




Surveying Legal Education in Pakistan: Addressing Challenges and Proposing Innovations

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ARTICLE INFO

ABSTRACT

Article History:

Received:	August	14, 2023
Revised:	November	20, 2023
Accepted:	November	22, 2023
Available Online:	November	24, 2023

Keywords:

Legal Education
Pakistan
Legal System
Education

Funding:

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

This research article thoroughly analyzes the current status of legal education in Pakistan to elucidate the obstacles that impact its caliber and pertinence. Extensive literature reading and stakeholder interviews were used to analyze present hurdles and weaknesses in-depth. Fundamental difficulties identified include shortages of instructors, an outdated curriculum, and a need for more emphasis on practical skills. Furthermore, it highlights the significance of employing critical thinking and problem-based learning to navigate the intricacies of modern society. The author recommends legislative reforms to tackle these difficulties, focusing on the necessity of modernizing the curriculum, promoting critical thinking, and improving the quality of faculty. Furthermore, the research article proposes utilizing technology and online platforms to enhance educational accessibility, specifically for underprivileged students. In summary, the study emphasizes the immediate necessity for extensive reforms in legal education in Pakistan to guarantee its ongoing efficacy in equipping future legal practitioners to address the problems of the 21st century.



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Citation: Baig, K., Ahmad, W., Laghari, A. R., & Maqbool, M. A. (2023). Surveying Legal Education in Pakistan: Addressing Challenges and Proposing Innovations. *Current Trends in Law and Society*, 3(1), 77-88. <https://doi.org/10.52131/ctls.2023.0301.0018>

1. Introduction

Education is an essential factor in the development of a nation. By attending to the mental and psychological needs of the populace, productivity and efficiency are increased. Education is a fundamental human privilege that every individual possesses. Legal education is an indispensable component of any nation's society. It is of the utmost importance to raise awareness concerning public institutions' and citizens' responsibilities and rights (Cassidy, 2014). As one would expect, legal practice and education have grown increasingly worldwide. Several things have come out of the globalization of legal practice, including changes to the structure and regulation of the legal profession and an upsurge in cross-border operations (Susskind & Susskind, 2023). Therefore, law schools are preparing their students to deal with the problems that arise in international law practice (Godwin & Wu, 2016). Law schools are responsible for providing their students with the modern theoretical understanding of law and the improved practical skills essential for attorneys, judges, and others in the legal profession to navigate the more international legal landscape effectively. Legal practice in a globalized society is significantly related to the globalization of legal education.

In every legal system around the globe, the two most essential players are the lawyers and the judges. Judges utilize legal principles to resolve conflicts in conformity with the law,

whereas attorneys provide the facts and arguments of the parties involved in a lawsuit. As a result, the roles of judges and lawyers are complementary. For this reason, lawyers and judges must acquire extensive information and experience during their legal school.

This knowledge and experience will show in how they conduct themselves in court. After all, it is in the courtroom that they put their acquired knowledge and abilities to work (Reayat, Shah, & Ali Shah, 2020). This suggests that the information imparted to future lawyers in legal education programs affects the administration of justice. The onus is on law institutions and their courses to mold the subsequent cohort of individuals who will occupy positions of authority, such as legislators, human rights advocates, attorneys, and social reformers.

Over the past few decades, there has been a growing recognition of the need for quality assurance in higher education, particularly in legal education. This trend has been observed globally (Ameen, 2007). Pakistan, like other nations, recognized the necessity of assessing and enhancing the standard of higher education. As a developing nation, Pakistan has experienced gradual progress in quality assurance in higher education (Ameen, 2007).

Quality assurance is the process by which an institution can assure the public and confidently assert that the standards of its educational offerings are being upheld and enhanced. Arif, Khan, and Bannian (2019) stated, "The quality of education relies on educational policies, the involvement of institutions, regulatory bodies, and stakeholders." Pakistan has signed various international instruments, and, as a result, it is bound by specific duties. To provide effective legal education, it is imperative to structure the curriculum carefully, considering its professional and adult learning nature. The course's concept and structure of the program should be designed in a problem-oriented and professional manner. Particular emphasis must be given to adult learning. Siddique (2007) stated, "Pakistan's legal education system suffers from significant organizational problems, resulting in inadequate control of law colleges and a dubious standard of instruction."

The legal education system in Pakistan forms the cornerstone for producing competent legal professionals who are essential for the administration of justice and the maintenance of a sound legal framework (Arif et al., 2019). However, a thorough analysis reveals inherent gaps, including curriculum adequacy, teacher competence, and infrastructure limitations. These gaps not only hamper the development of aspiring lawyers but cast a shadow on the legal system's effectiveness in general, seriously jeopardizing its credibility and quality. A sound and quality legal education system provides the foundation for the training of competent and ethical lawyers necessary for the effective functioning of any society. In Pakistan, the framework of legal education has changed significantly over the years. However, a critical analysis reveals the existence of various legal gaps and loopholes that require careful analysis, transformation, and correction.

Recognizing the critical role of legal education in shaping the country's legal landscape, this research paper seeks to systematically reveal and address these gaps to propose viable and practical strategies for their correction. By exploring the complexities of the existing legal framework, this study aims to address the deficiencies in Pakistan's legal education system through a comprehensive analysis and suggest practical approaches for enhancement. This research enhances our awareness of the challenges faced by legal education in Pakistan by thoroughly examining the available literature and combining essential findings. Through this research, the author aims to contribute significantly to discussing legal education in Pakistan by employing a thorough and practical methodology. It also establishes the foundation for future endeavors that aim to improve the quality and efficacy of legal education.

2. Research Methodology

The research strategy commences by presenting a comprehensive context and historical synopsis of legal education in Pakistan. Following that, an analysis is conducted on the present condition of legal education, which includes an examination of teaching and learning methods, difficulties faced by faculty, and an evaluation of the current curriculum. Qualitative research methods such as content analysis and thematic coding were utilized to examine the collected data to uncover the existing deficiencies in legal education in Pakistan and comprehend its effects on legal practitioners. Furthermore, the study incorporates global

standards in legal education worldwide, employing comparative analysis to extract relevant insights for the Pakistani setting.

In the concluding parts of this study, practical resolutions are suggested to tackle the identified problems, drawing from the knowledge obtained from the research findings and global experiences. The selected approaches were considered suitable for this study as they provide a thorough investigation of the topic, enabling qualitative analysis of current circumstances and the formulation of practical suggestions for improvement.

3. Overview of Legal Authorities of Pakistan

The legal education system of Pakistan was founded in the early 1800s, well before the nation's independence in 1947 (Lau, 2006). 1868 saw the establishment of "University Law College," the first institution of higher legal education, in Lahore, British Punjab. At the current time, a total of more than 150 establishments offer legal education, including law colleges and universities.

The oversight and provision of education in these establishments are governed by the Pakistan Bar Council (PBC) and the Higher Education Commission (HEC) (Khan, Dastagir, Hak, Hussain, & Wahab, 2019). Legal education in Pakistan is overseen and regulated by the Higher Education Commission (HEC), the Pakistan Bar Council (PBC), and the administrations of universities and law colleges, each operating within their respective domains.

The responsibility for supervising, maintaining, and improving the quality and benchmarks of legal education in Pakistan has been entrusted to the HEC. The Practitioners and Bar Councils Act 1973 (LPBC) and the Pakistan Bar Council Legal Education Rules 2015 (PBCLER) grant the PBC jurisdiction and delineate its duties and obligations. While the PBC regulations are explicit and stringent, the Higher Education Commission (HEC) operates under a distinct set of laws. Historically, the University Grants Commission (UGC) has overseen universities in Pakistan. The Higher Education Commission Ordinance 2002 precedes the University Grants Commission Act of 1974 in 2002.

The responsibility for approving post-secondary education institutions and recognizing their degrees has been transferred to the HEC under the new and revised modification. It's also crucial to remember that the HEC is in charge of advising colleges on curriculum design. The HEC now has authority over recognizing the LL.B degree and the rules governing LL.B programs. In summary, granting degrees to graduates of higher education institutions and accrediting them is the responsibility of the HEC. While higher education institutions like universities maintain complete administrative autonomy, the HEC establishes minimum requirements for each degree program, including minimum credit hours, the make-up and weighting of core and elective courses, and the assessment method (Wahla, 2022).

4. Current State of Legal Education in Pakistan

Legal education and practitioners must adhere to international standards in this age of liberalization, capitalism, and knowledge. Due to their multifaceted responsibilities, including serving as human rights activists, jurists, legislators, business consultants, and attorneys, require proficient intellectual legal products and interdisciplinary comprehension. Students should be prepared for future responsibilities through their legal education.

As a result of this heightened demand for legal education, Pakistan is inundated with private and public institutions that offer law degrees. Despite the considerable quantity of institutes, there has been a substantial decline in the quality of legal education within the nation. Because the majority of them operate for financial benefit. In Pakistan, the majority of law schools lack adequate facilities, including libraries, computer laboratories, and qualified faculty (Shah, Balasingam, & Dhanapal, 2018).

Conventionally structured as a five-year-long undergraduate program leading to a law degree, legal education in the country is subject to the oversight and regulation of some regulatory authorities and entities like the Pakistan Bar Council and the Higher Education Commission (HEC). They have a well-defined role to play in modernizing the curriculum,

integrating practical skills, maintaining a quality faculty from legal scholars and law practitioners, and honing the communication skills of law graduates, which are essential in their profession and clinical practice. However, many challenges exist that hamper the quality assurance of legal education. Legal education in Pakistan is predominantly offered by law schools linked with universities. These institutions emphasize the law's theoretical and practical parts (Jamshed, 2018).

Previously, law institutes offered a three-year LL.B program; however, as of December 2018, this practice has been discontinued per the directives of the Supreme Court of Pakistan. A five-year program has been implemented in Pakistan to provide a more comprehensive legal education. On the premise of merit, students desiring a law degree may enroll in a five-year LL.B program at any law institute with a minimum intermediate qualification. The LL.B. curriculum comprises 166 credit hours, dispersed throughout a five-year duration in 15 to 18-week terms per semester. Fundamental subjects, including sociology, an introduction to logical reasoning and reasoning, psychology, economics, Islamic studies, skills development, and political science, are covered during the first two years of the LL.B program. Essential and required legal courses are covered during the final three years of the LL.B. program. Private law colleges affiliated with the University of London offer an additional year of external/international LL.B. programs. They are provided access to the material through textbooks and online resources (Jamshed, Jamshaid, & Saleemi, 2021). Beyond the degree programs mentioned above, only a few public sector institutions provide postgraduate and doctoral degree programs, and even those need to adhere to a completely standardized and organized curriculum. Consequently, students acquire no legal research understanding, and the nation lacks reputable law journals.

5. Curriculum Analysis

To comprehend the issue of the curriculum's antiquated nature, one must first understand the framework within which law undergraduate and graduate programs are taught to students. Several universities and schools offer undergraduate and graduate legal studies. The LL.B degree is regarded as an undergraduate degree. Doctorates and LLM are regarded as postgraduate degrees.

There are now few universities offering Ph.D. programs and very few offering LLM programs, even though they are also centered around Islamic Sharia law. Nearly none provide courses that result in a PhD in legal theory. Some universities are run under the government's public sector domain, and others are run by private entities conferring degrees.

These colleges teach out-of-date module subjects since they are primarily descriptive in character. For instance, the material covered in Civil Procedure Code 1908 and Criminal Procedure Code 1898 courses is derived from two statutes passed in 1908 and 1898, respectively. The course materials do not cover the study of modifications and advancements to the criminal and civil procedural codes. Comparably, Pakistan's Constitutional History is taught through a few texts that recount historical events without discussing their applicability to the present or the future.

The most fundamental elements of the US and UK constitutions are taught in Pakistani law institutes. These essential characteristics are primarily connected to the histories of the two nations. Information needs to be provided regarding the two nations' constitutions and their significance to Pakistan's constitution and context. Students learn about the essential characteristics of the two nations. As a result, they need to recognize the importance and relevance of having two constitutions to comprehend constitutional theory. Ultimately, law students succeed on their exams by learning a few points from the two constitutions by heart.

The fundamental elements of Islamic law are explained in the Muslim Jurisprudence module. After learning these fundamentals, law students obtain definitions and comprehend a few topics. They commit it to memory but cannot connect it to current discussions and the writings of academics studying Muslim jurisprudence (Imam, 2021). This prevents students from doing a scientific analysis of the Islamic legal system in the context of modernity. In this context, modernization is defined as new inventions and evolving technology in various areas of life.

Another illustration of the antiquated legal degree curriculum is administrative law. The state has grown to be a complex idea. Today, the state has several agencies operating under departmental and by-law regulations. Additionally, bureaucracy has significantly changed since the country's independence in 1947, particularly during Zulfikar Ali Bhutto's bureaucratic reforms in the 1970s. Furthermore, there has been a shift towards the online system of governance. So, the module of administrative law needs to cover these aspects.

Most of the time, the compulsory and recommended readings on the syllabus of law degree programs need to be distinguished. Students are confused by this lack of classification. Text reading is typically a challenge for students. A lengthy reading list does not help children form a reading habit. In developed countries, the reading lists of undergraduate and postgraduate programs are generally categorized into recommended and compulsory lists. This creates the habit of reading in the students. This categorization means that the mandatory list is a must-read, while the recommended list can be read if a student feels the need.

The syllabus for law students needs more opportunities for critical debate and engagement with ongoing debates on global legal topics. This prevents students from conducting comparative analyses of legal developments in different countries, which is crucial for exchanging innovations in law. Additionally, the syllabus only includes readings that were published many years ago.

The inaccessibility of recent legal publications worldwide to students prevents course designers from including them. Subscription fees to high-ranking journals are borne by universities in the United States and the United Kingdom via institutional membership. Nevertheless, financial resources for universities in Pakistan to acquire yearly subscriptions to internationally renowned online databases, research journals, and books have not been sufficient.

As mentioned above, the analysis demonstrated that one of the issues with legal education in Pakistan is the antiquated curriculum of law undergraduate and graduate programs in Pakistani educational institutions.

But there are other issues with Pakistani legal education as well. Another problem with legal education in Pakistan is using antiquated teaching and learning techniques. In Pakistani legal education departments, lectures are the only mode of teaching and learning. As a result, students needed help to engage in critical analysis and the learning process. The part after this explains.

6. Teaching and Learning Methodology

Under this heading, the author will examine challenges to pedagogical approaches employed in law departments of colleges in advanced democratic nations. These drawbacks include a high reliance on lectures, a need for more interactive activities, and a shortfall in problem-based learning.

The teaching methods employed by law departments in Pakistani educational institutions are insufficient to prepare law students adequately for advocacy. The predominant instructional approach is lectures, during which faculty members deliver knowledge while students merely observe, fostering a monologue culture in which students are not actively engaged in the learning process (Reayat et al., 2020). Although lectures do not possess an intrinsic flaw, they must be supplemented with mechanisms that foster student engagement and facilitate learning. Establishments instructing law in developed countries have been doing this for decades, putting Pakistani institutions behind them.

Paradoxically, while role-playing exercises are presently implemented in Pakistan, they are restricted to the training phase preceding an appointment as a prosecutor or judge. Judicial academies in Pakistan's principal cities train prospective judges and prosecutors who complete the examination and interview process administered by provincial public service commissioners and register for advertised positions. Thus, the credentials and practical

knowledge of an individual preparing to become a judge and a law student attending a foreign university are analogous and identical.

These days, the idea of mock or moot courts has been adopted by several universities. For instance, students participate in arguments and pleas in moot/mock courts organized by their departments. This trend is also gaining popularity across universities in Pakistan, like Punjab University, Islamia University of Bahawalpur, and Bahria University of Islamabad. This trend should be seen as a positive development towards the right direction for enhancing law students' practical and clinical skills.

The academic community and legal professionals are estranged from one another. Legal specialists include judges, solicitors, and legal bar associations, whereas academicians are law-focused instructors and authors. Legal bar councils have taken no action to unite these two factions. Legal professionals with extensive experience in reading, writing, and teaching have amassed substantial practical knowledge in the discipline, notwithstanding their lack of direct courtroom involvement (Carasik, 2010).

These individuals can be helpful in legal practice by bridging the gap between theoretical knowledge taught during law degrees and what happens in courts. The existing legal framework in Pakistan dissuades individuals engaged in law teaching from practicing the profession. This is due to the provision outlined in the Legal Practitioners and Bar Council Act 1973, which imposes a license suspension on solicitors who enroll in further law education at a university or join the faculty to teach. This differentiates legal practice from the instruction and study of law. On the contrary, academics who instruct law at the university level in developed nations are not subject to any rigid restrictions regarding their participation in legal practice. Many law faculty members in institutions of higher education that teach law in developed countries have prior experience as barristers or solicitors. Furthermore, universities actively recruit practicing lawyers and do not prohibit faculty members from engaging in legal practice. However, one cannot teach in Pakistan while practicing law in the courts or practice law in the courts while holding an academic degree (Reayat et al., 2020).

A need for a culture that fosters critical thinking is an issue within Pakistani legal institutions. Limited individuals comprehend the significance of criticism or critical thinking, and the terms are frequently misconstrued as personal attacks or derogatory remarks (Sarmad, 2019). This incorrect understanding has prevented the establishment of a culture of critical thinking in academic institutions and public and private organizations. With critical thinking, innovation in social sciences, including law, is improved because new ideas cannot be generated.

The domain of law requires individuals to possess the capacity for critical reasoning. Attorneys are tasked with identifying the deficiencies in the opposing arguments and evidence and presenting counter-evidence to persuade the court to render a favorable verdict. To interpret the law, judges consider opposing arguments, facts, and evidence while balancing various pieces of evidence against one another. This procedure is indispensable for making decisions.

6.1. Assessment Methods

Annually, universities in Pakistan administer examinations to gauge students' progress. These examinations contain no flaws. But where the issue arises is in the layout of examination papers. Five of ten essay-style questions are presented to students; these questions are very general and are worth an equal number of points. Consequently, a culture of guess papers has emerged, wherein average students complete a pre-exam guess paper to obtain grades comparable to those who diligently prepare throughout the academic year. The reiteration of prior research exacerbates this problem (Reayat et al., 2020).

7. Challenges in the Legal Education System

The author will now provide a detailed analysis of the persistent challenges that hinder the quality of legal education in Pakistan. These challenges impede the improvement of standards and skills among Pakistan's students, educators, legal professionals, and judicial officers, preventing it from reaching the level of developed legal systems worldwide.

The analysis will cover the current state of legal education in Pakistan, including the curriculum, educational methodology, faculty expertise, and physical infrastructure.

7.1. Outdated Curriculum

A cursory glance at a typical law institute syllabus in Pakistan reveals that most content is still focused on traditional legal issues. As was previously mentioned, the case method instruction does not exist. Regretfully, the syllabus needs to compel law students to examine legal problems critically.

Instead, the student's primary focus and obsession are reading and memorizing long and complicated legal texts, contrary to the essence and spirit of studying law. The law necessitates critical thinking by nature. Finding the flaws and strengths in the opponent's evidence and argument is the primary responsibility of a lawyer. To persuade the court to rule in your favor, you must not only gather strong evidence and make a compelling case but also present it persuasively. There is no way in which the current syllabus fits this description.

Furthermore, Pakistani law students are not exposed to the complex issues that are currently facing society, including gender discrimination, economic sanctions, cyber security, climate justice, artificial intelligence, and negotiating for lawyers to resolve cases quickly. The learning objectives and outcomes of the students are crucial, maintained in focus, and continually assessed and tested to see if they are being met. Both required and suggested readings are drawn from the most recent works by renowned academics. Students are informed about current legal issues in this way. So, it is concluded that Pakistani law institutes massively need more well-designed, adequate, relevant, and skills imparting legal syllabi.

7.2. Lack of Interdisciplinary Education and Research

Most academic and professional experts agree that many social, political, and economic nuances directly or indirectly affect legal matters. Law does not exist in a vacuum. In addition to teaching legal codes, legal education must develop a wide range of multidisciplinary knowledge and skills that enable solicitors to actively pursue justice in the wake of contemporary issues (Sial, 2020).

Law institutes try to imitate these learnings by teaching subjects like Political Science through traditional lecture-based methods that do not stimulate or support critical thinking or engagement. Students are given notes and PowerPoint slides to memorize and write in exams, where the accuracy of their words is rewarded with higher grades than their peers, rather than having the chance to participate in group discussions, debates, and mooted exercises (Arif et al., 2019). Any rational person would not be surprised by the results of such an approach, given that Pakistani law graduates need to be equipped to handle the increasingly complicated and multidisciplinary legal issues arising from business, finance, medical science, and technology.

7.3. Inadequate Practical Education

Even though it is widely acknowledged that having practical skills is essential for success in the legal field, most students are frequently left to learn about the practical aspects of their career on their own or through internships, many of which are out of reach for thousands of students because of socio-economic and geographic limitations.

Inexperienced lawyers may find it challenging to develop into experts due to a lack of practical training, as they may have few opportunities to apply their legal knowledge in practical situations. Like the rusted barrels of a non-firing gun, the antlers of a recently graduated lawyer may dazzle with theoretical knowledge. However, without practical experience, they wither away into useless decay, rendering him incapable of exploring the terrain of the legal world (Sarmad, 2019). Inevitably, they are unable to effectively represent clients in court, which prevents many Pakistanis from having access to justice, especially those from low-income backgrounds or those who reside in isolated locations with limited resources.

7.4. Faculty Challenges

Teachers are considered to be the backbone of any education system around the world. No doubt, teaching is a very challenging task, requiring hard work, dedication, commitment, and passion. Many reports indicate that the quality of teaching faculty in Pakistani legal institutes is deplorable.

The majority of law faculty members are academicians and solicitors. The nature of the curriculum necessitates close communication between the law faculty and the bar. Adding senior solicitors with academic aptitude to the law faculty to teach practical courses is a positive indicator for the institution. However, due to their busy schedules and meager pay, seasoned solicitors need more motivation to continue instructing law students.

As a result, law faculty has primarily decreased to a small group with purely academic credentials. Regular law faculty need more professional experience to generate the practical, moral, and intellectual diversity vital to the legal profession. Law institutes must acknowledge the need to hire instructors or other professionals with various experiences. Law students must be knowledgeable in finance, marketing, and commerce. This is an obligation upon the teachers to instill a humanitarian spirit in the law students' international human rights organizations like Amnesty International, where the teachers have wholly failed (Wahla, 2022).

There is a shortage of teachers who wish to modernize and make the education system relevant to modern needs. These teachers still go with the old-fashioned pedagogy that seems useless today, mainly when we see a new world of Artificial intelligence and highly complex issues.

Law schools' other challenge is the need for more qualified educators. Law schools have mushroomed across different areas of the country, but these institutes still need law teachers with good academic credentials. A sufficient number of qualified faculty leads to a larger class size and challenges maintaining high academic standards.

7.5. Outdated Learning, Teaching, and Evaluation Methods

The educators' teaching, learning, and evaluation methods do not benefit law students in enhancing their legal research skills, legal acumen, problem-solving techniques, and arguing abilities to represent their clients in the courts better. Available data suggests a growing trend in the institutes with very little classroom participation.

In contrast to the Western teaching style, the classroom serves mainly as the teacher's stage. The "PowerPoint culture" is spreading and has recently gained much traction in the field (Wahla, 2022). Specifically, teachers project PowerPoint slides and read aloud from them. Instead of reading case textbooks, law review journals, and other relevant legal periodicals, students memorise slides. Most law schools only include some of these resources in their curricula. Critical and analytical thinking is greatly aided by case studies, the most recent law review journals, reading assignments, and class discussion periods.

Apart from very few exceptions, there needs to be more class participation and discussion. There are few law journals out there. If there are any law school journals, they do not engage in critical analysis or analytical evaluations of the opinions and decisions of the judiciary. An American student attends classes and uses the opportunity to discuss and share ideas with his fellow students and law professors. This idea is nonexistent in Pakistani legal education except for a few private law schools (Zahoor, Akhtar, & Habib, 2021).

The examination is a student's learning evaluation. The evaluation system in Pakistani legal institutes is mainly archaic. The issue with the evaluation method is that it chiefly checks students' written and memorization skills. This is not the only thing that is required for the law student to have. Students must have pragmatic problem-solving techniques because of the complexities of our society's problems.

7.6. Disregarding Technology

Although legal research databases and e-libraries have been around for a while, students still hardly ever use them. Law students are forced to rely on antiquated libraries and spend endless hours on research that would have taken only a few minutes with modern databases because most Pakistani legal institutes do not provide adequate access or guidelines needed to use technology effectively in their careers (Zahoor et al., 2021). In this contemporary world, law students must be well-versed and updated with new technological innovations to enhance their efficiency and productivity.

7.7. Low Allocation of Budget

It could be argued that finance is the engine of the system. A significant portion of Pakistan's educational system, particularly legal education, has been hampered by a lack of funding. In these times of rapid change, the education sector has received less than 2.5% of the budget from each succeeding administration, which is inadequate to meet the expanding educational requirements of the nation. Many developing regional countries, such as Sri Lanka, Bangladesh, and India, have witnessed an augmentation in the budgetary allocation for education. However, in Pakistan, it is decreasing consistently.

As reported by International, Pakistan is one of twelve countries worldwide that allocates a GDP for education of less than 2% (Rashid, 2016). This insufficient budgetary allocation will impede the process of enhancing the standards of legal education by obstructing the nation's ability to achieve policymakers' objectives.

8. Recommendations

Upon evaluating the structure of the legal education system in Pakistan, the author concludes that there are numerous problems and flaws. These issues are widespread throughout the system and require urgent policy interventions to improve the quality of legal education in Pakistan. Additionally, it is crucial to reinforce and revitalize the culture of the Rule of Law, as mandated by the constitution of Pakistan. The author has suggested specific measures to revamp the structure of legal education in Pakistan, intending to ensure equal access to justice and strengthen the existing legal system.

8.1. Curriculum Modernization

Urgent action is required to redesign and restructure universities' undergraduate and graduate curricula worldwide. Already, the curriculum needs to be updated and updated. It is of the utmost importance to design a comprehensive and practical curriculum to address the challenges of the modern world. Everything that is taught is descriptive across all levels. There is a negligible emphasis on critical analysis and critical reasoning. Legal institutions must redesign their curricula to incorporate interdisciplinary learning. In this area of legal education, radical reforms are required. It will unquestionably contribute to developing intellectual minds if appropriately executed (Rhode, 2012).

8.2. Practical Oriented Education

To narrow the gap between theoretical and practical legal education, the current curriculum must be improved by adding in-depth clinical legal education, moot court exercises, and productive internships (Zahoor et al., 2021). Students can obtain significant experiences that help them understand the societal effect of their legal challenges and improve the ethical duties and ethics of practicing law by being simulated and pitched in real-world scenarios.

For the practical components of legal education to be sufficiently addressed and for graduates to be prepared for the challenges of the legal profession, there should be active collaboration between academic institutions and stakeholders in the legal profession. These partnerships encourage a more comprehensive approach to education that not only meets the ever-evolving requirements of society but also equips students with the realities of the legal system (Khan et al., 2019).

8.3. Critical Thinking, Research, and Analysis in Legal Education

Legal education must prioritize helping students develop their analytical and critical thinking abilities in addition to the curriculum's core subjects. Adopting the Socratic teaching method, commonly used in US law schools, is one of the most successful ways. It encourages students to think independently through reasoning and move beyond dispute and intuition (Arif et al., 2019).

The law is dynamic and liable to shift in tandem with societal changes. It is crucial to understand that while instructors and law institutions cannot supply all the solutions, they can impart the critical thinking abilities and innovative culture required to welcome novel concepts and the most challenging modern legal issues. Although legal research databases and e-libraries have been around for a while, students still hardly ever use them. Law students are forced to rely on old-fashioned libraries and spend endless hours on research that would have taken only a few minutes with current online databases since most Pakistani universities need to give the access or instructions required to use technology successfully in their careers.

To give students a more immersive and engaging learning experience that transcends physical and geographic boundaries and contributes to the creation of a more inclusive legal education system where students from disadvantaged and underdeveloped areas are not wholly deprived of opportunities, institutions, and stakeholders should prioritize developing and promoting online learning platforms, virtual simulations, and interactive and engaging case studies (Watson, 2001). Research centers should be established so scholars can conduct in-depth investigations in emerging areas such as alternative dispute resolution, conflict resolution, intellectual property rights, and the field of cyber law (Khan et al., 2019).

8.4. Collaboration with Legal Practitioners

One of the significant areas where law students need more real-time practical skills and knowledge. So, the bar and legal practitioners must collaborate with the university law faculty and students to enhance the overall experience and exposure of law students and institutions to meet the demands of the modern legal world. It will help set a positive new trend in the right direction (Rhode, 2012). The idea of internships at legal agencies, prosecutor's offices, public defender offices, and courts should be introduced. This contemporary reality is imperative that the law students be exposed to. For today's law students, clinical education is essential. It is an urgent necessity. Ignoring this fundamental reality would be unfair to the students and a simple case of not keeping up with the realities of contemporary practice. In this regard, the bar should extend support and full collaboration towards the law institutes, whether private or public.

Moreover, the relationship between legal education and the legal profession in Pakistan is relatively tenuous. This proximity is quite significant if any correlation exists between legal education and law practice in courts. The clinical education program possesses the capacity to augment this intimate connection by furnishing a designated forum for discourse between the parties involved, students, and legal professionals. As previously noted, the students may be exposed to court procedures, the steps involved in criminal and civil cases, and customary legal guidelines in a court.

Moreover, participating in mentorship programs allows legal professionals to advise law students on career paths, how to develop practical skills, and ethical issues related to the legal profession. They can also contribute to legal journals or writing to disseminate real-world information, experiences, and insights, enhancing scholarly discourses and giving students a range of viewpoints about different topics. Legal professionals can contribute to Pakistan's legal education by actively participating in these activities.

8.5. Faculty Recruitment and Development Program

To improve legal education in any society, it is essential to have a pool of competent, dedicated, and passionate faculty who could engage the students in developing their legal understanding and skills. An instructor of law must possess exceptional case analysis skills

and be capable of instructing pupils on applying relevant laws and regulations to evolving fact patterns. He must teach pupils about professional duties and ethical dilemmas to improve their litigation-oriented abilities. In the selection process, a candidate's academic background, research history, and other qualifications must be examined before a law instructor is hired.

On assuming the position of a law instructor, they must undergo comprehensive training at a reputable institution. To foster research and analytical dialogue within the legal sector and maintain faculty motivation, the regulating body has to provide chances for law professors to participate in continuing education and training. The country's current legal education system can only be reformed with a devoted and committed teaching staff with subject-matter competence, a willingness to experiment with novel teaching and assessment techniques, and improved and modernized teaching abilities. The best professionals must receive an alluring compensation package and a welcoming work atmosphere to draw them to law colleges (Rubin, 2014).

For high-quality scholarship in legal education, the recruitment and retention of highly skilled, experienced educators who are driven to adapt to the changing times and teach a practical approach in the student's mind is an urgent need of the hour. It is imperative that the workload for the faculty be acceptable and that teachers not be overworked. Teachers who are burnt out transmit negative energy, which is highly undesirable for the young brains of legal institutes.

9. Conclusion

In conclusion, examining legal education in Pakistan highlights the pressing requirement for substantial adjustments to tackle the existing difficulties and guarantee its applicability in the contemporary period. To adequately prepare future legal professionals for the challenges of modern society, it is imperative that we promptly address the current deficiencies in our education system. These deficiencies include outdated curricula, ineffective teaching methods, insufficient faculty resources, and a lack of technology integration.

To enhance legal education in Pakistan, policymakers should prioritize several crucial recommendations. First and foremost, curriculum reform is vital to synchronize educational content with the changing requirements of legal professions and society. The top priority is to revise educational materials, incorporate hands-on learning experiences, and cultivate students' critical thinking skills. Furthermore, improving teaching practices by embracing novel approaches like problem-based learning to augment student involvement and proficiency is imperative. Furthermore, allocating resources toward faculty development programs is crucial to attracting, educating, and retaining skilled and knowledgeable instructors. This encompasses the provision of competitive remuneration, the facilitation of ongoing professional growth prospects, and the promotion of outstanding performance in both teaching and research.

Furthermore, it is imperative to adopt technology and online learning platforms to modernize the legal education system and enhance accessibility, especially for students from underprivileged backgrounds. Using technology, educational institutions can improve learning experiences by making them more engaging and efficient, reducing the disparity in education between urban and rural locations. To enhance legal education in Pakistan, a collaborative endeavor is necessary among policymakers, educational institutions, and stakeholders to tackle systemic obstacles and guarantee the cultivation of skilled and principled legal practitioners. By implementing these suggestions, Pakistan may improve the quality and efficacy of its legal education system. This will help advance its legal profession and society as a whole.

Authors Contribution:

Khurram Baig: introduction section, and original draft

Waqas Ahmad: Justification of objectives, incorporate the comments and finalize the paper.

Ali Raza Laghari: Complete the Initial draft preparation and incorporate the comments

Muhammad Ahmad Maqbool: Proofread and comments incorporation

Conflict of Interests/ Disclosures

The authors declared no potential conflicts of interest w.r.t the research, authorship and/or publication of this article.

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