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A Study on Legal Education in India: Traditional Teaching to Digital Teaching

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ABSTRACT

This paper talks about the history of legal education in India and what factors led to the shift in the paradigm of law and its andragogy. Tracing the history from ancient India during the eras of Vedas and traces the education patterns in the ages of Dharamshastras and Manusmriti it comes to discuss the law during the Mughal reign and the changes brought by such law in the legal education. British laws and the legal education system and their impact of legal education are elucidated and later, after the independence of India, an introduction of three-year law courses and five-year integrated law courses is discussed. The last part of the paper elucidates the use of IT and digital media as the way forward in legal andragogy, for better understanding of the concepts of law, use of audio-visual media through videos and power points to be a preferred mode of education to provide holistic understanding to the students of the subject matter.

I. INTRODUCTION

Legal education in India has developed over thousands of years, reflecting the changes in Indian society, governance, and legal thought.² Educational practices from antiquity with their roots in moral and spiritual and philosophical traditions of law to contemporary legal andragogy of digital classrooms and virtual legal forums, the teaching and practice of law has transformed with the changing face of Indian civilization.³ This paper intends to follow that long journey of legal education and, through an examination of historical, political, and technological influences, establish a relation to a paradigm shift in the ways in which law is taught and understood.

From its inception, legal education in India was quintessentially tied to the religious and moral fabric of society. During the Vedic period, legal education was communicated orally and scholars were the authoritative source of legal information with the Vedas providing the foundational sources of law and social order. Legal education evolved into codified, more

¹ Author is an Assistant Professor of Law at Himachal Pradesh National Law University, Shimla, India.

² Bijay Kumar Yadav, *The Evolution of Legal Education in India Challenges, Opportunities, and the Road Ahead*, DOI:10.13140/RG.2.2.26838.46405.

³ Mahesh Chandra, et. al., *Bridging Ancient Wisdom and Modern Academia: Indian Knowledge Systems in Higher Learning*, TRANSFORMING HIGHER EDUCATION THROUGH INDIAN KNOWLEDGE SYSTEMS, Vol:1, A2Z EduLearningHub LLP, pp.6-19 (2024), DOI:10.5281/ZENODO.14265330.

systematic forms of legal education with the acceptance of the Dharmashastras and the Manusmriti, which cemented the merger of duty and morality into rules and social order. Legal education at that time was, certainly, not accessible to everyone, and part of the oral education was delivered in gurukulas and other informal institutions through oral pedagogy, commentary, and philosophy.⁴

The environment of legal education changed immensely in the Mughal period when Islamic jurisprudence was introduced with its related legal principles and administrative structures. Sharia law and Persian legal traditions were now part of the prior system where Hindu laws had been in co-existence; therefore, laws were plural. This merger changed not just the contents of law but also the way it was looked at and studied. Legal education changed from pure religious instruction to a case-based understanding of a series of laws or legal processes.⁵

The landing of the British in India presented a watershed for the institutionalization of legal education. Beginning with colonial courts and English common law, legal andragogy transformed from the traditional informal forms of delivery to formal learning in legal schools and universities. The Inns of Court, along with an emerging British tradition by Indian universities began to develop trained lawyers in a new legal education system. Legal education was seen as a vehicle for administering, modernizing, and controlling. Bureaucratic systems were introduced to create courses, syllabi, reading lists, and examinations that created a specific course of study. More and more employment of students in the legal profession and associated professions arose through government systematization. The formal curriculum built upon formal and informal customary law and statutes, and importantly focused on legal reasoning that was often removed from cultural connections and Indigenous epistemologies and institutions.

After independence, India made significant changes to modernize and democratize legal education. Recognizing that the success of any constitutional democracy requires an effective "legal community," the government launched the three-year LL.B. program for graduates and incorporated the five-year integrated law course for students after passing the 12th grade. Changes in legal education at the level of both students and intermediaries evolved, as legal professionals began to perceive constitutional responsibilities in a newly sovereign and democratic India and sought practical engagement with such responsibilities. These institutional developments ensured that legal education, from its genesis, preserved vision and

⁴ Priyanka Thakur, *The Nature of Dharmasāstra Texts Concept of Dharma and development of Legal tradition*, 2 IJNRD | Volume 7, Issue 12, December 2022.

⁵ Rcharles Weller, *The Historical Relation of Islamic and Western Law, Reason, REVELATION AND LAW IN ISLAMIC AND WESTERN THEORY AND HISTORY*, Palgrave Macmillan, pp.25-43, 2023.

intent to democratize, increase accessibility, and include all segments of students. National Law Schools, premier institutions for research and education, rapidly changed the landscape and elevation of legal education and research; perhaps even more importantly began to normalize a research discipline devoted to advanced research and interdisciplinary approaches from a global frame.⁶

In the last few decades with the Digital Revolution, legal education is entering a new phase. With information technology, online platforms, and digital media redefining how law is taught, practiced, and learned, it's possible to see the beginning of legal education's transformation. As some lectures are more frequently than before being supplemented or even fully replaced by audio-visual media, slides, online simulations, webinars and e-learning modules, education interacts with students on multiple levels and has more styles available for diverse types of learners to learn from - helping their understanding of legal concepts in a more dynamic and integrated way. Digital legal research databases, virtual or online moot courts, and the use of AI technologies on learning activities are also becoming commonplace in legal education, bringing it in alignment with globally recognized best practices.⁷

This paper seeks to illuminate the vast trajectory of legal education in India, from its religious beginnings through its digital future, while investigating the socio-cultural shifts and pedagogical innovations anchoring each of those steps. In doing so, the paper contends that we must approach the quest for technological inclusion in legal education not as an emerging trend, but as a must-have element to prepare our future generations of lawyers to engage with an increasingly complex, globalized, and digital legal world.

II. HISTORICAL BACKGROUND

India has a recorded the history of law and legal education, beginning from the Vedic ages and some kind of common law framework might have been set up during the Bronze Age and the Indus Valley ages.⁸ Law as an issue of strict remedies and philosophical talk has a famous history in India. Exuding from the Vedas, the Upanishads and other strict texts, it was a prolific field improved by professionals from various Hindu philosophical schools and later by Jains and Buddhists.⁹ The law in India shifted generally from one district to another and

⁶ Bijay Kumar Yadav, *The Evolution of Legal Education in India Challenges, Opportunities, and the Road Ahead*, DOI:10.13140/RG.2.2.26838.46405.

⁷ Emma Ziercke, *What does the digital revolution mean for legal education?*, . Liquid legal: Towards a common legal platform. pp. 513-535 (2020).

⁸ Dennys Frenez, *Bronze Age Salūt (ST1) and the Indus Civilization: Recent discoveries and new insights on regional interaction*, Proceedings of the seminar on Arabian Studies, Vol 46 (2016), p. 107.

⁹ Peter Flügel, *A Short History of Jaina Law*, International Journal of Jaina Studies, Vol. 3, No. 4 (2007), pp. 1-15.

from one ruler to another. Court frameworks for common and criminal matters were fundamental elements of many decision administrations of historic India. Incredible Vedic Court administrations existed under the Mauryas (321-185 BCE) with sagas like Arthashastra, characterizing legal aspects and Manusmriti characterizing imperial obligations.¹⁰ After the shift from Mughal set of laws, the legal advocates under that routine, “vakils”, too followed after accordingly, however they generally proceeded with their prior job as client agents.¹¹ Ensuing principles and resolutions included in the Legal Practitioners Act of 1846 opened up the legal education, paying little mind to ethnicity or religion.¹²

Legal historians record occurrences of legal experts natively known as ‘Pleaders’ addressing parties in suit essentially from the hour of Manu Smriti, an individual knowledgeable in Dharma Shastra and the method of advocacy and trial could be chosen by the individual himself.¹³

In earlier era in India, law was perceived as a part of Dharma.¹⁴ The Vedas were the first wellsprings of law, and the Smritis declared the message of Vedas and Smritikars were extraordinary law specialists.¹⁵ Equity was regulated by the King through his nominees who thus were people of known uprightness and notoriety of being fair and unbiased. The directing power for the King or his representative was the maintaining of the Dharma.¹⁶

In India, legal schooling has been customarily presented as a three years advanced education, although the design has changed since 1987 from the coming of five year integrated law course in National Law School, Bangalore. Law degrees in India are regulated by the Advocates Act, 1961, which is a law passed by the Parliament both on the part of legal training and furthermore is a guideline of direct of legal profession.¹⁷ Under the Act, the Bar Council of India is the preminent administrative body to control the legal education in India and furthermore to guarantee the consistence of the laws and support of expert principles by the legal literacy in the country.

¹⁰ Vanshika Shukla, The Judicial Administration of ‘Mauryas’: Military and Governance, ERPA Journal of Multidisciplinary Research (IJMR), Vol. 7, Issue 10 (2021), p. 161 .

¹¹ Ajay Pal Singh, Historical Development of Modern Legal Profession, International Journal of Legal Science and Innovation, Vol. 3, Issue 4 (2021), p. 774.

¹² Bar Council of India, History of the Legal Profession, (<http://www.barcouncilofindia.org/about/about-the-legal-profession/history-of-the-legal-profession/>), visited at 11:10 hrs on 20.06.2022.

¹³ Jolly J., Manava Dharma-Shastra: The Code of Manu, Trubner, London (1887).

¹⁴ Mahendra Shubhash Khairnar, Hindu Jurisprudence and Dharma, (https://www.researchgate.net/publication/359230560_Hindu_Jurisprudence_and_Dharma), visited at 11:21hrs on 20.06.2022.

¹⁵ Rita D. Sherma, Rationality and Revelation: Early Hindu Ecological Visions, Religions, Vol. 12, p. 465.

¹⁶ Sanjeev Kumar Sharma & Anusuya Nain, Kingship in Ancient India: Reflections on Functional Peripheries in Sanskrit Texts, Bihar Journal of Public Administration, Vol. 27, No. 1 (2021), pp. 53-65.

¹⁷ Section 49 (1)(d), Advocates Act, 1961.

To this respect, the Bar Council of India endorses the base educational program expected to be helped for a foundation to be qualified for the award of a law degree. The Bar Council likewise carries on a inspections and invigilation of the subject foundations giving the degree and assesses the universities' strategy and educational plan and having verified that the establishment fulfils the necessary guidelines, approves of the university and the degree gave by it.

Customarily the degrees that were presented conveyed the title of LL.B. (Legum Baccalaureus) or B.L. (Bachelor of Law). The qualification prerequisite for these degrees was that the candidate should have a Bachelor's degree in any subject from a UGC approved university. From there on the LL.B. /B.L. course was for quite a long time, upon the fruitful fulfilment of which the candidate was awarded the degree respectively.

On the recommendations of the Law Commission of India and furthermore given the overarching sob for change, the Bar Council of India founded laying out specific law colleges exclusively for legal schooling subsequently increased the scholastic expectations of legal education in India. This choice was taken some place in 1985 and from there on the first law University in quite a while was set up in Bangalore which was named as the National Law School of India University (prevalently 'NLS').¹⁸ These law colleges were intended to offer a multi-disciplinary and incorporated way to deal with legal training. It was hence interestingly that a law degree other than LL.B. or then again B.L. was awarded in India. NLS offered a five years law course upon the effective fruition of which a coordinated degree with the title of B.A., LL.B. (honours) would be allowed.

From there on other law colleges were set up, all offering five years incorporated law degree with various classification. The next was National Law Institute University set up in Bhopal in 1997.¹⁹ It was trailed by NALSAR college of law set up in 1998.²⁰ The National Law University, Jodhpur also incorporated the five-year course of "B.B.A, LL.B. (Honours)" and later followed by the West Bengal National University of Juridical Sciences offering the "B.Sc., LL.B. (Honours)" degree. KIIT Law School, Bhubaneswar turned into the first graduate school in a 2007 to begin coordinated law in three distinct streams and praises specialization; for example, BA/BBA/B.Sc. LLB (Honors).

Be that as it may, regardless of these specific law colleges, the conventional long-term degree keeps on being awarded in India by different foundations and are similarly perceived as

¹⁸ National Law School of India Act (Karnataka Act 22 of 1986).

¹⁹ Rashtriya Vidhi Sansthan Vishwavidyalaya Adhiniyam, Act No. 41 of 1997.

²⁰ National Academy of Legal Studies and Research University Act, 1998.

qualified capabilities for specializing in legal matters in India. Another fundamental contrast that remains is that while the qualification capability for the long-term law degree is that the candidate should currently be a holder of a Bachelor's certificate, for being qualified for the five years coordinated law degree, the candidate should have effectively finished Class XII from a perceived Boards of Education in India.

Both the holders of the three-year degree and of the five-year integrated degree are qualified for enlistment with the Bar Council of India upon the satisfaction of qualification conditions and upon enlistment, may represent as an advocate in any Court in India.

The University Grants Commission supported one-year LLM courses in India on 6 September 2012 and the rule for the equivalent was advised in January, 2013.²¹ Veerappa Moily also stated that there is a dislike that the personnel, particularly with in excess of 900 or more graduate schools all around the country, there is a languish of staff. The educational plan should be directed and there shall be an overhaul of the legal education system in India.

III. STATE LEGAL EDUCATION: AIMS

The law commission of India characterizes Legal schooling as a science which bestows to studies information on specific standards and arrangements of law; to empower the students of law to enter the legal profession.²² Law, legal schooling and legal education have become related ideas in present day for the developing nations. The principal capability of the legal schooling is to deliver attorneys with social vision. Nonetheless, in current times legal training shouldn't just deliver legal counselors, it ought to be viewed as a legal instrument for social plan.²³

As indicated by Justice. Krishna Iyer, Profession of law is an honorable profession and the individuals from the Legal profession involve an exceptionally high status.²⁴ Law is the groundwork of each and every general public and it creates withstanding residents, legal counselors, academicians and yearning judges. Legal training in India alludes to schooling of attorneys before their entrance into training.

A. Significance of legal education and legal schooling

Legal training is an expansive idea. It incorporates the profession which is polished in official courtroom, law educating, law exploration and organization in various branches where law

²¹ D. O. No.5-1/99(CPP-II).

²² Law Commission of India, 184th Report, 2002.

²³ Shuvro Prasun Sarkar, Empowering the Underprivileged: The Social Justice Mission for Clinical Legal Education in India, *International Journal of Clinical Legal Education* (2014).

²⁴ Shailesh Kumar, Justice V. R. Krishna Iyer and Expansive Interpretation of Fundamental Rights,

assumes a crucial part. It infuses a feeling of balance under the watchful eye of law. The norm of bar and seat is the impression of the quality and standard of the legal instruction obtained at the graduate school. Information on law increments, assuming one grasps the undertakings of the state. The significance of legal education can't be over-underscored in a majority rule society.²⁵ It is essential obligation of everybody to know the law. Obliviousness of law can't be pardoned. Consequently, legal training produces proficient attorneys as well as makes reputable residents with human qualities and rights.

Legal education is an expansive idea. It incorporates the profession which is polished in official courtroom, law educating, law exploration and organization in various branches where law assumes a crucial part. It infuses a feeling of balance under the watchful eye of law. The norm of bar and seat is the impression of the quality and standard of the legal instruction obtained at the graduate school.²⁶ Information on law increments, assuming one figures out the issues of the state. The significance of legal training can't be over-underscored in a majority rule society. It is essential obligation of everybody to know the law. Obliviousness of law can't be pardoned. Consequently, legal training produces proficient attorneys as well as makes reputable residents with human qualities and freedoms.

Legal profession has forever been considered as a respectable profession as legal counselors are the middle mainstays of the general public who assist the everyday person with knowing his freedoms and case them legally.²⁷ It is the need of the hour that legal schooling should satisfy the requirements of the general public and country. This is so because advocates are the people who decipher the law and manage the whole society. Current legal schooling in India was begun by the British and its chief point was to familiarize Indians with rules of law which would help them in the organization of the country.

Indeed, even after the autonomy the condition of legal training stayed unacceptable for quite a long time and there were no progressions in the deep-rooted prospectus of courses as per the changed requirements of the country. While the Radhakrishnan Committee (University Education Commission 1948-49), the Bombay Legal Education Committee (1949) and the Setalvad Committee (1954) showed their disappointment and disappointment with legal schooling in their particular reports and caused to notice its imperfections and lacks, it was the

²⁵ K. Rajashree, *et. al.*, Advancements in Legal Education in India: Challenges and Opportunities for Interdisciplinary Research, *Asian Journal of Legal Education*, Vol. 8, Issue 1, (2020).

²⁶ Chunuram Soren, Legal Education In India: An Analytical Study, *International Journal of Research and Analytical Reviews*, p. 924.

²⁷ Justice F.M. Ibrahim Kalifulla, Legal Profession: Challenges And Prospects & The Art Of Advocacy, (<http://www.tnsja.tn.gov.in/article/Legal%20Profession%20Challenges-FMIKJ.pdf>), visited at 16:02hrs on 21.06.2022.

Gajendragadkar Committee (1970) which could be credited for articulating the goals and points of legal training in India. The point of legal schooling, is cause the studies of law great legal advisors who to have consumed and dominated the hypothesis of law, its way of thinking, its capabilities and its part in a popularity-based society.²⁸

In this manner in advancing legal education, the following points must be taken into consideration:

1. Its essential point is to make the understudy acquainted with the legal ideas, for example, cycle of making laws, resolving questions and court habits and so on and to give equity situated training and produce skilled legal experts.
2. Since law is a multidisciplinary subject consequently understanding it in different social, monetary, political and logical method for satisfying different legal necessities at home and abroad is it's another point.²⁹
3. Its point is to give information on essential subjects of law with its utilization in reasonable terms for example it requires concentrate on as far as both hypothesis and commonsense part to deliver legal advisors who are prepared for law practice in the worldwide legal climate and who can serve the interests of Indian residents, business, government and NGOs and offer transnational legal types of assistance in a profoundly serious reliant and interconnected globalized world.
4. Its point is to further develop educating by giving accentuation on exploration and distributions in legal field with the goal that studies can battle any legal issues which come their direction and to make new legal information and thoughts to address new difficulties confronting the general public.
5. Ultimately it targets giving changes in legal field as there is deficient nature of legal schooling and framework and absence of significant abilities preparing to satisfy the steadily changing needs of the cutting-edge world and there is need of making clear quality principles for legal training.

B. Present legal education

The Bar Council of India is the present administrative body who makes rules and guideline for the advancement of legal schooling in India. Law degrees are given and presented as far as Advocates Act, 1961 under which BCI³⁰ is framed as a legal body and empowered directing

²⁸ Gajendragadkar Committee (1970).

²⁹ Yael Efron, *Multidisciplinarity and Interdisciplinarity in Law*, 73 Clev. St. L. Rev. 241 (2025).

³⁰ Bar Council of India.

to lead for both legal schooling and profession. Colleges are additionally should be subsidiary from BCI, it likewise recommends rules and principles of courses of study, framework prerequisites, qualification for confirmation and is answerable for the advancement of legal examinations in India.³¹ As indicated by BCI rules, there are two review frameworks working all the while. Generally legal schooling was bestowed as a three years graduate degree after fulfilment of Bachelor's certificate which is presented by BCI in 1961 and other is a coordinated five-year law course presented by BCI in 1982 which is given after twelfth norm as an option in contrast to five year course so law aspirants can straight away sign up for colleges to benefit B.A. LL.B, B.Com LL.B, B.B.A. LL.B, B.Sc. LL.B. It is a coordinated course implies Bachelor's certificate is given with the law degree in which understudy concentrates on subjects of both the degrees at the same time at the school and toward the end one degree is given which is mix of both bachelors and law degree.³²

Though in five-year course solely after culmination of five-year certification an understudy is qualified to enlist for law degree, in this main law subjects are educated to the studies for quite some time and afterward the degree is awarded. Both the courses are directed in semester framework which will not be under 15 weeks for one degree and 18 weeks for double degree. Further there is additionally arrangement for moot Courts, courses and instructional exercise classes each week for the studies.³³

Aside from concentrating on law as a discipline there are different courses which incorporate investigation of law subjects, that implies by legal training we not just allude to investigation of fundamental law subjects yet in addition investigation of applied law projects for different courses, for example, business law, tax collection law, organization law and so on. By this we can expect that legal schooling is additionally dissipated in some or the alternate manner in type of investigation of law subjects in different courses also making it interdisciplinary with commerce, humanities etc.³⁴

There are different recognition and declaration courses in different subjects like cyber law, tax law, banking law, human rights and so on. Correspondingly Intellectual Property laws are instructed at undergrad designing level, subjects like patents law, trademark law and so forth. Thus, legal schooling incorporates essential LL.B. degree as well as inclusion of different other law subjects in various courses at each level which studies concentrate on in different structure to acquire information on law to be applied at various situations.

³¹ *B. Malleshram v. Bar Council of India New Delhi*, WP No. 16585 of 2009, Andhra Pradesh High Court.

³² BCI Rules on Legal Education.

³³ *Id.*

³⁴ *Id.*

IV. CURRICULUM OF LEGAL EDUCATION

Educational plan is a vital instrument for accomplishing points and goals of legal instruction and its constant improvement should be conveyed for making legal schooling more significant and significant for its competitors. A solid educational program not just mirror the vision of legal schooling and requests of legal profession however should be in consonance with the prerequisites, advancing requirements of the studies, satisfactory framework, skilled personnel and other social necessities.³⁵ Educational program is a coordinated scholarly system to work with the instructing growing experience yet prospectus isn't outlined by BCI. Prospectus is passed on to the colleges and this records for the different various schedules for similar subject all through India. Educational program is made in a manner which remembers formal legal schooling as well as help for the development of the studies to empower them to settle on vocation in any legal field or outside legal profession having concentrated regarding the matters of law.³⁶

As expected of Bar Council of India rules on legal training the scholastic principles and courses to be contemplated are: for both the one- and double-degree course, studies need to take at the very least 28 subjects which incorporates 18 mandatory subjects, 4 clinical subjects, 6 discretionary papers and incorporates any extra paper as endorsed by the college. For honours studies one needs to take up no less than 30 papers and college can pick in like manner from the rundown of subjects what paper it would incorporate as a specialization paper for example there is opportunity to colleges to confine subjects in bunch for offering choices in light of the accessibility of personnel and different offices. Bar Council of India gives the more extensive layout that which essential subjects, clinical subjects, specialization subjects will be remembered for educational plan to make it compelling and significant to studies. There is a finished rundown of fundamental subjects given by BCI to be instructed to studies like constitutional law, contract act, civil law, criminal law, and so on and clinical subjects like drafting, mootings, professional ethics and so forth.

Aside from this moot court exercise and temporary jobs structure significant piece of educational program since it is the main approach to giving functional preparation to studies in their scholastic life. BCI has given standards to this also which says that each enrolled understudy will have finished least 12 weeks entry level position for long term course and 20 weeks for long term course during the whole time of concentrates under NGO, Trial and

³⁵ Marc Galanter, *India's Grand Advocates: A legal elite flourishing in the Era of Globalization*, International Journal of Legal Profession (2013).

³⁶ Rajneesh Kumar Patel, MULTIDISCIPLINARY PRACTICE OF LAW IN INDIA: POLICY AND ETHICS (2022).

Appellate Advocates, Judiciary, Legal Regulatory specialists, Legislatures and Parliament, Other Legal Functionaries, Market Institutions, Law Firms, Companies, Local Self Government and other such bodies as the University will specify, where law is rehearsed either in real life or in debate goal or in administration.³⁷

Technique for legal training has been continually changing however worth of schedule lies in how studies are presented to the items in the course and not only in the actual items consequently talented and qualified educators should be held by the colleges to confer great degree of schooling. However, there is significant changes are made in the showing strategy from the past yet at the same time there is an opportunity to get better to upgrade the degree of instructing and to involve creative techniques for preparing reason too. The talk strategy assumes a significant part and is still by and by as a method of guidance since instructors are mechanism for moving book-based information as well as recently made information joined with commonsense experience, thinking, their own point of view and viewpoint regarding the matter to studies.³⁸

Presently nowadays, a technique has been changed from educator focused to student focused strategy which remembers support by studies for point examined, classes and visitor addresses technique to show by prominent people in their separate field as to give them information on unambiguous subjects according to their viewpoint and experience which assist studies with having better comprehension of subject concerned.³⁹ As in educational plan preparing and legal guide program structure vital part to get ready studies for training and gain insight of work of attorneys in various topics to master proficient abilities and sound comprehension of legal profession it is required that separated from entire time law educators they ought to be instructed by employees or learned people of field having scholastic information, experience and expert capability which needs full time educator of colleges or graduate schools to help studies from all sides.

As per the arrangements of BCI mechanism of guidance should be English and full-time employees will be holders of Master's certification and other visiting, parttime workforce might be delegated from the resigned legal officials, an individual rehearsing in courtroom or having proficient involvement with the field. In present situation exploration can contribute fundamentally toward progress in educating and, all the more significantly, addressing various

³⁷ BCI Rules on Legal Education.

³⁸ Amit Dhall, *Legal Education in India: The Emerging Challenges and Prospects*, 6(1) DLR, (2014).

³⁹ Yogesh K. Dwivedi, *et.al.*, *Opinion Paper: "So what if ChatGPT wrote it?" Multidisciplinary perspectives on opportunities, challenges and implications of generative conversational AI for research, practice and policy*, *International Journal of Information Management*, Volume 71 (August 2023).

difficulties connecting with law and equity. If one somehow happened to take a gander at the staff profile of the world's top graduate schools, one will observe that there is extraordinary accentuation on examination and distributions among scholastics. Thusly colleges are expected to recruit great scholastic experts having appropriate information regarding their matter and one who are top scientists in law field permeated with sound showing techniques and the people who underline on exploration and distribution to establish a mentally dynamic climate.⁴⁰

V. DIGITAL MEDIA IN LEGAL EDUCATION

With the web entrance rate assessed to arrive at over 55% toward the finish of 2025 in India, digitisation of schooling stays one of the highest needs of our administration. Taking the prompt, numerous e-learning gateways have showed up and are performing great as a rising number of students select themselves for online courses — the new typical post the pandemic. Beginning 2020, Indian colleges and schools, which were prior not allowed to offer more than 20% of a degree on the web, are presently lifting the limitations on internet figuring out how to worldwide extend admittance to advanced education and raise the profile of Indian establishments. Numerous edtech organizations have likewise surfaced and are offering learning the board assets, including mixed learning, 3D and DIY units and AI-based experiential and intelligent learning, to give an unparalleled encounter.⁴¹

Understanding that quick improvement relies upon far reaching schooling, the public authority carried out another National Education Policy (NEP) that puts accentuation on digitisation other than the utilization of innovation in training. It additionally centres around edtech for facilitating training, especially in the rustic regions. This was primarily finished to take quality instruction to all pieces of the country, particularly the Tier-2 and 3 urban communities and towns. The public authority discovered that innovation has the ability to arrive at unassuming communities and towns and give admittance to quality educators. This was a far-off dream yet huge tech interruptions the nation over have effectively executed the mammoth undertaking that was before incredible.

The shift to online schooling likewise presents the discussions around advanced partition and computerized status of each and every partner and establishment. School and advanced

⁴⁰ Tushar Choudhary, *Legal Education and Pedagogy in Contemporary Era: Indian Perspective*, Nirma University Law Journal: Volume-9, Issue-2, (2020).

⁴¹ Joel Modiri, *The Time And Space Of Critical Legal Pedagogy*, STELL LR, 3 (2016).

education organizations like schools and colleges are two unique business sectors with their own arrangement of difficulties and computerized readiness.⁴²

Computerized partition in schools is altogether higher than in advanced education organizations. Work is expected to make training available through advanced implies for all school studies, regardless of their area, monetary foundation, and web and data transfer capacity network. Making the right foundation, employing great instructors and building a reasonable educational plan for each school is the way forward. We additionally need to gauge school studies' availability for reception of online assessment processes via mock test meetings and its examination.⁴³

A. Digital tools

Saying farewell to the customary showing techniques and issues like lack of educators, deficient understudy instructor proportion, and deficient showing assets, digitization in training has cleared a path for the most recent showing devices and philosophies that are currently arriving at studies in the remotest corners of the country. Furthermore, with comprehensive instruction being one of the objectives of the public authority, the remote showing model is probably going to work well for.

The innovation is likewise assisting educators with associating with a few studies spread across a few areas all the while. The intuitive computerized media likewise is an extraordinary answer for the lack of educators in the country. To work with something very similar, it intends to utilize innovation to overhaul the abilities of instructors through the internet-based entryway DIKSHA. It is a computerized stage for instructors the country over that permits them to remain furnished with cutting edge advanced innovation while giving their way of life an advanced bend.⁴⁴

B. Teaching with slideshows

Slideshows introductions are a phenomenal informative medium and a key for working with a viable educating growing experience.⁴⁵ Slideshow is excellent apparatus for improve the adequacy of educating and growing experience. Consequently, it wouldn't be awkward to investigate such an educational medium in specialized drawing of essential innovation at the

⁴² Shailendra Palvia, *Online Education: Worldwide Status, Challenges, Trends, and Implications*, Journal of Global Information Technology Management 21(4), pp. 1-9, (2018), DOI:10.1080/1097198X.2018.1542262.

⁴³ Harshad Dandage, *et. al.*, *Online Examination and Evaluation System*, DOI:10.1109/PuneCon55413.2022.10014912.

⁴⁴ Dr. Kusum Chauhan, *Teaching And Learning Legal Education In India: Need To Redefine And Reinvent*, International journal of Multidisciplinary educational research

⁴⁵ Mark Stoner, *PowerPoint in a New Key*, Communication Education, Vol. 56, No. 3, pp. 354-382 (July 2007).

lesser optional level. Slideshows are a strong, simple to-utilize show designs programming program that permits you to make proficient looking electronic slideshows. Slideshows show is utilized to introduce data in a coordinated way to an individual or gathering.⁴⁶ Utilizing cut workmanship, sound clasps, film cuts, diagrams, association graphs, imported web screens, and numerous different highlights, you can undoubtedly make a show that will intrigue your crowd and pass on your message plainly and expertly. Microsoft PowerPoint is an expert show program that permits the client to make "Show Slides" that can be shown on the PC screen or through a projector that is connected to the computer. A slideshow is a fantastic method for passing on data, normally as an online to an enormous crowd. For the most part, PowerPoint introductions appeal to clients since they are not difficult to make and alter and by and large little enough to fit onto a CD or a USB Jump drive. Consequently, a client needs to hefts around no slides or slide projector and if important, can make any latest possible moment changes to the show. Today we will utilize Microsoft PowerPoint 2003 to investigate the program. Microsoft PowerPoint 2007 appears to be unique however works the same way. Microsoft PowerPoint, you should find and open it from the computer. It could be on your work area from the PC work area. Presently a day it has supplanted the customary utilized variety slides and overheads at significant meetings. Initially power point was produced for business and business reason, But the power point show now a days utilized in educating and growing experience with the assistance of force point show understudy consideration and learning is work on so number of school and universities are involving power point show in instructing.

In my teaching, from the very beginning, I have taught only through slideshows to my students of law, either online or offline. My teaching method involves utilization of digital media for better understanding of the topic of discussion by the students as well as makes the concepts easier to grasp.

Through visual media, I, teaching international law to LL.M. students, could pin point the geographical locations which were the cause of a conflict between two or more nations, by using maps as a visual tool, which in traditional teaching methods would be a hassle. I could visually depict to the whole class in one go, through the large projector screens these visual medias, reducing the time of giving a piece of paper having the drawing of a map and also making the class more interactive and inclusive. I could also use audio visual media for the students to explain them voice modulation through various internet tools and videos.

⁴⁶ M.D. Abdulrahaman, *Multimedia tools in the teaching and learning processes: A systematic review*, Heliyon Volume 6, Issue 11 (2020).

Therefore, one can say that technology and digital media in legal education has been a boon in from two different lenses. Through the lens of the educator, the lecture delivery system has become easy, reusable and interactive, allowing for easy to and for communication as the ideas and concepts can be easily transferred in the minds of the learners. Through the lens of the learner, the concepts are easily graspable and understandable. The lectures so delivered by the academicians are no longer considered boring if digital audio-visual media is introduced as many students have increased attention span if such audiovisual methods are used and so is their duration of retention of the concepts, taught in class, increased.

The benefit of slideshows presented on projectors in classroom in legal education institutes are manifold, and new horizons in the andragogy of law are at the brink of being invented by one or the other academician, which shall increase the magnitude of legal education in India.

VI. CONCLUSION

Legal education has seen various phases in the Indian paradigm, from the traditional Vedic eras of Arthshastras and Manusmriti to post independence legal studies. The birth of legal education in India was brought by the Courts of the Kings and their governors, allowing for advocacy of the victim who needed relief. Educational Institutions opened in ancient India revolutionized not just the law but also the administration of justice.

The Mughal law brought new forms of Courts/ Adalats, that led to different laws and therefore different arenas of legal education and paradigms of legal teachings emerged. The arrival of British on the shores of India culminated common laws of various kingships and formulated one law for the country, to be followed uniformly throughout the nation.

Thus, the emergence of three-year law courses came into being post the independence of India, fought by various law professionals and leaders having legal backgrounds. Three-year law courses were introduced post a bachelor's degree. Then later a five-year integrated program came into being for providing double degree in lesser amount of time, which was beneficial for students and teachers as well as they could nurture the aptitude of the students towards one focussed direction of legal science and law.

Teaching methods and methodology evolved and a drastic shift was brought by the Covid19 outbreak, leading to compulsory use of digital media and distance education in India. This led to the teachers honing their IT skills by usage of computers and internet which came to the rescue of the students as well in those dire times.

The legal education paradigm in India is on a shift with the increasing using of AI and digital media. It has made teaching law through audio visual means a breeze making it easy absorbable to the students and therefore provides less stress to the legal educator.

The use of power point has allowed for better implementation of the audio-visual means than before as the teacher can explain detailed the legal concepts and ideas. The communication stands complete when the idea is fed in the brains of the students as to how the concept has got its meaning and where from has it come.
