of education too. Here level of education indicates the knowledge of universalism and righteousness of a specific situation in a particular society which is none other than the essence of law, justice and human rights. The Legal education plays important role in developing and shaping the just and reasonable society in modern era. In the era of globalization and digitization the legal education has touched all aspects of human life. A world class institution may categorise as one where the education is provided in such a manner which can bring out the best among all students. The objective of a National Law University is to provide legal education which draws its resources and knowledge from wide variety of interdisciplinary research so that it is not just restricted to any one knowledge source. Legal education plays an important role in shaping just and reasonable society. The importance of legal education and research becomes more important, where lawyers and legal fraternity finds that the present law is not practical or sufficient for smooth functioning of the society. The main objective of the legal education must be to serve the need of the society. In order to achieve this objective the system of legal education has to adopt to continuously changing needs of the society. There is no doubt that that the system of legal education has witnessed multiple

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changes in the past and the purpose of those changes is to convert legal education socially relevant and professionally meaningful. In course of making structural reform in system of legal education, the tremendous increase in numbers of Law Colleges, Law Schools and Universities has been witnessed during last fifty years but the standard and quality of legal education still need to be drastically improved. The system of National Law Universities which was initiated in the early nineties has shown some progressive transformation in the field of legal education but these law institutions can be categorised as the Institutions of elites. The very large part of society is not able to afford the cost of these institutions, which is very unfortunate for developing democracy of India.

Keywords: Legal Education, Transformation, Justice, Evolution, Democracy.

INTRODUCTION

Legal training, legal education and research in & about law, are basic requirement for the efficient and smooth functioning of the society. For establishing just, rescannable society and for the maintenance of legal order in the society qualitative and high standard of legal education is a precondition. Lawyers have important role to play in the society. During British regime there were huge exploitations all over the nation. To get freedom from that exploitation and misrule, the lawyers of that time had played an important role and the struggle for independence was led by the lawyers' fraternity. The aim and object of education is to develop the overall i.e. physical, mental and spiritual personality of all the individuals for the comprehensive development. Legal education imparts the knowledge of right and wrong and is intended to develop the spirits of tolerance. The legal education enables individual to develop his/ her foresight in such a way that makes capable to foresee good and evil consequences of their actions and ultimately inspire them to follow the righteous path in society. Thus, the legal education is most important to observe the rightful conduct and rule of law in society. It is immensely helpful in establishing the rule of law in society. This objective can only be achieved by providing qualitative, purposeful and proper education to the younger generation. It is possible only through innovative efforts of academicians, model conduct of judges and lawyers as well as policy and law makers. All efforts must be made keeping in mind the new developments and changing needs of the society. Broadly speaking, the main objective of legal education is to understand the functioning of law in society and to appraise the law students about the role law plays in the social, political and economic advancement of the country¹. It seeks to acquaint the students with the relationship between various social and legal process and interaction of law in reconciling them through the working of courts and other agencies of justice² administration. In this regard, Mac Dougal has observed that the main objective of legal education is precisely into two fold. First is to develop the capacity to appreciate the inter-relation of legal

1 S. K. Agarwal, Legal Education in India: Problem and Perspectives 21 (1st ed. 1971).

2 Dr. V. N. Paranjape, Legal Education and Research Methodology, Central Law Agency, Allahabad (1st ed. 2012) at 5.

and social processes. Second is the acquisition of general understanding and specific skills which are necessary for the management of broader community objectives³.

With the technological development, the society matrix is growing very complex. The technological development has posed very crucial issues to the present legal system in India. Technology has changed the all aspects of life very dramatically. The law professionals are confronting with these technological challenges onday by day basis. Now, it is expected from a legal professional to be well versed in all type of changes happening in the world. The old age practices are not relevant at all. With the changes in society, the role of legal profession in society has been changed. Keeping in mind the changing needs of society, the system of legal education must be changed so that it can meet the needs of the society. Lawyers would have to be well acquainted with new "tools and technologies". The legal education which is well defined, administered and relevant to present social needs can only be the choice of future⁴.

In,Union of India, the function of imparting legal education is assigned to law colleges, Universities or law schools etc. The professional aspect of law is not been inculcated with the sufficient importance in these institutions. Mostly, they are extending only the theoretical knowledge of law to their students, which is not sufficient to make them skilled in practical knowledge of law. In past, some efforts had been made by including the moot courts court visits, participation in legal aid clinics and legal literary workshop etc in law curriculum. Still, what remains to be done is to make the legal education relevant in to socio-economic dynamics of the country in the new millennium to bear the shoulder-to-shoulder responsibility of Global Development.

OBJECTIVE OF RESEARCH

The objective of this research paper is to make asystemic analysis regarding historical evolution of legal education in India and to critically examine the various challenges of 21st century in the field of legal education. Finally on the basis of the above examination and analysis some remedial measures will be put fourth in the last of this research paper.

METHODOLOGY

The information and idea have been collected from various secondary sources of research. For developing introductory part of this research paper, analytical and historical techniques of research have been utilised.Regarding discussion and analysis of new challenges of 21st century in legal education, the descriptive method of research is used. On the basis of introductory remark and discussion of various judicial pronouncement concluding remark has also been put forth in this research paper.

3 Id.

4 Justice Rajesh Bindal, Legal Education-A Global Perspective. Available on: https://highcourtchd.gov.in/sub_pages/top_menu/about/events_files/GlobalSpeech.pdf

LEGAL EDUCATION IN ANCIENT INDIA

One can trace back the concept of legal education in India to *Vedic* era, when it was based on the concept of *Dharma*. No source of information is available about any formal system of legal education during that time. The Kings were vested with the prime responsibility to dispense justice. For this purpose, they used to appoint judges and assessors to facilitate justice. The people who were fair and impartial in their public life and known for their righteousness and justness in society were appointed as judge and assessor by the King. After establishing the British Rule in India, the system of formal legal education was introduced⁵.

LEGAL EDUCATION IN MOGHUL PERIOD

During *Moghul* period the system of legal education was not in existence. The system of governance was highly centralized. The disputes were generally resolved through village *Panchayats*. Society was being governed through customary law. Even inter-village disputes were settled by village *Panchayats*. Therefore the assistance or mediation of any external agency was not required⁶. Although, the institution of *Vakil* had come into existence during *Moghul* rule in India but their function was not confined to act as legal representative of their client in court of law. He could be a relative or an agent of the party. Generally, he negotiated business deals or trade privileges on behalf of his employer. When East India Company came to India and it wanted to expand his trade and business then their interest clashed with the *Moghul* rulers. Therefore, they employed to *Vakils* for making negotiations related to trade and business with the local *Moghul* rulers. During the reign of Aurangzeb, it was decided to appoint government *Vakils* to represent the cases on behalf of government⁷.

LEGAL EDUCATION IN BRITISH PERIOD

In 1726, a *Royal Charter* was issued by British Crown. Many English statutes were applied to Presidency Towns of *Calcutta*, *Bombay* and *Madras*. *Mayor Courts* were set up in these Presidencies. Several regulations were framed by the British Governor General in India for the administration of justice in these towns. Industrial revolution took place in England and legislation became main source of law. British Crown through legislation started to control all activities of man-kind. Laws of England, spread all over parts of British Empire. During 1835 to 1855 several acts were passed by British Crown for administration of justice in India⁸. All new laws were in English

5 Justice A.S. Anand, H.L. Sarin Memorial Lecture on Legal Education in India-Past, Present and Future delivered on 31st January 1998 at Chandigarh. Available on: <https://www.ebc-india.com/lawyer/articles/9803a1.htm>.

6 Dr. V. N. Paranjape, *supra* note 4 at 10.

7 *Id* at 11.

8 J.K. Bhavnani, *Legal Education in India*, The Indian Law Institute at 167. Available on: http://ndl.iitkgp.ac.in/document/wJHfXHJS1fSgcbV3XkAL1upO784Fvf0V17_h0jm9PWWhF10Qm5PtFObL1h2Zk_N3dgNW5i2lPq8sKGuTsvouvxA.

language. Britishers always had deep faith in Rule of Law and Justice. They have accepted the basic principle of justice that laws must be known to people for whom it has to be applied. Ignorance of law was no excuse. The Laws introduced in India were in English language. Therefore, it became necessary to start the study of laws in English language. Thus, initially the main object of legal education was to spread the knowledge of laws in English language⁹. It meant to produce lower cadres of professional lawyers having knowledge of English Laws in English language¹⁰. There was no minimum qualification to study the law. Any one, who was well-versed in English language, could study the law¹¹. The first professorship of law was established in 1885 at government *Elphinstone College* in *Bombay*. It was precursor to present law colleges. In 1857, the University of Bombay was established. In 1860, a Government Law School was affiliated to it. Thus, legal education for LL.B. degree at University level was started but the object was same. For getting better legal education, one could go to England and join one of the Inns of Court. Whatever, difference was made; it was related to admission requirement. For taking admission in LL.B. Degree course, it was required that the candidate must complete his four years graduation in Art or Science. Duration of LL.B. Degree course was three years. At the same time matriculates were eligible for taking admission in two years Professional Pleader's course examination. Before it, even non matriculates were eligible for Professional Pleader's course and its duration was also not fixed. It means that a Matriculate, after completing his Professional Pleader's course examination which was two years legal education could commence his practice but a University lawyer could commence his practice after completing four years graduation degree in Art or Science and then three years LL.B. degree. Even a Matriculate English boy was allowed to become Barrister in three years. It was very difficult to spend so long time for getting legal education and therefore two relaxations were made for University Law students. Firstly, one year LL.B. course was introduced. It can be done before passing first year degree examination in Art or Science. Secondly the classes in Law Colleges were held in evenings so that the law students could earn in day time and they could pay for legal education in evenings. Another reason was that teachers of law were practicing lawyers and they were busy in courts in day time.

After the great revolution of 1857, rights of Indian for higher positions were recognised. Some norms were prescribed for recruitment in services. In this regard the LL.B. degree also gained precedence over Pleader's Course Examination Certificate. But even then, there are some instances when the matriculate lawyers were rose to the high position of Advocate- General¹². It happened because they were proficient in English language. After 1857, law making process became fast and many new statutes were codified and came into force in India¹³. To teach more laws more time was

9 Id at 168.

10 Id.

11 Id.

12 Id at 169.

required. In 1902, first Indian University Commission was set up. Due recommendations made by University Commission, the first relaxation given to University students was withdrawn by Bombay University in 1909 and it was provided that the University legal education would only be started after passing the degree examination in Art or Science. To compensate them, the time duration of LL.B. course was reduced from three to two years. The Commission also recommended two new methods of law teaching. One was English Tutorials Method and second was American Case-Method but it was never implemented. Latter, the difference between University lawyers and Pleaders was abolished by prescribing the minimum qualification as graduation in Art or Science for entrance of pleader's course. Thereafter, in some provinces the pleader's course was abolished. In England, one matriculate can join an Inn of Court to become a Barrister or Law Society to become a Solicitor or any University to become a Law Graduate.

LEGAL EDUCATION IN INDEPENDENT INDIA

After independence, it was decided to appoint an Education Commission to review the entire education system and suggest the measures for reform and improvement in the whole education system of India. Consequently, *Radhakrishnan Commission* which is also known as University Education Commission was appointed by the government of India in 1948¹⁴. The University Education Commission submitted its report in 1949 and stated that the conditions of legal education are very unsatisfactory and it is highly required to make immediate changes¹⁵. Law colleges were working with the help of part time teachers who were practitioners. They had no interest in teaching but they joined part time law teaching because it was considered to be honourable job. Commission recommended that the teaching of law should be switched over from English language to regional languages¹⁶. The Commission further noted that for the time being English must continue as a medium of instruction in colleges because of abundance of literature in that language, be it legal, scientific or any other branch of knowledge¹⁷. The Commission observed that if given up English under the societal sentimental urges, it would cut the individual off from the living stream of ever growing knowledge¹⁸. Since then like any other institution in India, the system of legal education is in a continuing process of dynamic changes¹⁹. To

13 The Civil Procedure Code was passed in 1859, the Indian Penal Code was enacted in 1860, the Criminal Procedure Code was passed 1861, the Indian Evidence Act was enacted in 1872, the Indian Contract Act was come into force in 1872 etc.

14 Dr. N. V. Paranjape, *supra* note, 4 at 14

15 Id.

16 Id.

17 Id.

18 Id.

build a social order based on the principles of equality, liberty, justice, dignity, rule of law and basic human rights for all citizens became constitutional mandate and it is considered the core factor for transformation of legal education in India²⁰. For integration of legal profession under uniform standard throughout the country, the Indian Advocate Act was enacted in 1961 by Parliament. It created the institution of Bar Council at State and Central level. Bar Council of India was entrusted the task to manage the legal profession including the standard of legal education with the consultation of Universities teaching law in India.

FIRST GENERATION REFORMS IN LEGAL EDUCATION

After creation of the Bar Council of India, within two decades the access for legal education was expanded but the quality was diluted. The Law Commission of India in its 14th report emphasised on the standard of legal education. There was a mushroom growth of law colleges. Most of the schools had skeleton libraries. Students were taught how to pass LL.B. examination with the help of short note published by enterprising publishers. Such institutions were only fee collecting centre. There was no compulsion for regular attendance by students. Thus, the law college were producing half-baked lawyers who did not have basic knowledge of law. The Advocate Act, 1961 received the assent of President on May 19, 1961. Under the Act, it is function of the Bar Council of India to promote legal education in country with the consultation of Universities imparting legal education²¹. The Bar Council of India is authorised to make rules relating to standard of legal education which the universities are required to follow mandatorily²².

SECOND GENERATION REFORMS IN LEGAL EDUCATION

The first generation reforms in legal education started with the enactment of the Indian Advocate Act, 1961²³. By the Act, legal education was integrated across the country. It was enacted for the purpose of setting and monitoring a uniform standard by the various State and Central Bar Council of India. Consequently, the legal education was made a post graduate programme of three years duration. Within two decades,

19 The Bombay Legal Education Committee was appointed in 1949. In March, 1950 an Inter-University Board Meeting was held in Madras. In December, 1953 the All India Bar Committee was constituted. The report of Rajasthan Legal Education Committee had an important place for the improvement of legal education in India. The 14th Report of Law Commission of India published in 1958 titled 'Reforms of Judicial Administration' is another landmark document for the improvement of legal education in India.

20 N.R. Madhava Menon: The Transformation of Indian Legal Education, A Blue Paper, Harvard Law School Program on the Legal Profession, 2012. Available on: https://clp.law.harvard.edu/assets/Menon_Blue_Paper.pdf

21 Advocate Act, 1961, Section 7(h).

22 Advocate Act, 1961, Section 49.

23 V. Syam Kishore: The Changing Dimension of Legal Education in India. Available on: <https://www.lawctopus.com/the-changing-dimensions-of-legal-education-in-india/>.

the quality of legal education became very low and due to continuous fall in the standard of legal education, the second generation reforms became necessary. In second phase, the country witnessed mainly two types of reforms in legal education. Firstly, the bachelor degree of law was made a post higher-secondary school course of five years duration. Under this scheme, it was required by the students that they will study the law with social science subjects. Thus, it provided a multi-disciplinary approach to study of law. Secondly, for the purpose of improving the quality of legal education, the Bar Council of India decided to start the model law schools with university status. In this regard, the first National Law School of India University (NLSIU) was established in Bangalore in 1987. It is an institute of academic excellence all over the world. The success of NLSIU has given momentum and inspiration to several State Governments for the establishment of National Law Universities across the country²⁴. Due to liberalization and privatisation of Indian economy, so many private law schools and Universities are also established. Undoubtedly, numbers of law institutions have been increased drastically but the quality of legal education is still required to be improved. Most of the new Law Universities and law schools do not fulfill the norms and running with very poor quality. This phase of reform has resulted in better infrastructure, greater participation and increased investment in legal education. The emergence of more private Universities and NLUs has enabled them to function with more autonomy. They have provided the opportunities for specialised learning. Increased collaboration and exchange agreement with other universities has provided the opportunities to the students to learn in different environment²⁵. Credit transfer arrangement is also a remarkable feature of these universities. Emphasis on other co-curricular activities like Moot Court, Model United Nations, Meets, workshops, seminar, debates have become inseparable part of legal education²⁶.

DISCUSSION AND ANALYSIS REGARDING CHALLENGES TO 21ST CENTURY

The process of imparting knowledge is generally called the method of teaching. This process starts from childhood when the parent's guide their wards what is good or bad. Law plays very crucial role in society and knowledge of law is more relevant to create a just and fair society. India is passing through very crucial period where the lawlessness and violence has shaken the confidence of the people in democratic process. Crime and atrocities against women, children, and minorities are on a constant increase. The system of control has failed to avoid the happening of wrong things in society. In this context the role of law schools and teaching of law becomes more important. Learning of law must be concerned with the gaining legal knowledge, developing tolerance and patience to hear other's views and thinking objectively. To create law abiding just and fair society and for establishing the rule of law in society, dissemination of the knowledge of law is more important. For

24 Available on: <http://103.25.172.19/bar-council-trust/national-law-school-india.php>

25 V. Syam Kishore, *supra* note 23.

26 *Id.*

this excellence in legal education, teaching and research is extremely important. Teaching of law and legal education must not be limited merely giving the knowledge of fundamental principles and provisions of law²⁷. It must be based on scientific learning. The student must be trained to face the practical challenges and legal problem of life and society. The National Knowledge Commission in its report has observed²⁸ and expressed its view on law teaching as a tool of dissemination of legal knowledge:

“Law teaching must be interwoven with related contemporary issues, including natural and international and comparative law perspectives. The curricula and syllabi must be based on a multi-discipline body of social science and scientific knowledge and curriculum development, which should include the expanding the domain of optional courses providing deeper understanding of professional ethics, modernising of clinical course, mainstreaming legal aid programme and innovative pedagogic methods. Legal education must also socially engage and sensitise the law students to issue of social justice”.

MAKING JUSTICE ORIENTED LEGAL EDUCATION

In the year 2007, National Knowledge Commission has submitted its report and suggested that steps should be taken for making justice oriented legal education in India²⁹. It was observed by the Commission that “vision of legal education is to provide justice-oriented education essential to the realization of values enshrined in the constitution on India”. The objective of starting five year integrated law course in India was to produce good & trained lawyers through rigorous preparation, who will help in reducing backlog of cases in lower courts & raise the standard of professionalism with a view to creating a rule-of-law society³⁰. But, they do not want to become *mofussil* lawyers going to the District Courts or *Tehsil* Courts³¹. Most of these students join corporate sector where they get heavy pay-packets in the beginning itself³². Thus, the objective of providing justice education stand as it is when the trained students do not join the justice delivery system³³.

NON-INCLUSIVENESS

27 Dr. N.V. Paranjape, *supra* note 4.

28 The Report of National Knowledge Commission, Dated 15th Oct., 2007.

29 Amit Kumar Kashyap, Professional Legal Education in India: Challenges and way forward, *Int. J. of Education and Applied Social Sciences*, vol 7, Issue 3, December 2016 at 143 available on: <https://ndpublisher.in/admin/issues/EQV7N3a.pdf>.

30 *Id* at 44.

31 *Id*.

32 *Id*.

33 *Id*.

With the establishment of National Law Universities all over the country, the legal education in these institutions is very costly. It is not affordable for all class of society. It seems that these institutions have been established only for most elite class of society. Even they are charging Rs.4000/ per applicant for CLAT at initial stage which is not affordable for all strata of society. Course fee vary institution to institution which is also very high. There is no uniform fee structure in these institutions.

SLOW IMPROVEMENT IN STANDARD OF LEGAL EDUCATION

Bar Council of India, exercising its powers under Advocate Act, 1961 has made successfully many reforms in legal education. In 1982, the five years integrated degree programme in law was introduced. Semester system was implemented in three as well as five year law courses. In 1986, NLSIU was established at Bangalore by the Bar Council of India. But overall improvement according to needs and requirement of society is very slow. It is due to lack of researchers in law. The proper emphasis on research and publication is not given in the existing law schools including National Law Universities. There is lack of intellectually vibrant environment in law schools of India. Research can contribute significantly towards improvement in teaching and, more importantly, addressing numerous challenges relating to law and justice. If one look at the faculty profile of the world's top law schools, he will find that there is great emphasis on research and publications among academics³⁴.

SYSTEM OF AFFILIATION OF LAW COLLEGES

Indian legal education is facing a major problem by the system of affiliation of private law colleges with State Universities. There is institutionalised mediocrity and dilution of standard of legal education in these affiliated private law colleges. In case of *Bar Council of India v. Bonnie FOI Law Collage & others*³⁵ a three member committee³⁶ was constituted which has pointed various challenges posed to legal education. There are many loopholes in inspection and recognition of law colleges. There is no separate system for accreditation of legal institutions.

³⁴ Id.

³⁵ Laws (SC)-2008-3-242 Decided on 17 March, 2008. Available on: <http://www.the-laws.com/Encyclopedia/Browse/Case?CaseId=008002572200>.

³⁶ Supreme Court appointed a Committee consisting the Chairman and Vice Chairman of Bar Council of India; Director, National Judicial Academy, Prof. N.M. Mitra, visited the Barakatullah University, Bhopal and Bonnie Foi Law College on July 16, 2009. The Committee gave a comprehensive report and pointed out a number of shortcomings in the infrastructure and functioning of the College. The Committee also suggested that in order to have a minimum level of acceptable legal education to be offered to students and for the Bar Council of India to approve affiliation, the following would be necessary:

1. The University must grant affiliation according to its rules.
2. There must be a competent principal who is given adequate authority and autonomy.

NON AVAILABILITY OF COMPETENT LAW TEACHERS

The quality of legal education depends upon the competency of law teachers, his knowledge and ability to make the subject more interesting. There is a scarcity of competent law teachers, particularly in private law colleges. There are several law colleges which have teachers who do not possess adequate knowledge of English. What can be expected from such substandard quality of teachers? Most of the private law colleges run with the part time visiting faculties who are meagrely paid. Majority of the students in these colleges never attend classes. The system of governance formaintaining the standard of these private colleges is very weak. Qualified and competent law faculty is major concern for law colleges.³⁷

MIS-UTILISATION OF FUND

Although, the Bar Council of India and UGC have fixed the norms for setting up law schools/colleges but most of the colleges are violating these norms. They are mis-utilising the fund allocated for teaching purpose and teachers remain poorly paid. The innovative method of law teaching such as legal aid clinic, seminar, symposium, law workshops, literary camps are not adopted or implemented on paper only.

QUALITY AND BACKGROUND OF STUDENTS

Effectiveness of teaching largely depends upon the ability of students to grasp the things and purpose of joining the law course. Most of the students come to join the law course in private colleges for the purpose of having better life partner in future with handsome dowry and to maintain status or dignity in society. Most of the students are not interested in gaining the knowledge of law but they join only to get law degree. Some students take admission in law course not with desire to take a law career seriously but only due to unemployment. No method of teaching can

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3. Faculty must be confirmed to be full time, and of adequate competence, motivation and commitment. This may be confirmed by the University and Bar Council of India through an independent and detailed evaluation of faculty capacity and competence. A programme for staff training and development is also required.
 4. Library and computer centre must be strengthened and appropriately used as an integral part of the teaching process.
 5. University must put in place a continuing quality evaluation mechanism to monitor the Institution.
 6. Physical infrastructure must be properly maintained to provide a hygienic and conducive atmosphere for education.
 7. The salaries and terms and conditions of teachers and other staff must comply with University Grants Commission's norms. Available on: <http://www.thelaws.com/Encyclopedia/Browse/Case?CaseId=008002572200>.

³⁷ Dr. Nitish Nawsagaray: Legal Education in India: Current Challenges. Available on: https://www.academia.edu/11732382/Legal_Education_in_India_Current_Challenges

be effective for such non serious learners. Therefore, unless appropriate steps are initiated to weed out such non serious students, there can be little improvement in standard of legal education.

PERCEPTION OF SOCIETY ABOUT LEGAL EDUCATION

The image and perception about legal education and legal profession in India is not good. To some extent the legal profession has lost its prestige in society. Even in USA the public are traditionally suspicious of the whole legal profession but in USA and other countries much have done to improve the prestige of legal profession through legal education³⁸. The position in India is not still improved since beginning. Centuries ago, when *Dick and Butcher*, *Shakespeare's* character in *King Henry VI* said: "The first thing we do, let's kill all the lawyers". Perhaps, he only voiced the common man's attitude toward the legal profession³⁹. *Radhakrishnan* Commission (1948-49) has observed that Indian Centre of legal education do not hold a place of high esteem either at home or abroad⁴⁰. The Indian Law Commission (1958-59) has said that the condition in India today make a complete re-orientation of the outlook on legal education imperative⁴¹. At present, the mushrooming growth of private law colleges has made the situation worse. To improve the condition of these private law colleges is very big task because most of the college belongs to influential class of society.

LANGUAGE AND MEDIUM OF LAW TEACHING

The language of Supreme Court and High Courts is English. Functioning of subordinate courts is being done in regional languages. Most of the students are not comfortable in English language. Even litigants are not aware about English language. There is huge shortage of well versed in English language and qualified law teachers. Medium of instruction in all National Law Universities and most of the private universities is English. It is a big problem to those students whose schooling is through Hindi or other regional languages. In some States Universities, the medium of instruction is not necessarily English. They give liberty to students to choose medium of study either English or other regional language. The system extends an opportunity to do their U.G., P.G. and doctorate in law in Hindi medium but they are treated inferior from English medium students. It is a systematic discrimination on the basis of language which is prohibited under the constitution of India⁴².

SOME GOOD PRACTICES OF OTHER COUNTRIES

38 Quentin Reynolds, Court Room as quoted by J.K. Bhavnani, supra note 10 at 171.

39 J.K. Bhavnani, supra note 10 at 171

40 Report of University Education Commission, Vol 1 Available on: <https://www.educationforallinindia.com/1949%20Report%20of%20the%20University%20Education%20Commission.pdf>

41 14th Report of Indian Law Commission, 1958, vol 1. Available on: <http://lawcommissionofindia.nic.in/1-50/Report14Vol1.pdf>.

42 The Constitution of India, 1950 art 15.

In the UK, students can pursue legal education right after high school and earn a law degree within three years. Upon the successful completion of six core courses in the first year, the students enter the vocational phase and must choose between a career as a solicitor or a barrister. This stage of legal education is further divided into a vocational training course and an apprenticeship with a practicing lawyer. In England, it is considered pragmatic to provide law students with practical skills which complement their legal knowledge and thereby provide them with a holistic understanding of the profession⁴³. On the other hand, the legal education in the United States begins at the graduate level. Since law students in the US must have an undergraduate degree, they generally have a more diverse and balanced education than British law students. Although most US law school graduates have a basic knowledge of the law, they are not very conversant with the practical aspects of the legal practice. The reason for this is that they receive practical knowledge only through occasional summer internship⁴⁴. It gives them very poor practical experience and unprepared for the workspace. The English model of legal education gives due weightage to apprenticeship and practical experience and it is not based only pure academic learning. The legal education of United States is based on case study method which requires students to do study of the cases and analyze them properly and then discuss with the faculty using Socratic Method of learning. This method of instruction engages the class in deep conversation and debate, involving spontaneous thinking, rather than resting upon rote learning. Therefore, law students in the US are constantly encouraged to think logically and analyze⁴⁵. In UK, the legal education system is based on classroom teaching consisting lectures and tutorials methods. In India, law aspirants have the choice of pursuing an LLB either after 10+2 for a period of five years or after graduation for a period of three years. A method of internal and external assessments is currently being followed by some public as well as private law schools. Internal evaluation consists of projects, case analysis, essays, presentations, quizzes, drafting, moot courts and small class tests etc. The method of internal evaluation differs from college to college. Though, internship is encouraged but it is not mandatory and students undertake voluntary summer internship which is not regulated by any governing authority⁴⁶.

In contrast, The All India Institute of Medical Sciences allocates an entire year of its program for the students to intern in different branches of medicine on a rotating basis, emphasizing the importance given to practical training during the academic session. Similarly, students pursuing Chartered Accountancy (CA) are required to complete an internship over a period of three years between different stages of the

43 Jaidev Mehrotra, Why major overhaul is needed in India's legal education assessment system, available on: <https://www.orfonline.org/expert-speak/why-major-overhaul-needed-india-legal-education-assessment-system-46064/>

44 Id.

45 Id.

46 Id.

CA exams, regulated by the Institute of Chartered Accountants of India (ICAI). Hence, law, which is also a professional degree like CA and medicine requires practical experience substantiated with theoretical knowledge⁴⁷. The assessment pattern in India's legal education system requires a major overhaul. Indian law schools need to look at the positive aspects of the legal education systems in the US and UK and integrate them into their indigenous systems. Case studies, continuous assessments, vocational training and mandatory apprenticeships should be incorporated into the assessment pattern with at least 40 percent weightage being given to these⁴⁸. To successfully implement this, law faculty needs to be trained and encouraged to conduct classroom debates and discussions. Students must be made to analyze, interpret and present their views and inputs on various landmark judgments to enhance their communication, analytical and interpersonal skills⁴⁹. India has one of the largest and more complex legal professional and legal education systems in the world⁵⁰.

IMPACT OF COVID-19 ON LEGAL EDUCATION

Covid-19 pandemic have a wide and deep impact upon all activities of human life. Traditional system of education had become dysfunctional. Most of the educational institutions including legal institution have started to impart teaching through online mode. This online method posed numerous challenges for teaching and learning process. In this process those who were techno savvy became front runner of the online teaching. Same time, again this created a big gap between premier and non premier legal institutions in India. Due to economic disparity, it was not expected that all the students do have proper access to the requisite technological resources. Along with that most of the faculty did not have full commitment, willingness, expertise as well as technological resources for taking online classes. Despite this the online method cannot replace to the importance and effectiveness of face to face teaching method.

COMMITMENT OF TEACHERS & WORKING HOUR'S

The sudden and timely shift from classroom to online teaching has shown dedication, commitment, enthusiasm and patient of academic fraternity to their profession. During this pandemic, whole academic fraternity has participated in different academic activities such as online teaching, evaluation, webinars, faculty development programs etc. It has encouraged technological use in academics. Lot of effort has been made in that regard. Consequently, the working hours increased for managing all activities online. But same time huge disparity has been marked between poor and wealthy.

47 Id.

48 Id.

49 Id.

50 C. Raj Kumar and Prakash Mishra, Reform legal education <https://www.deccanherald.com/opinion/main-article/reform-legal-education-712906.html>

Premier legal institutions have taken the benefit to have technological and others resources but others definitely suffered adversely. Non premier institutions, institutions belonging to rural areas, students and faculty members associated with them lacked behind in that process. Most of them did not have requisite access to the technological resources.

DOWNFALL OF STUDENTS

During Covid-19 considerable downfall of students is witnessed. Most of the students faced problems during this pandemic in attending online classes, evaluation process, webinars and moot court activities etc. Taking online examination was allowed by the UGC and BCI but it was not feasible for all. Sanctity, integrity and fairness were highly undermined in taking online examination because there were no proper technological resources to manage and monitor the same. It has also undermined the process of evaluation. Recently, the importance of clinical legal education such as externship, moot court, legal aid camp, court visit etc. has been recognized but during this pandemic these things became dysfunctional. There was no guideline by regulatory authorities that how to provide the qualitative clinical legal education during this pandemic. Therefore this aspect of learning suffered more. There was no system or guideline from any monitoring body to monitor minimum standard of per week classes, seminar and vivo vice presentation etc. During online teaching, most of time communication remain one sided. To deal with pandemic situations the alternative method adopted by the academic fraternity is appreciable. It was a most transformational event which has given a chance to both the teachers and students to become well versed in technology. Online teaching of legal education without classroom teaching, clinical trials and other activities cannot be complete, effective and perfect one in itself. Classroom teaching and other activities are the backbone of effective legal education, where students are not only takes benefit about theoretical complexities of legal knowledge but also are trained through experiment based programmes like legal aid clinics, lokadalats etc. Therefore online teaching cannot be seen as future plan or alternative platform of legal education⁵¹.

USE OF TECHNOLOGY

Inpast, majority of law colleges have maintained rigidity about innovation and use of technology within the classroom. Due to scourge of pandemic, there is a trend to use and adopt the technology in legal education. At present, every law institute has a primary responsibility emphasize on e-learning and do the entire academic exercise online. Technology has provided a medium to academicians and students to remain connected to each other. There is no need to commute from one place to another for attending classes, seminar, conferences, faculty development program etc. Law institute can conduct various events such as debate competitions, quiz competition,

51 <http://ili.ac.in/covid/sp.pdf> Last visited on 22.01.2021 at Swami Vivekanand Subharti University, Meerut.

moot court competitions etc online.

Law schools adapting to and implementing these at a quicker speed can emerge as game changers and successfully provide out-of-the-box experiences. Some schools have already taken proactive steps to make e-learning experience smooth and hassle-free. The Supreme Court of India is also hearing some of its vital cases through the virtual medium. A few High Courts are also undergoing experiments to introduce technology for making judicial system more accessible to all. Positively, pandemic of Covid-19 has prompted India's legal system for increased usage of technology. It is required that every court must be equipped with the appropriate technology to facilitate the legal processing. More budgetary allocation is required for technology up gradation. It will very helpful to clear the pendency cases. In providing the legal education, massive use of technology will produce a class of advocates well versed in technology. The purpose is to empower the legal fraternity and judiciary with the knowledge of using technology and virtual medium. The litigant, without being physically present, actively participates in the court proceedings, views everything via virtual media and gets notified about daily ruling, date of hearing, etc. Introduction of technology calls for robust cyber security systems, preventing cyber threats. Adopting the shifting trends will pave the way for a brighter future. Therefore, it's high time for academic world to adopt technology base learning process with modified and strategic approaches⁵²

CONCLUSION

There is no doubt that legal education is one of the fastest and ever growing sectors of education in India. The interest of students for doing law has increased. It is evident from the fact that more and more students are applying for Common Law Test in each year. India has largest population of lawyers in the world but there is still a need of quality lawyer. According to the need and requirement of society the legal education is required to be more inclusive. Now it is necessity of time that one must think beyond mere establishment of National Law University rather to emphasize on weeding out the weakness and inefficiency from the system of legal education. Reforms must be in terms of scope, quality and excellence in legal education⁵³. For this purpose, the multi-disciplinary approach must be adopted and the legal education must be made more accessible, affordable and qualitative for students⁵⁴. "Expansion means we will have to have more manpower to fuel an efficient justice system⁵⁵". It is estimated that reducing pendency of cases can alone

52 <http://adamasuniversity.ac.in/covid-19-overhauls-legal-education-breaching-its-long-fortified-walls/http://ili.ac.in/covid/sp.pdf> Last visited on 22.01.2021 at Swami Vivekanand Subharti University, Meerut.

53 Molilyfavours 2nd generation of legal education reforms Available on: <https://www.indiatoday.in/india/south/story/molily-favours-2nd-generation-of-legal-education-reforms-81116-2010-08-29>.

54 Id.

add about two percent to GDP⁵⁶. A system must be created by which the lawyers from poor background and region may also be able to stand with the best few law schools professionals. For this, the focus must be given to promote excellence beyond national law schools.

SUGGESTIONS

It is suggested that the compulsory civics education should be introduced till fifth standards. Rules of societal etiquette including waste management, clean and green environment should be taught at this level, to ensure that young children become engaged & knowledgeable citizens. TGT teachers must be LL.B. with human rights. The basic subjects of law should be taught at upper primary stage (6th to 8th). At secondary level (11th to 12th) semester system should be implemented and law should be taught as one compulsory paper in each semester. Teacher's eligibility should be LL.M one year course. Organizing a lecture by expert in a month should be mandatory for all higher secondary and secondary schools on constitutional obligations of citizens in India and role of students in nation building. A committee at all India level should be constituted to regulate fee structure of all law colleges/ legal institutions. Legal education in NLU's should be provided at affordable cost. To promote the exchange of ideas, experience sharing and discussion on innovative legal thoughts among various stakeholders of legal area i.e. Academicians, Advocates & Judges, a Legal Research Board should be formed at Centre and State level. Supreme Court should come up with a Legal Education Committee under its research wing of National Legal Research Institute or ILI. In each state a Legal Research Institute should be developed. In each district one model law school should be identified and developed. Proper & separate budget allocation for legal research should be made on the pattern of developed countries. Separate grants for legal research should be provided by the government. Grant should also be given for project on the issues of Legislative Bodies at Centre and State. All India entrance examination in Law should be introduced. 25% admissions in NLU'S and top private Universities must be taken from BPL categories on the same parameter like RTE Act. At all levels the idea of "One Country, one Law and one Curriculum" should be applied with maximum 25% liberty to the Schools/University/ Institutions on the basis of local requirement & justifications. Full autonomy to all law colleges under the idea of "One Country one Law and one Curriculum" should be given. Every law school must have at least one smart board to train law students on various e-methodologies of learning. Where five year law is already running and has passed five years, no permission should be required for introducing LL.B. three year's course. B.A. (Law), as a general graduation and non practice course 10+2+3 pattern should be introduced.

In the era of e-governance & digitalization, it is required that AIBE should include computer as part of its syllabus. Androids should be allowed to students after completion of 18 years age. The students below 18 years of age should be allowed

55 Id.

56 Id.

for a tablet as part of education policy. Attendance should be compulsory through Aadhar. Database of such enrollment and attendance should be linked with Legal Education Board at State level. Salary should be given through government portal. The private institutions will transfer the amount payable to the faculty members to the government and government will transfer through online portal to the employees. For private institution pay grade or scale should be fixed like minimum consolidated salary of 25,000 (Assistant Professor), 50,000 (Associate Professor), and 75,000 (Professor) to make functioning of the private institution more flexible in term of financial load while attracting faculty at government scale. No institution should be allowed to pay lesser than minimum consolidated salary but higher can be given. Single portal for faculty database with Aadhar details should be prepared under which no double entry of Aadhar be allowed. This measure will avoid running of legal institutions with fake faculties. Constitutional provisions related to All India Judicial Services should be implemented. District Judge should act as ex-officio visitor for all law colleges of the District for experience sharing with students. Teacher having 15 years experience should be allowed to apply directly for Higher Judicial Services. Appointment of teachers in judiciary and viseversa, judges in academics on deputation basis should be allowed. Every week Law students from second year onwards should attend classes for four days and observe court proceedings for two days. Practice in court should be mandatory for faculties at least one day in a week. They have to visit the courts to understand the development in the field of law. Chambers in the name of college should be allotted by the concerned Bar Associations. The free legal aid will be provided through these chambers under the supervision of National Legal Service Authority, State Legal Service Authority and District Legal Service Authority, where faculties will work as pro-bono Advocates. For giving ranking and rating to Law Schools 25% weight age should be given to the functioning of legal aid clinics, student's attendance, curriculum and fulfillment of other para-legal activities. All institutions will be expected to upload their activities immediately after their execution. Though the path of the legal education has no limits and boundaries hence the suggestions made are illustrative but not exhaustive, still with the suggestions made bright day with fresh breeze for legal education is anticipated.

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