

IMPACT OF DIGITALIZATION ON LEGAL EDUCATION IN INDIA

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Abstract

Digitalization in education has become an integral part of the education system at the world level which refers to the use of digital technology to enlighten learners of all ages. Now, the world is promoting the digitization of education, and investment in this is expected to reach at least \$ 350 billion by 2025. The World Bank Group (WBG) is also investing in more than 80 countries to ensure high-quality education and lifelong learning opportunities. A programme like 'the OECD Education Agenda' (2030) and 'the National Education Policy (2020) of India, also unfolds the significance of digital technology and research techniques in the education system ("Ed Tech") including legal education which is also required to be transformed to enhance jurisprudential techniques among students, lawyers, academicians and professionals to meet international standard. These high-tech innovations determine a great deal of what we learn and how we learn it. During, Covid-19 Pandemic, Indian universities have also been inclined to adopt digital platforms to incorporate innovative research techniques for enhancing the critical thinking process. This study begins with the digitalization in the education system with special reference to the new education policy 2020 in India. It also attempts to identify the 'strength and scope' of digitalization to transform legal education. The result of the study reveals the impact of digitalization in legal education with certain limitations and exposes how innovative research tools and ICT techniques raise the quality of knowledge among students, lawyers, academicians, and professionals. In addition, it also highlights the importance of innovative teaching techniques in shaping the interpretation skills among learners. In the end, the author concludes and gives some important suggestions which may be incorporated by the Government for policy formation and its implementation in India.

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INTRODUCTION

Digitalization in the Education System

Education is a basic human need, and digital education is the current trend and needs for all students and learners to be more focused on their learning. Digital education empowers students or learners to access knowledge in new and more convenient ways than earlier. It also reduces the learning phase. We were largely reliant on textbooks or the instructor's voice in the old educational system. In terms of digital education, social networks play an important role in communication and acquiring knowledge where we are entering the twenty-first century, a time when technology has no limitations.¹ This is a period of rapid progress in which technology is encroaching on every nook and cranny and smartphones, computers, and tablets are no longer foreign terms. Through, the education structure is rising for the sake of development, because this group's pupils were not trained to be restricted through the restrictions of simple learning; their interest is enormous and cannot be provided to by educational organizations that were planned formerly. We would deprive our students of their tomorrow if we continued to teach them the way we did yesterday. The development of digitalization in the education sector has been progressing in recent years. Currently, the fundamental goal of educational development is to improve educational quality. Its implementation is achievable by addressing the issues such as improving content and developing specific educational standards through numerous learning techniques including digitalization in the world. The digital revolution, as well as the formation of digital economy elements, ensures the state's competitiveness by improving citizens' living standards and quality of life, promoting economic growth, and transforming the social sphere. Digitization is a feature of new digital information that is being gradually integrated into regular living. This knowledge infrastructure is defined as "*a dependable network of people, artifacts, and institutions that generate and sustain the informational resources required by humans*". The digitalization of learning is an integral part of the education of a modern specialist. These changes are connected to a growth in the importance and volume of information, as well as an increase in the number of multidisciplinary research and initiatives.² The World Bank Group (hereinafter 'WBG') is also working on an education programme in more than 80 countries to transform the quality of education and also promote innovative projects including information and communication

¹ Saiful Islam & Nusrat Jahan, *Digitalization and Education System: A Survey*, 16 INT. J. COMPUT. SCI. INF. SECUR. 70–73 (2018), www.ebook.gov.bd.

² New Trends et al., *Digitalization of Education in Modern Scientific Discourse: New Trends and Risks Analysis*, 9 EUR. J. CONTEMP. EDUC. 313–336 (2020).

technology (hereinafter 'ICT') in the education system (hereinafter 'Ed Tech'). In India, it is also noticed that E-Learning shall transform the techniques for the advanced learning process with a high internet penetration rate appraised to touch above 55 percent by the end of 2025, and digitalization of education has become the topmost priority of the government in India. This serious effort could also be seen in the recent budget where the Ministry of Education received 93,224.31 crores in the Budget 2021-22. This was an increase of more than 8,100 crores over the revised estimates for the current fiscal year, with the Department of Higher Education receiving 38,350.65 crores.³

Digitalization in the Legal Education System

In light of the increasing epidemic, the digitalization of legal education has become a necessity. It is the only way while keeping the social distance norm, education may be transmitted to students through the finest usage of expertise. But what must be understood is that, on the whole, technology plays an important role in legal education. Now, every legal student needs to be technologically savvy, and with the assistance of technology, the legal profession is now in a better position. The amount of time required for research and documentation has significantly decreased. The legal profession gains prominence once it provides the customer with the correct information at the right moment, which may be accomplished quickly with the usage of knowledge. The easy availability of legal information online has facilitated understanding for even the most inexperienced of readers. Paperwork has been expressively abridged, creation permitted work less onerous. Throughout the present epidemic's difficult phases, the majority of businesses around the world have adopted a work-from-home strategy. Furthermore, work from home has likely developed as a result of skill, which has reduced services such as filing applications virtually, hearing cases via video conferencing, sharing evidence via mail, submitting documents electronically, and transactions for fee payment via online methods, and so on. The Supreme Court has also authorized summons and notices to be served via instant messaging platforms such as Whatsapp, as well as by mail and fax.⁴ The significance of digitalization in legal education could not be ignored where all stakeholders including students, lawyers, academicians, professionals, and judges are being benefited especially during the Covid-19 Pandemic. The role

³ How digitisation and technology are shaping education in India, Available at: <https://www.thehindubusinessline.com/opinion/how-digitisation-and-technology-are-shaping-education-in-india/article34090642.ece> (Accessed on: Oct. 22, 2021).

⁴ Pandemic and Digitalisation – Changing Legal Education, Available at: <https://knowlaw.in/index.php/2020/10/21/pandemic-digitalisation-legal-education/> (Accessed on: on Oct. 23, 2021).

of technology is also highlighted by Ravi Shankar Prasad, Union Minister for Law and Justice by stating “*Technology is going to play a very important part in the future of law education*”, and also said that India must take the lead in the world legal system. In addition, Justice UU Lalit, also mentioned that the most major change brought about by the epidemic has been a considerable rise in the usage of technology. The epidemic forced us to sharpen our digital skills and adjust to virtual hearings, e-fines, and e-conferences. It is also noticed that “*for learners, digitization has made it feasible to get knowledge from renowned academicians all around the world.*” It had “*bridged the gap created by geographical constraints by changing how education was historically given.*” Further, emotional intelligence, entrepreneurial attitude, personal effectiveness should be incorporated in contemporary legal education.⁵

LITERATURE REVIEW

This study highlighted the effect of digitalization on the education system through social networks and observed that in the future, we may collaborate on e-learning through Facebook, which will be more participatory and accessible. If this study is accepted by the appropriate authorities, it will be beneficial to all learners who use Facebook around the world.⁶ It has been shown that a new innovative and advanced approach to enlightening lawyers for the twenty-first century is required, and the legal profession is currently one of the most distressing parts of the consulting industry. Legal technology, artificial intelligence, big data, machine learning, and, most importantly, blockchain technology are reshaping the legal profession. The sharing economy and platform corporations are challenging many of the conventional assumptions, doctrines, and conceptions of law and governance, pushing litigators, judges, and regulators to adapt. Lawyers must be equipped with the necessary skill sets to work effectively in the new environment of disruptive legal innovation.⁷ Some researchers also have observed that the resources like Moodle, webcams, podcasts, interactive noticeboards, chat rooms, and e-portfolios, etc. play a significant role in the learning process.⁸ The requirements of certain effective tools for transforming the legal education is also appreciated where classroom could be made more attractive through three

⁵ Future of Legal Education, <https://www.indialegallive.com/cover-story-articles/il-feature-news/legal-education-jindal-law-school/> (Accessed on: Oct. 22, 2021).

⁶ Islam and Jahan, *supra* note 1.

⁷ MARK FENWICK, WULF A. KAAL & ERIK P. M. VERMEULEN, LEGAL EDUCATION IN THE BLOCKCHAIN REVOLUTION (2017).

⁸ Liz Polding, LEADING CHANGE INTEGRATING E-LEARNING INTO AN EXISTING COURSE: LEGAL INFORMATION MANAGEMENT CAMBRIDGE CORE (2007), <https://www.cambridge.org/core/journals/legal-information-management/article/abs/leading-change-integrating-elearning-into-an-existing-course/6FC6E217DE28147D3D6EECCE9E44983E> (Accessed on: Oct 23, 2021).

techniques including relevant material, understanding of materials and teamwork and problem-solving approach, and Information Technology law is suitable for this type of endeavor since It is a fast developing subject that ignites considerable international controversy and creates various difficulties for international transactions in which teachers teaching law to employ synchronous chat room technology to provide external law students with greater flexibility as they build negotiation skills.⁹ Digitalization in education for transforming the learning skills at the university level is also considered a significant tool.¹⁰ The effectiveness of online discussion among students in clinical legal education is also appreciated.¹¹ Some study reveals that only a few universities have been identified as actively participating in digitalization where they develop online courses, their electronic educational environment, and provide access to their faculty member's studies. The research of the expense structure in these universities found a lack of funding for teaching staff information technology. It is also worth noting a general trend of decreasing expenditures on digitization in the educational area. In the future, this will result in education underdevelopment in terms of teaching new technologies and preparing professionals with non-market-demanded competencies.¹² On the other hand, some studies show that the students seem not comfortable with participation in the online discussion that may be due to lack of knowledge or experience which may affect their confidence in the future. It is further advised that that the students should appreciate the significance of online discussion for collaborative learning so that they can easily exchange their knowledge.¹³

The rationale of this study is to reveal the impact of digitalization in legal education with special reference to the new education policy 2020 in India, as well as the significance of innovative research tools and ICT techniques that raise the quality of knowledge among students, lawyers, academicians, and professionals. The author also attempts to trace the key challenges in the implementation of this digitalization in the legal field in India.

LEGAL EDUCATION IN INDIA

⁹ Ian Holloway, *Special methods and tools for educating the transnational lawyer: Exchanges*, 55 J. LEGAL EDUC. 514–518 (2005).

¹⁰ Tatiana Valeryanovna Dobudko et al., *The organization of the university educational process in terms of digitalization of education*, 7 HUMANIT. SOC. SCI. REV. 1148–1154 (2019).

¹¹ Pearl Goldman, *Legal education and technology III: An annotated bibliography*, 111 LAW LIBR. J. 325–437 (2019).

¹² Ekaterina Plotnikova, *Digitalization of education in the leading universities of Saint Petersburg*, 497 IOP CONF. SER. MATER. SCI. ENG. (2019).

¹³ Cynthia Lim, *Observations From a Work-in-Progress*, 36 BR. J. EDUC. TECHNOL. 4–6 (2005).

Legal practitioners in ancient India were known as 'Pleaders' or 'Niyogis' representing parties in litigation dating back to the Manu Smriti period when a person well versed in Dharma Shastra and the legal process could be designated as the representative. Following that, the law was viewed as a branch of Dharma in ancient India, and the Vedas were the first sources of law, and Smritis transmitted Vedic teaching, and Smritikars were outstanding jurists. Despite the lack of formal legal education, the king was to administer justice based on self-acquired knowledge. Professional legal education in India began in 1855, to prepare law students to serve in lower and higher courts as Vakils or as judicial officers. There has been no tradition of legal study and academic legal training for nearly a century, and the practice of delivering mandatory courses through the direct lecture style has been preserved. In addition, the Bar Council of India (hereinafter 'BCI') was founded as a legislative organization to govern legal education and practice under Section 4 of the Advocates Act, 1961. The first law university in India, the "National Law School of India University", was established in Bangalore in 1985. It was the beginning of the LLB degree in India where tutorials, seminars, moot courts, and case methods were all used to enhance the teaching method. Following that, law education in India has been provided by several universities at various academic levels. Because lawyers interpret the law and engage directly with the entire society, to address the needs of society and the country, legal education is required. The British pioneered modern legal education in India, with the primary goal of familiarising Indians with legal principles that would assist them in administering the country. Its principal goal is to acquaint the students with legal ideas such as the process of establishing laws, settling disputes, and courtroom manners, among others, as well as to offer justice-oriented learning and grow experienced lawful professionals. Given that law is a multidisciplinary subject, another purpose is to understand it from many social, economic, political, and scientific viewpoints to meet various legal obligations at the local and international levels. Its goal is to provide an understanding of fundamental legal issues and to use such information in real situations. Furthermore, it emphasizes research and publications in the legal field for students to tackle any legal problems that arise, as well as produce new legal knowledge and ideas to meet society's new challenges. Finally, it strives to provide legal reforms since there is an inadequate quality of legal education and infrastructure, as well as a lack of relevant skill training to meet the ever-changing demands of the modern world, and there is a need to establish defined quality standards for legal education.

Presently, India generates the most legal graduates, with over fifty universities producing more than 5000 graduates per year. The number has grown over time, and there is a wide range of

professional prospects open to students, making the future direction of legal education in India enormous. The legal world has advanced as a result of changes in the legal school system, and it is today very different from what it was ten years ago. Now, the prospects or professional alternatives for qualified lawyers are extensive, and the technique of teaching has also substantially improved in recent years, making it a more promising career option than it was previously when it was considered a last resort. The technique of legal training has been changing constantly, but the significance of the curriculum lies in the way in which learners are open to the contents of the course, not just the contents themselves; thus, universities must retain experienced and qualified teachers to impart a high level of education. Though significant modifications have been made in the teaching approach in the past, there is still potential for development to improve the level of teaching and to apply creative methods for training purposes.¹⁴

ROLE OF NEP 2020 IN TRANSFORMING LEGAL EDUCATION IN INDIA

The education policy in India has become highly significant and plays a very exciting and active role in generating the purpose of the young generation, irrespective of faith, class, belief, or after all forms of bias are excluded. After independence, India has shaped its first education policy in 1968, and subsequently in 1986, with modifications made to the education policy in 1992, and a new education policy is set to be implemented in 2020 i.e. “National Education Policy, 2020” (hereinafter NEP 2020) which contributes to nation-building.¹⁵ This policy focuses upon realizing one’s full human potential, creating a just and equitable society, and promoting good governance. Providing comprehensive access to high-quality education is critical to India’s continuing rise and worldwide leadership in economic growth, social fairness and equality, scientific advancement, national integration, and cultural preservation. Over the next decade, India will have the world’s largest population of young people, and our capacity to educate them will be essential. Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, approved by India in 2015, aims to “*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*” by 2030.¹⁶

¹⁴ Is law school a good investment? And what opportunities we have in this field. The article makes some observations about history, present and scope of legal education in India, Available at: <http://www.legalservicesindia.com/article/1976/Legal-education-system-in-India.html> (Accessed on: on Oct. 25, 2021).

¹⁵ Legal Education and National Education Policy, 2020, Available at: <https://www.tnu.in/new-media/blog/item/669-legal-education-and-national-education-policy-2020> (Accessed on: on Oct. 25, 2021).

¹⁶ NEP 2020, MHRD, Available at:

This policy proposes major changes for the entire scope of Higher Education in India, including legal education. The argument on this matter has grown in relevance since NEP will have a substantial impact on legal education in more ways than one, and institutions that provide legal education will have to make considerable changes in how it is provided. The Bar Council of India must play an important role in approving the enhancements planned in NEP into Indian legal education. In India, legal education is largely provided by three types of institutions; Universities of National Law, State, and Central Universities, and Private Universities, and they provide a 3-year legal curriculum as well as a 5-year integrated law programme. According to the NEP, no professional education institutions can be stand-alone and must be turned to interdisciplinary institutions. All national law universities will face significant challenges in implementing this specific standard, given the majority of them are highly specialized and have limited infrastructure and resources. The majority of them receive initial funds from state governments while also developing self-sustaining models. This step would involve the different state governments financially supporting these institutions and assisting them in acquiring the necessary facilities to become interdisciplinary universities. Another problem that all legal education institutions will encounter is providing different exit choices. Individuals who have finished their law degrees can currently only practice law after being recognized by the Bar Council of India. Those who leave after one or two years, either with a certificate or a diploma, will now have no professional possibilities that are appropriate for their qualifications.¹⁷ It also establishes a framework that must be followed by all legal education institutions, including; Legal education must be globally competitive, combined with modern technology to provide more people with access to and timely delivery of justice, incorporating constitutional values of justice; social, economic, and political, and must be educated and illuminated in legal education. It also focuses upon national regeneration through the application of democracy, the rule of law, and human rights, and should also reflect socio-cultural circumstances by stressing the history of legal thought, justice concepts, and practice.¹⁸

IMPACT OF DIGITALIZATION ON LEGAL EDUCATION

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf, (Accessed on: on Oct. 25, 2021).

¹⁷ Impact of The National Education Policy on Legal Education: Challenges in Implementation, Available at: <https://www.highereducationdigest.com/impact-of-the-national-education-policy-on-legal-education-challenges-in-implementation/> (Accessed on: on Oct. 25, 2021).

¹⁸ *Supra* note 14.

It has long been debated that the legal profession is fairly conventional, with practitioners who are difficult to change. But, due to the rapid growth of technology, it is projected that the way lawyers will work will alter significantly during the next decade. Recent research suggests that up to one-third of legal tasks could already be digitized. The legal sector is slowly but steadily adjusting and embracing many aspects of current and developing technology, not only because of the COVID-19 epidemic but also for other reasons. Traditionally, progressive law companies have used software for document management, case management, knowledge management, time tracking and billing, and so on. Recent technological improvements have allowed the legal profession to automate different procedures and operate more like a services business than a “profession.”¹⁹ The author attempts to trace some major impacts of digitalization on the legal system at the national and international level including;

- Document digitization: The digitization of case law and other legal documents is one of the first examples of contemporary technology being used in the field of law.
- E-discovery and due diligence (for evidence): Another application of artificial intelligence (AI) is in legal due diligence and discovery procedures, where AI can help to streamline operations and increase the efficacy of the activity. Lawyers spend a significant amount of time reading a variety of papers in litigation situations to identify significant indications. The same can be said for due diligence exercises. Case and transaction papers are regularly available in virtual data rooms these days, and by utilizing e-discovery services, essential terms and phrases can be quickly located from a sea of documents to acquire the relevant pieces of evidence that may be valuable for a case.
- Contract formation and alteration: Furthermore, AI has begun to be used in contract drafting and assessment, although its full potential remains unused. The typical time required to prepare such contracts creates a large task for lawyers and may occasionally result in a work deadlock. AI is now being used to produce early versions of contracts based on input from lawyers, significantly dropping the time required on such duties while simultaneously minimizing the possibility of error.
- Case planning is a methodical process: AI can help with case preparation in litigation cases as well. Platforms such as Lex Machina, a legal analytics solutions platform, combine natural language processing, machine learning, and technology-assisted human review to provide case resolutions, remedies, findings, and correct counsel, as well as

¹⁹ Role of new age technologies in the field of law, Available at: <https://www.dqindia.com/role-new-age-technologies-field-law/> (Accessed on: on Oct. 25, 2021).

gather data. It presents the collected data in a format that enables legal practitioners to quickly access insights and analyze trends relevant to a specific legal issue. This has the potential to overcome the knowledge and experience gap between seasoned litigators and new lawyers.

- Client engagement and cooperative working: Apart from the impact on the way lawyers practice, clients are witnessing a variety of changes. New technology is the key to enabling lawyers to fulfill their client's growing demands and expectations. Client expectations have evolved to encourage such approaches in the age of remote working and online meetings. Clients are no longer needed to visit their lawyer's offices and meet with them in person. During the lockdowns, lawyers, like everyone else, were forced to work from home. Because of the extensive use of video conferencing and collaborative work, efficiency was maintained and client work did not suffer.
- Impact on the legal system: The introduction of technology has an impact on the functioning of judicial institutions as well. The COVID-19 epidemic has enhanced the process. As a result, practically all court hearings were moved online during the lockdowns. Filings, hearings, and all other stages of litigation are now digital. While e-filing and online case management were previously available in select countries, including India, they are now available more extensively. Courts have gradually begun to hold in-person sessions, and it is unclear whether internet hearings will continue until the pandemic threat has passed. Influence on other legalities: Blockchain, a relatively new technology, is relevant in the sphere of law and is quickly becoming an eventuality that is affecting industries all over the world. The key feature of blockchain is its capacity to store data in a non-fungible database in a transparent manner.
- Complementary function: The use of new and emerging technologies is typically considered a two-edged sword, with both benefits and drawbacks. The most significant perceived threat posed by the use of new-age technologies is that they would render the position of attorneys in specific areas of practice obsolete, even though it is simple to think that this new-age technology will improve rather than replace lawyers.

SIGNIFICANCE OF MODERN RESEARCH TECHNIQUES IN LEGAL EDUCATION

“Education is the manifestation of perfection already in man” – (Swami Vivekananda).

Traditional research methods necessitate respondents to meet face to face or converse verbally. It creates circumstances in which the moderator has the authority to interrupt, confront, and question participants at any time during the study. It allows the researcher to be more adaptive and helps the conversations feel more natural. It also allows the researcher to detect nonverbal cues such as face micro-expressions, body language, behaviour, and intonation. It has already been established that what people do not say but do contributes to a greater proportion of what is true. This is what makes older ways' data richer and more comprehensive. However, the cost of conducting research using these methodologies makes it vulnerable. The amount of time and money required to set it up is what leads organizations to feel that there should be alternative methods that can be used to collect the same data while cutting costs. Researchers, on the other hand, can now interact and communicate with their targets more easily due to the massive increase in smartphone users, who may wirelessly engage and connect to individuals via social networks. Online surveys, online focus groups, online communities and forums, and social networking sites like Twitter, Facebook, and Instagram are some of the tools used in digital research. Furthermore, thanks to these digital research tools, researchers may reach a far greater range of people of all ages, nations, and cultures, removing many of the barriers that older research methodologies would typically face.²⁰

In addition, the jurisprudence of implementation of modern techniques in educational institutions has the potential to not only improve education, but also to empower people, strengthen governance, and energize efforts to accomplish the country's human development goal. Some of the approaches proposed by the researchers may be used by young teachers to transform the education system in India. The author attempts to highlight the significant modern research techniques and innovative teaching pedagogies to meet the international standard of education including;

- Mind Map Approach: It was devised in the late 1960s by 'Tony Buzan' as a tool to help students write notes using just keywords and graphics, but mind maps can also be used by teachers to explain topics in creative ways. They are substantially faster to make and much easier to recall and analyze because of their visual quality.
- Reminders Words Approach: It emphasizes merely repeating the mnemonic or its linked meaning in words rather than concentrating on a single thought for an extended period.

²⁰ Ron Jacobsen (2012), 'Traditional v. Modern Digital Research Methods, Available at: <https://ezinearticles.com/?Traditional-Vs-Modern-Digital-Research-Methods&id=7434158> (Accessed on: on Oct., 25, 2021).

- **Problem-based Approach:** This style of practice can be used in a variety of subjects of study, including science. But if students are given a scenario and options to handle a specific problem, they are exposed to making decisions in a specific context.
- **Microteaching Techniques:** It is necessary to improve your teaching skills to become a better teacher. A teacher's teaching talent is a set of instructional actions that are extremely effective in bringing about desired behavioural changes in students.
- **Programmed Learning:** Programmed education assists students in completing tasks by utilizing textbooks, teaching machines, or computers, all of which can be used as learning materials.
- **Research Oriented Approach:** Rather than just providing known material or demonstrating a direct path to knowledge, it should begin by offering questions, difficulties, or dilemmas, etc.
- **Collaboration in Learning:** It is an appropriate technique in which student groups of varying abilities use a variety of learning activities to improve their understanding of a subject.
- **Dramatization Approach:** One of the latest teaching strategies is to place students in situations and teach them how to react to them. The physical environment is significant because it influences the attention of students.
- **Modern Teaching Techniques Involve Media:** This aids in the learning process for students in both online and offline classes. Audio Aids, Visual Aids, Audio-Visual Aids, Interactive Electronic White Board, M-Learning, and E-Learning are just a few examples of important tools.

ISSUES AND CHALLENGES

There is a need to broaden the list of concepts included in overall jurisprudence to have more appropriate terminology, such as group, dispute, institution, process, function, decision, regulation, efficiency, effectiveness, and so on, to improve understanding across legal cultures. To address globalization's difficulties, a lawyer must have a vision of developing problems, zeal to serve the cause of justice, and the ability to forge new tools and procedures appropriate to changing needs and times. At the moment, legal education is inadequate for the challenges ahead, necessitating an all-out effort to assess past endeavors and map out a future course of action. A 'well-functioning law system' is a fundamental component of a free and fair society. A successful legal system provides all facilities and meets all of the people's needs. The 'rule of law' is what distinguishes a good legal system in which all people are subject to the law. The Bar Council of

India oversees both the legal profession and legal education in India and facing various challenges in the legal system including easy admission in legal schooling, teaching techniques, and facilities, examination system, lack of appropriate syllabus, disparities among law schools, lack good teachers and placement issues, etc. It is also found that the impact of the new economy, globalization, privatization, and deregulation have created new obstacles in the field of legal education worldwide. The revolutionary advances in information and communication technologies need adjustments in the legal system as well. Modernization and the state's withdrawal from its traditional role have produced new legal challenges about means of protecting the poor and disadvantaged from financial difficulties. The whole nature of the law and legal institutions is experiencing a paradigm transformation and being facing different issues and challenges like; inappropriate physical structure and economic resources, advancement of charitable advantages, lack of research among students and teachers, privatization in the legal sector, entry of foreign universities, and lack of awareness of digit techniques. It is also observed that qualitative research and innovative teaching pedagogies to enhance knowledge are not significantly implemented in India. The availability of resources including academic facilities, research tools, software, and effective supervision quality is still a major challenge, especially during the Covid-19 Pandemic.²¹ In addition, it is also observed that modern research is a continuing process in developing countries such as India, where researchers face a variety of challenges such as picking research topics, institutional deficits, funding constraints, and so on. The study reveals some key challenges relating to modern research techniques and teaching-learning processes at the grassroots level, such as a lack of scientific training programmes, particularly in rural areas, communication gaps between researchers and supervisors, time management, appears difficult, and it is also observed that the researcher does not collect qualitative data due to a lack of access to qualitative databases.²²

SUGGESTIONS

The right steps must be done in this matter so that the law students acquire significant experience and a research-oriented approach to enhance their learning skills to meet international standards. Here, the author attempts to give some significant suggestions to raise the standard of legal education²³;

²¹ Amit Dhall, *LEGAL EDUCATION IN INDIA : THE EMERGING CHALLENGES AND* 51–60 (2006).

²² Radiowala, A. A., & S. Molwane, M. *A Study on the Challenges Faced by Rural Women in Accessing Education*. 65(04), Journal of Scientific Research, 13–17 (2021).

²³ Dhall, *supra* note 21.

- Case and Problem Based Approaches: It should be made mandatory and should work better than theory to enhance their jurisprudential skills.
- Modern Teaching Techniques: It must be incorporated in law schools with special reference to ICT tools and research techniques.
- Students Involvement: Students must be involved in moot courts, mock cases, and debaters should be made mandatory, and points should be granted.
- Clinical Methods and Professional Skills Activity: It must be mandatory for the students as well as teachers.
- Classroom Training: It should be combined with court visits on regular basis.
- Research-Oriented Learning Training Session: It must be organized for students as well as teachers.
- Innovative Teaching Pedagogies: Online, as well as offline teaching skills, must be incorporated to meet international standards.
- Availability of Resources: Appropriate research tools, software, computers, databases, etc. must be made accessible to all learners.
- Teacher and Student Gap: Sometimes it is observed that the students hesitate in approaching their teachers, mentor, and guide so some special classes like mentor-mentee meetings should be scheduled to enhance their mutual understanding.
- Internet accessibility: The government, universities, and colleges must ensure the availability of the internet at all levels including campus as well as home because sometimes it is observed that the students who belong to rural or backward areas don't have sufficient opportunities to attend online classes.
- Counseling Sessions: It should be organized for teachers as well as students to discuss their personal or professional issues.
- Motivational Lectures Series: It must be organized to maintain active participation in live classes.
- The workload of Teachers: The workload of teachers should be minimized as it is noticed particularly during the Covid-19 Pandemic and otherwise also that the teachers don't get sufficient time for self-study or research, and also engaged in administrative work which may create a detrimental impact on quality of education, etc.

CONCLUSION

This study reveals the significance of digitalization in transforming legal education in India to meet international standards. It shows the necessity of shifting from a traditional to a modern approach to learning skills and adaptation of innovative teaching techniques. It exposes that how India's new education policy 2020 intends to inject new learning and research techniques to contribute to nation-building by realizing full human potential. This policy endorses important variations for the comprehensive opportunity of Higher Education in India, including legal education, and also having good expectations from the BCI must play an important role in approving the enhancements planned in NEP into Indian legal education. It is also assured that no professional education institutions can be stand-alone and must be turned to interdisciplinary institutions. In addition, to the state government's financial support system, the Government of India has also enhanced the investment funds ratio in the education sector. This will assist in competing internationally the legal education with the help of modern techniques to provide more people with access to and timely delivery of justice, incorporating constitutional values of justice; social, economic, and political. Further, it also exposes the positive and negative impact of digitalization on the legal education system. It shows that how this digitalization system helped during the Covid-19 Pandemic, and transform the learning process with the help of emerging technology. It is proved that the students, teachers, advocates, professionals, and even courts got benefited in various areas; documentation, e-discovery of evidence, formation of a contract, case study, client engagement, judicial process, and conducting qualitative research by investing minimum time and money. It is further, observed that the innovative teaching pedagogies also played a significant role in developing critical thinking processes and interpretation skills. Some modern teaching techniques are considered as an effective tool in transforming legal education including mind map approach, reminder word, problem-based method, programmed learning, research-oriented approach, collaborative learning, dramatization approach and role of media, etc.

On the other hand, it is also noticed that the NEP 2020 and digitalization have some major challenges in legal education in India. The formation of a new syllabus, effective lesson plan, the appointment of good teachers, disparity among law schools, placement issues, innovative teaching pedagogies especially case study and problem-based approaches are the major challenges in the effective execution process. Further, the exit choice provided to the students may invite various issues after completing their one or two years in this profession, because as of now, only those individuals who have completed their law degrees can formerly practice law after

being acknowledged by the BCI. The agenda 2030 (i.e. ‘Sustainable Development’) which aims to “*ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*” is a proactive step taken by the government, but the implementation is yet to be seen, which is also an arduous challenge before concerned authorities including lack of qualitative research, innovative research tools, data basis, training programme, funds, ICT facilities, and internet issues. Moreover, the active participation and interaction among students and teachers is progressive but not up to the mark as it is found that sometimes students don’t show their active interest in the online learning process which leads to a demotivated factor for the teacher. The teachers are also found overburdened especially during this ongoing pandemic and facing various challenges including the use of ICT tools and incorporating innovative teaching pedagogies. The physical and mental health issues are also proved very critical for students as well as teachers and which is still going on.

In the end, it is concluded that digitalization has a significant impact on legal education with certain limitations. The author highlighted some major limitations and recommend specific suggestions for policymaking and implementation in India.