

INDIAN LEGAL EDUCATION SYSTEM AT CROSSROADS- A CRITICAL STUDY

Written by Vishnu Prasad

Assistant Professor of Law

“...Law colleges ... still remain places where pebbles are polished and not where diamonds are dimmed and law students not bottles to be filled but candles to be lit...”

By-Kailash Gambhir, J.1

INTRODUCTION

A welfare society is assiduously allied with the system of law since it acts as an instrument in establishing, among others, social order, public welfare, fair and accountable administration, and justice as well as peace. Therefore, in such a system, the respect for and observance of ‘rule of law’ is entirely necessary at all times. India, being a modern and welfare society is intertwined with the ‘rule of law’ which comprises of the Constitution, constitutionalism, constitutional law and all other laws enacted in a the form of statutes, regulations, ordinance, and rules, etc. along with their judicial interpretations. It is submitted that in a society governed by the ‘rule of law’, it is necessary that all people not only are aware but also understand the contents of laws governing them. However, a realistic view of the society brings to our attention as to the existing differences in individuals’ abilities to comprehend the contents of law, which in turn arises due to their varying educational and social statuses. Accordingly, it may be inferred that there are lot of missing links between the subjects of law and their know-hows of the contents and objects of laws, which govern them. Should this not be addressed by the State and its legal education system?

¹ *S. Khushboo v. Kanniamal & Anr.*, Manu/SC/0310/2010.

Well, this question should not be mistaken for setting up a society full of lawyers. Instead, the emphasis laid here is to enable all individuals to understand the minimum core contents of the 'rule of law' and its operational methods. Indeed, it is also the least expectation of every person in a society, that is, he would know the governing instrument (law). Legal awareness programmes carried out by the law colleges and Legal Services Authority is an unpretentious attempt in this direction, but there is enough scope for improving the quality and coverage of those programmes as the entire Indian population is not benefitted by the State's legal awareness promotional endeavours. Therefore in reality, legal education system in India mostly caters to the needs of lawyers and judges in the form of formal courses offered (Three-Year LL.B or Five-Year LL.B. Programme) or (LL.M. Programmes, which is post-graduation in Law).

At present, the international community is engaged in discussions concerning establishing the foundations for modern judicial systems. However, all such discussions or ensuing action-plans must first address the issues associated with national legal education systems. Failing which, there cannot be preferred success in establishing a modern judicial system. This is because, the legal education is responsible for producing efficient lawyers and judges besides promoting quality in the legal profession, which is noble. In the same way, it is important to emphasize here that lawyers and judges are well-regarded as social engineers. In fact, the advocates aid the courts in the process of interpretation and application of laws. Some of the interpretations adopted by lawyers, on acceptance by courts, have led to social transformations and upliftment of life of the disadvantaged people.² It is necessary to understand the significance of legal education system by linking it with the role and importance of laws in a society. For this purpose, it is observed that it is laws which govern the daily affairs of the State and its citizens by serving as an instrument to achieve socio-economic development³ and laws also provides rights, duties and remedies for breach of rights besides redressal of disputes and laws deals with administration of justice. Hence, the laws, legal system, courts of law, and legal profession have a colossal role to play in keeping-up of the society and its progression, during which the

² Series of cases can be a testimony of this statement. For example, the incorporation of un-enumerated rights like right to privacy, shelter, food, livelihood, dignity, timely medical assistance, good governance, right to leisure at work, just and humane conditions at workplace, etc. into the ambit of enumerated rights guaranteed by the constitution has not only lead to protection of individual rights but also has brought social transformation. This is made possible by innovative interpretations of lawyers and recognition of the same by the Judges.

³ *State of Bombay & Ors. v. The Hospital Mazdoor Sabha & Ors.*, AIR 1960 610 : 1960 SCR (2) 866.

courts aim to safeguard the ‘rule of law’ and basic rights of the individuals. To improve the standards of justice delivery in any country, it becomes crucial to oversee the way legal education is imparted.⁴ Accordingly, this paper examines the position of legal education by relying on certain judicial opinions and then identifies downward movement in the quality of legal education owing to array of reasons such as increasing number of law colleges, varying syllabus structure, poor teacher to student ratio, lack of core competence amongst faculty, lack of infrastructure, inability of the Bar Council of India to persuade and compel law colleges to comply with its prescribed standards, etc. It is imperative to address the degenerating quality of legal education appropriately and thus this paper humbly attempts to discuss in brief the problems relating to legal education system in India and offer few fitting suggestions.

UNDERSTANDING ‘LEGAL EDUCATION’ AND REGULATION OF LEGAL EDUCATION

In its narrower sense, legal education refers to an education system that imparts knowledge of law and skills of advocacy to the individuals who intend to become legal professionals. While, in its broadest sense, legal education may include giving out awareness to all, including non-legal professionals, concerning law and its working. Notwithstanding one’s approach, legal education continues to be the foundation for legal professionals, on whom the justice delivery system is predominantly dependent. It is said, legal education is essentially a multi-disciplined, multi-purpose education that can develop the human resources and idealism needed to strengthen the legal system.⁵ The expression ‘legal education’ in common parlance is capable of comprising in it both under graduate and post graduate courses.

Concerning the regulation of legal education, it must be remembered that legal education comes within the expression of ‘higher education’ in India. Like every other institution in our society, higher education in general and legal education in particular, is in a continuing process of far-reaching changes in organization, management, content and delivery.⁶ The responsibility

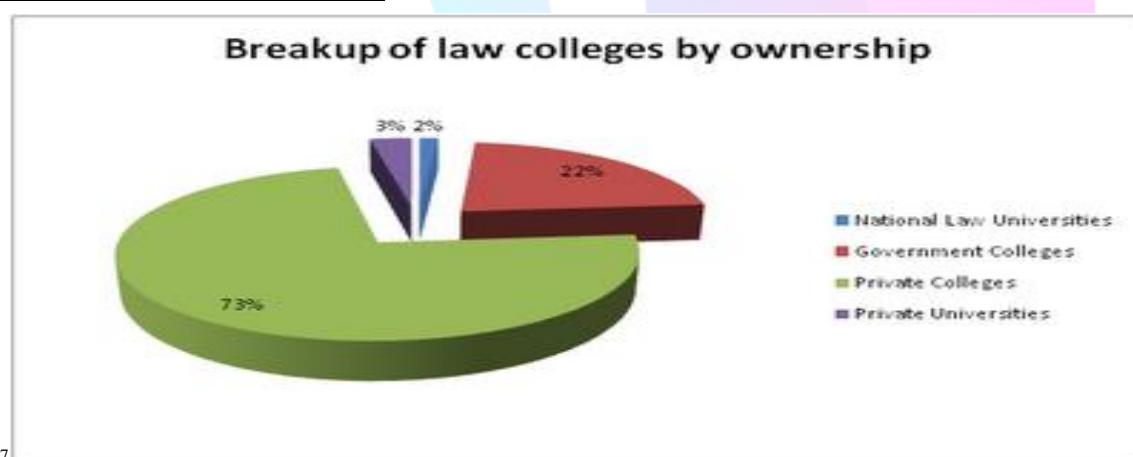
⁴ See <http://rfgindia.org/publications/Legal%20education%20-%20report.pdf>

⁵ See *K.Sakthi Rani v. The Secretary*, accessed at <http://www.indiankanoon.org/doc/1602139/> (Visited on 12/2/2016)

⁶ N.R. Madhava Menon, *The transformation of Indian Legal education : A Blue Paper*, available on http://www.law.harvard.edu/programs/plp/pdf/Menon_Blue_Paper.pdf

of imparting legal education in India is shared between the Government Law Colleges, Government Law Universities, Private Law Colleges affiliated to Universities, Autonomous Law Colleges, National Law Schools, Private Law Universities and Deemed or Deemed to be Universities.⁷ The Legislature of the States and the Parliament of India are competent to legislate in respect of legal, medical and other professions.⁸ Under Entry 25 of the Concurrent List of VII Schedule of the Constitution of India, the Legislature can pass any legislation concerning 'education'.

In *P. Venkateswara Rao & Ors. v. Osmania University, Hyderabad*, it has been held that "Education" includes Legal Education also.⁹ However, this declaration by the Judiciary does not confer absolute legislative power upon the Legislature as the same is to be construed subject to Article 254 and other provisions of the Constitution of India.¹⁰ The Bar Council of India (BCI) is the supreme regulatory body, which regulates the legal profession and legal education



⁷ Excerpt from <http://theunwillinglawyer.blogspot.in/2011/03/problems-of-plenty-and-scarcity.html> (Visited on 3/3/2018)

⁸ Under Entry 26 of the Concurrent List, VII Schedule of the Constitution of India.

⁹ AIR 1990 AP 346.

¹⁰ The Constitution of India, Article 254 - Inconsistency between laws made by Parliament and laws made by the Legislatures of States

(1) If any provision of a law made by the Legislature of a State is repugnant to any provision of a law made by Parliament which Parliament is competent to enact, or to any provision of an existing law with respect to one of the matters enumerated in the Concurrent List, then, subject to the provisions of clause (2), the law made by Parliament, whether passed before or after the law made by the Legislature of such State, or, as the case may be, the existing law, shall prevail and the law made by the Legislature of the State shall, to the extent of the repugnancy, be void

(2) Where a law made by the Legislature of a State with respect to one of the matters enumerated in the concurrent List contains any provision repugnant to the provisions of an earlier law made by Parliament or an existing law with respect to that matter, then, the law so made by the Legislature of such State shall, if it has been reserved for the consideration of the President and has received his assent, prevail in that State: Provided that nothing in this clause shall prevent Parliament from enacting at any time any law with respect to the same matter including a law adding to, amending, varying or repealing the law so made by the Legislature of the State.

in India, has laid down certain norms.¹¹ The BCI derives its power under the Advocates Act, 1961 that has its source from Entries 77, 78 of List I of the VII Schedule of the Indian Constitution, which deal with the subject of persons entitled to practice before Supreme Court and the High Courts. Section 7 of the Indian Advocates Act, 1961 enlists the functions of the BCI which, among others, mandates both the BCI and State Bar Councils to promote quality legal education by laying down standards for legal education in India. It is submitted that standards of legal education is to be judiciously chosen. Because, legal education is not necessarily confined only to classroom lectures or theoretical study of law as it must include practical training and imparting of essential professional skills such as drafting and pleading, etc. Though the BCI has been issuing Rules to regulate the quality of legal education and profession what is firmly needed is its effective implementation. Besides, the Law Commission of India had joined its hands with the BCI in identifying issues and provided its recommendations concerning legal education and legal profession.¹² However, the said recommendations could not be effectuated due to lack of political will. Yet, appreciably, while working on its mandate, the BCI has introduced some noteworthy changes concerning the age limitation for admissions, introduction of entrance exam, and conduct of Bar-Exam and abolition of evening Law College system, etc. The University Grants Commission (UGC) has also some role to play in the regulation of higher education including legal education. However, the UGC is more to do with the recognition of colleges and Universities, setting standards of education and teachers in general. The UGC and the BCI must act hand in hand to improve the quality of legal education.

PROMINENT JUDICIAL OPINIONS UNDERLINING POOR QUALITY OF LEGAL EDUCATION

In *State of Maharashtra v. M.P.Vashi and Ors*,¹³ the Supreme Court has opined that there is ever increasing demand for service of competent persons with expertise of law and this demand

¹¹ See <http://rfgindia.org/publications/Legal%20education%20-%20report.pdf> (Visited on 14/12/2018)

¹² See Law Commission of India Reports Nos. 14, 131 and 184.

¹³ (1995) 5 SCC 730. In this case, the Court held that “Increase in litigation and demand from other forums for the service of competent persons with expertise in law has been ever growing. The services of persons qualified with law are required in many stages. The need for a continuing and well-organised legal education is essential reckoning the new trends in the world order, to meet the ever-growing challenges. The legal education should be able to meet the ever-growing demands of the society and should be thoroughly equipped to cater to the

could be met if only adequate number of law colleges train students with the aid of expert teachers. However, the real concern here is how to promote expertise in law teachers and who are the expert teachers? The competent authorities associated with legal education have not taken any initiatives to address these questions.

The then Chief Justice of India A.M. Ahmadi, after referring to the Report of the Law Commission on legal education, had observed as follows:

“...If the standard of legal education in law schools is poor and if enrolment of such 'half-baked' untrained graduates is automatic, as is the position today, then the burden has to be borne by the judiciary at all levels since they are, to use the expression of Shri Setalved, 'let loose' on the Judiciary. The unbecoming scenes that are witnessed in courts are largely because of lack of proper training in law and ethical values and the desire to make a fast buck. The justice delivery system depends on the quality of the Bar and, therefore, the Judiciary is vitally interested in the improvement of legal education in the country. I am, therefore, of the opinion that the Bar, the Judiciary and the UGC must join hands to raise the standard of legal education in the country.”¹⁴

Similarly, in *University of Calcutta & Ors. v. Amit Jalan*,¹⁵ it is observed by the Court that legal education in our country is in a very lamentable state of affairs. In this connection it will not be out of place to remember the recommendations of the Law Commission of India (in its 14th report) which called out that deteriorating condition of the standard of the legal education must be addressed. The Law Commission in this direction observed:

"The portals of our law teaching institutions manned by part-time teachers open even wider and are accessible to any graduate of mediocre ability and indifferent merits. It is not surprising that in this chaotic state of affairs in a number of these institutions there is hardly a pretence at teaching... This character is followed by Law examinations held by the Universities, many of

complexities of the different situations. Specialisation in different -branches of the law is necessary. The requirement is of such a great dimension, that sizeable or vast number of dedicated persons should be properly trained in different branches of law, every year by providing or rendering competent and proper legal education. This is possible only if adequate number of law colleges with proper infrastructure including expertise in law teachers. It cannot admit of doubt that, of late there is a fall in the standard of legal education. The area of 'deficiency' should be located and correctives should be effected with the cooperation of competent persons before the matter gets beyond control.”

¹⁴ *Mrs. Jeevarathinam v. Government of Tamil Nadu*, judgment dated 22.7.2008, available at <http://www.indiankanoon.org/doc/1223985/>

¹⁵ (2000) 3 CALLT 1 HC.

which are mere tests of memory and poor ones at that, which the students manage to pass by scrambling short summaries published by enterprising publishers... The result, a plethora of LLB, half-baked lawyers, who do not know even the elements of law and who are let loose upon society as drones and parasites in different parts of the country."¹⁶

This apart, Kailash Gambhir, J., in *Vandana Kandari v. University of Delhi*,¹⁷ has observed that our colleges of law do not hold a place of high esteem either at home or abroad, nor has law become an area of profound scholarship or enlightened research. Indeed, it is the time to carry out repair of legal education system of this country. From the above excerpts of judicial opinions it would be clear that certain non-appreciative remarks about legal education are expressed by the Indian Judiciary based on materials placed before it in different cases and it is submitted that they are relevant to this discussion as those opinions highlight the problem of poor quality of law teachers. Indeed, this problem is associated with many other issues, which are detailed below. The author believes that the right approach towards legal education would be to see in the way the court has observed in *M. Santhosh Antony Vareed v. The Registrar*, that is to consider law colleges as nurseries where the right seeds are required to be sown so that what is sown would be harvested.¹⁸ This would mean that if the input is not appropriate then the outcome will not be good. Undeniably, as mentioned earlier, students who are admitted in the law colleges would be responsible for observance of the rule of law and administration of justice in this country.

MALADIES IN LEGAL EDUCATION SYSTEM IN INDIA AND POSSIBLE SOLUTIONS

It is said that legal education at present is suffering from many maladies, some of which are deep-rooted, while some have sprung up in recent years.¹⁹ Therefore, it would not be an

¹⁶ *Ibid.*

¹⁷ Accessed at <http://www.indiankanoon.org/doc/806470/> (Visited on 12/2/2016)

¹⁸ *M.Santhosh Antony Vareed v. The Registrar* accessed at <http://www.indiankanoon.org/doc/617052/> (Visited on 13/2/2016)

¹⁹ See <http://www.indiankanoon.org/docfragment/664613/?formInput=legal%20education> (Visited on 10/4/2016)

exaggeration to describe legal education in India as a reformer's dream and the perfect example of implementer's nightmare.²⁰

In the opinion of the present author, following are some of the core problems relating to legal education in India. The remedial steps are indicated along with the problems highlighted below:

Legal education is not treated on par with the other professional courses-

The importance given to professional courses like Engineering and Medicine by the State and non-State actors stands mottled in the case of legal education. Unfortunately, this reality continues even though legal profession is associated with the social engineering. In the author's opinion, social engineering is at least as important as building a well-planned bridges, flyovers, roads, and mega structures. If a non-expert and half-baked professional working as an engineer or a doctor carries out his work then one can visualise the consequences. Similarly, inadequately prepared lawyers and judges must not do the task of social engineering.

Interestingly, for many decades the study of law course had remained popular as "the last resort", i.e., if one fails to get a course/profession of his/her choice due to lack of academic excellence or marks, or for any other reason, then as a last resort, one used to take up law. However, presently, this statement is on the verge of losing its importance as majority of the students aspiring to join the law course are choosing law as their first preference, despite their academic excellence, which was not the scenario earlier. Nevertheless, the pertinent question to be raised here is whether are we in a position to give the seekers of law course what they require? Answer to this question is 'no'. Firstly because the courses offered by different universities, national law schools and private universities vary in content and as to the manner of delivery of 'course contents' to their students. Secondly, emerging areas of laws are not part of syllabus prescribed by government universities. Indeed, number of private affiliated law colleges, which form the majority amongst the existing law colleges in India, are only expected to cover the syllabi prescribed by the Universities to which they are affiliated. This would not help students in specialising or acquiring the required professional skills to face the current demands of society. Certainly, legal profession depends on legal education. Therefore, legal education is to be given importance and preferably be treated on par with other professional

²⁰ See <http://theunwillinglawyer.blogspot.in/2009/07/explosion-in-number-of-law-colleges-in.html> (Visited on 15/4/2016)

courses wherein constant update of syllabi with special emphasis on imparting of professional skills is the way forward. It is important to note that our country has sufficient number of experts who can guide the Government and the BCI in improving the standards of legal education.

Ever-increasing number of law colleges-

It is observed that there has been increase in size of law colleges and according to the BCI's website, there are around one thousand law colleges that are in existence. The BCI and the Universities must genuinely inspect the affiliated law colleges to verify that they are functioning with recognition/affiliation and in addition, carry out periodic inspections based on objective parameters pre-decided and notified so as to ensure that colleges function in accordance with the rules laid down by the regulatory bodies. If upon inspection, the BCI is convinced that some of the colleges/universities do not meet the prescribed quality then it must provide specific recommendations as to how that college may comply with the prescribed standards and then grant some time to such institutions to improve their quality. Subsequently, where any institution fails to comply with the prescribed standards within the stipulated time then the BCI must revoke recognition granted to such an institution. Currently, the BCI inspections are carried out as mentioned above. However, inspections must be objectively carried out by the BCI and in addition; it must act courageously without any favours to managements of law colleges, where necessary. This is imperative in the best interest of saving legal education and legal system from failure. It is submitted that, this requirement is stronger in the context of ever-increasing number of law colleges. Indeed, it may not be otherwise to suggest that BCI must not issue permission for the establishment of new law colleges until the quality in the existing institutions are promoted and regulated, which requires dedicated as well as collective actions from the BCI and all the colleges/Universities. In the meantime, if an institution has failed to comply with the required standards then the Students and faculties of such institutions may be transferred, either completely, or on the basis of available vacancies, to other law college/university that complies with the legal education standards with intent to safeguard their interest.

Poor quality of Law Teachers-

As mentioned earlier, on several occasions the judiciary has highlighted the problem of poor quality of law teachers. The author feels that this problem exists as there is no system in place to nurture, supervise and train the law teachers. Unquestionably, all teachers are required to learn effective teaching skills and acquire updated information. One of the best ways to do this is by doing research, and teaching along with the senior law teacher/s. This in turn would also facilitate the young teacher to have continuous interactions with the senior law teachers besides partnering them in research related works. We have quite a few senior law teachers, who have received State laurels for their contributions to legal education, or for carrying out socially relevant research projects. It is required that such proven and senior law teachers not only interact with their juniors but also guide and inspire the new and mid-level experienced teachers. However, on the one hand, we may find that some senior teachers are not willing to share their rich experience and train the young teachers. On the other hand, it is also true that if such senior teachers are ready to share some tips with the juniors, the junior teachers shy or avoid learning from the experienced teachers, for their own reasons and prejudices. Who should be blamed? Nevertheless, quality of inputs in teaching and research, as well as use of analytical thinking and display of good teaching skills in law must be acquired by the young and mid-level experienced law teachers too, failing which each fresher in teaching will have to learn or teach by trial and error method that in turn contributes for continuation of poor quality of legal education amidst the success of few individual teachers. In addition, it must be remembered that abovementioned skills are not limited to one teacher but are essential requisites for all the law teachers employed in about thousand plus institutions imparting legal education. Besides, regular faculty improvement and development programmes must be conducted by all law colleges and for this purpose, senior teachers, judges or scholars from appropriate disciplines may be invited who could provide insights to teachers or update them on certain contemporary and emerging issues. Training must be given to the next generation of teachers on handling of research projects, preparation of course plans and reading materials, writing of articles and authoring of books as well. This ensures that all teachers of law get to know the best practices and subsequently they can further improvise in their respective domain. It is observed that in every 'government universities' there are two or three experts, who will enjoy maximum exposure, recognition and other benefits. Though each individual differ from the other in aspects like capacity, comprehension, and presentation skills, etc. it is desired that opportunities

must be given to all the teachers to perform and improve. Failing which, the institution gets deprived of an opportunity to serve as a platform for the growth of teachers which is instrumental in improving the quality of teachers as every teacher is expected to pass on the pertinent skills to their students.

Law teachers are driven by eligibility than skills-

Another hard reality is that law teachers are required to acquire minimum qualification like NET/SET that indeed is given more importance by teachers than improving their abilities in teaching or research. If any academician does not hold these qualifications then he/she will not be eligible to join Government Colleges or Universities or even to teach, as majority of the private institutions prefer NET or equivalent merit. In private universities and colleges, teachers without NET/SET are not preferred or where taken they are hired for lesser salary than what is paid to teachers with NET/SET. Amidst the academicians, it is generally pointed out that how many with such qualifications are good teachers. Those who are good in teaching have failed to qualify eligibility tests and some teachers who are not good in teaching have qualified! Which is true or untrue cannot be conclusively stated, but what can be said with certainty is that substance and skills of teaching matters the most in teaching profession and the same can be improved over a period of time with continuous training and performance improvement workshops for teachers. Teaching and research abilities must be given more importance than the UGC qualifications and this would mean that teachers' performance, quality in teaching, and undertakings of continuous research activities as well as carrying out publications by teachers must be given priority. Training and tests relevant to these capacities may be prescribed as mandatory for all law teachers.

Lack of core competence-

Yet another major problem is that the private colleges and some Government institutes do not thrust upon core competence. This generally is the distinct factor between any law college and national law schools. A teacher is made to teach different subjects in every semester or an academic year. This in one way is good as it allows the teacher to learn different subjects. However, to gain experience and reasonable knowledge in any subject it takes, say on an average, three to five years of sincere teaching of the same subject. Specialisation and core competence is to be promoted to improve the quality of teaching in teachers. Specialisation

also helps teachers in research activities and to provide suitable solutions to the existing socio-economic and political problems or even to advice the government or any anxious stakeholders.

Varying salary and increments-

Law teachers are often seen drawing poor scale of salary in most of the private colleges. The UGC has been recommending to all colleges that their teaching staff be paid as per Pay Commission Recommendations. However, in practice, it is believed that vast numbers of law colleges have been flouting this recommendation. In the context, what needs to be considered is how those colleges manage to hide this flouting? Whether the UGC is keen on promoting equal pay pattern for all teachers? Indeed, these questions are to be addressed by the competent authorities because poor salary or incentives demotivates the teachers. It is also one of the main reasons as to why many young and talented teachers may leave the teaching profession once for all and take up other jobs for better salaries in view of ever increasing cost of living. Besides, in some of the Private Universities or Deemed Universities, the salary paid to its teaching staff is comparatively good. However, this set up has its own problems. That is, uniformity in salary is not maintained. Therefore, it may lead to the witness of senior law teachers drawing lesser salary when compared to their junior colleagues or teacher in the same cadre who has lesser publications and achievements drawing lesser salary and increments than his colleagues. It is submitted that remuneration if not same as Professor of Medicine or Engineering, law teachers must be paid somewhere close to the running scales of prescribed by the Government.

Poor teacher to student ratio-

In government institutions, there is a problem of poor teacher to student ratio than compared to private universities. This problem arises because of non-filing of existing vacancies. This would essentially mean that some subjects are not taught at all, or taught by many part-time faculties. Thus it is said, by realising the importance of the legal education in the society, the Government must fill up the required and existing vacancies. In addition, it is said, "As per norms of the UGC, a law teacher must have either NET/SLET or PhD degree. It is very difficult to find teachers with these qualifications at the given salary-levels..."²¹ Nonetheless, vacancies are to be filled based on teaching abilities and merit. Also, it is noticed that many Universities prefer to administer education with the aid of Ad.Hoc and visiting professors instead of

²¹ See <http://rfgindia.org/publications/Legal%20education%20-%20report.pdf> (Visited on 19/4/2016)

recruiting teachers on regular scale basis. This may be economical for the institute but in the long run it would come in the way of strengthening of the educational institution and providing continuous quality legal education.

Quality of BCI inspections-

The above discussed issues would clearly highlight that BCI inspections of law institutes are presently ineffective. In fact, the law colleges are flagrantly violating norms of the BCI, especially the ones concerning minimum faculty required/equipped and functional library /teaching load, and nevertheless their affiliation with the Council continues.²² If the above realities continue then one can easily say that either BCI is misrepresented by the Law Colleges or the BCI is not acting as it is supposed to act in the best interest of promoting quality in legal education and legal profession. It is now desired that we have an institution or a committee of the Parliament to check the actions of the BCI. In addition, the BCI needs to be restructured with committed legal experts who can act objectively to improve the hold of the BCI on its affiliate institutions.

CONCLUSION

“Great God! the hour has come when we must clear the legal fields from poison and from fear; we must remould our standards--build them higher, and clear the air as though by cleansing fire, weed out the damning traitors to the law, restore her to her ancient place of awe.”²³

It follows from the above discussions that the entire future of the legal profession and modern foundations for judicial system depends on ultimate quality of the Law Colleges or legal education provided by them. Criticism of lawyers and the legal profession frequently translates into criticism of legal education.²⁴ It is believed that the glory and prominence of an institution depends on its continuous performance, sustained quality and contribution. Accordingly, the glory of profession of law is dependent on legal education. Therefore, issues that are associated with legal education such as unequal treatment of legal education, ever increasing number of

²² *Ibid.*

²³ The passage from Harry R. Blythe, 21 Green Bag, 224, cited in *J.S. Jadhav v. Mustafa Haji Mohamed Yusuf & Ors.*, 1993 SCC (2) 562.

²⁴ See *Bar Council of India v. Bonnie FOI Law College & Ors.* S.L.P. (C) No. 22337 of 2008.

law colleges, absence of effective regulation by BCI/Universities, poor quality of law teachers, poor quality in legal research, eclipse of teaching skills by eligibility, poor teacher to student ratio, disappointing pay scales and incentives, among others, must be addressed at the earliest. Indeed, this is an apt time to take steps to refurbish the legal education system in India. Failing which, the damage would be so intense that it would possibly require several decades to restore the trust as well as efficiency in legal profession. It would also be ideal for the law colleges to keep in pace with globalisation and its impact on legal education and profession. If the problems associated with legal education are not fixed immediately with suitable measures to resuscitate, then the justice delivery system would also suffer and consequently fail. Based on identification of problems associated with the legal education system in India as discussed in this paper, the author has called for corrective steps too.