

# A Study of Legal Education System Through the Lens of Privacy Rights-An Overview & Challenges in India

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**ABSTRACT:** - With the emergence of globalization world is facing a lot of challenges in the form of disparity, unemployment, poverty, exploitation, illiteracy and corruption in education due to mushrooming growth of law colleges in last two decades., which is not the result of mind mapping. As a result quality and standard of legal education has suffered serious setback due to administrative inefficiency and lack of infrastructure.

Education plays a vital role in bringing out social change and in overall development of intellect and knowledge of an individual and for growth of economy of a Nation. It provides us ability to overcome the challenges in life and enables us to balance our body, mind and spirit.. It is said that ignorance is the mother of all evils and miseries. Education acts as discarding force to get rid of these evils Proper education helps to cure these miseries and is essential for social and economic growth of a Nation

Legal education is the backbone of society for purpose of administering and strengthening of rule of law in a democratic Nation. It helps in bringing socio-economic justice and inculcates the ability to make proper use of law, to analyze and criticize it for being a member of community. Main function of law is to maintain peace, law and order in the society. The rapidly growing Indian economy needs to update our legal education mechanism to suit the requirements of today's competitive world and to make it effective and justice oriented.

**Key Words:** - Disparity, Exploitation, Globalization, Infrastructure, liberalization, Legal education, , unemployment

## I. INTRODUCTION

As we know change is a continuous and natural procedure that may not always be in positive direction. There may be some undesirable, unwilling and vicious changes. Law and State are complement and subsidiary to each other. Law tries to control the process of change by giving it desirable direction. Law works within a society and not in vacuum. The State and the institutions providing legal education are at the core of social discipline. As compared to science, medicine and technology, legal education is relatively less technical and less professional.

Law is important for society as it serves as a norm of conduct for its people. In promoting social justice Legal education plays an important role in achieving socio economic development. Legal education is a technical arena and platform for rational, orderly and non-violent settlement of disputes and handling of conflicts. Law is an ultimate instrument of change that has potential to reform society by guaranteeing and facilitating justice to its people. Its main aim is to maintain peace and order in the society by safeguarding rights and freedoms and strengthening the society as a whole.

Law, legal education and development are inter-related concepts for developing modern welfare states and for

betterment of socio-economic position of the people. It is a vital function of legal education to beget lawyers with a vision of the society in a developing Nation like India. It is an accepted proposition that legal profession is noble calling and the members of legal profession occupy a very high status in the society. Doctors deals with medical problems, an engineer deals with technical problems, an academicians deals with academic matters, in the same way a lawyer deals with problems of the society as a whole. Thus, Lawyers have been characterized as social engineers.

## II. EDUCATION SYSTEM OF INDIA

At present time India is facing a large number of problems and challenges and happiness quotient has not improved. There is disparity, unemployment, exploitation, poverty and corruption everywhere. There are people who don't have access to all resources. The biggest voice being corruption which impacts every facet of human life and touches upon every sphere of life, education is one of them. It is painful to see how the modern education system butchers our youth, their dreams, ideals and aspirations. There is no correlation between education and morals, education and knowledge & education and success. Industrialization, privatization and westernization has

destroyed the soul of education and converted it into a business that manufactures robots.

Main cause of Academic corruption is unemployment, poverty and low level of education. When a person suffers from lack of resources he tries to earn money in most controversial way. Other people take advantage of their position and take illegal gratification for their services irrespective of the fact whether it is legal or illegal. Academic corruption means systemic use of public office for private benefit. It directly affects the availability and quality of educational goods and services.

Academic corruption is certainly more visible in India now-a day. Most of the educational institutes have become profit oriented. They are neglecting their basic objective of imparting quality education. Such institutions are thriving and growing faster primarily to enrich themselves at the cost of society. Academic corruption is like a cancer which needs a better pill. It is spreading in our society sporadically and is being accepted without any stiff opposition to the corrupt practices. It is like a poison that has spread in the mind of wrong people, society, and community of our Nation. It has entered in our genes and is being transferred from generation to generation. Academic corruption leads to discouragement in the society, stifles competition +and promotes unworthiness & negatively impacts development of a Nation.

The unfair practices adopted by many institutions particularly private self finance colleges imparting higher education in India includes a large variety starting from the period of founding of institutions and getting recognition to the conduct of examination and awarding degrees. A number of unfair practices are plasticized by these institutions in admissions, levy of fees, recruitment of teaching and non-teaching staffs etc. Several private colleges and universities are established without any proper recognition from appropriate authority. In addition there are many fake universities, some of which advertise in international press, circulate information by sending spam messages on hit lists of search engines. All this is degrading the importance of education system in India.

Chanakaya a teacher in the oldest university Takshila says,” An uneducated man no matter how good he may look or what family he may belong, he is useless like a flower that has colour but no fragrance. He further says that status of family and physical beauty adds no significance to one’s personality. Only education attributes strength, knowledge, character and virtue to one’s personality. Knowledge is like a mother that protects her child in difficult situation.”[1]

### III. LEGAL EDUCATION IN INDIA

After the emergence of globalization and privatization, India has viewed a mushrooming growth of law colleges since last two decades. Traditionally, legal education was

given by conventional law colleges affiliated to State universities or by departments of these State universities. Initially, an experimental Law university i.e. The National Law School was established in Bangalore with an objective to get quality legal education with five year law course along with traditional three year law course. Thereafter many Universities started with five year law course with traditional three year law course. Legal Education generally comprises of certain programmes such as:-

- Primary degree in Law at graduate and undergraduate level.
- Master and doctoral degrees in Law.
- Practical training courses for lawyers benefit.
- Continuing Legal Education for providing practical lawyers with updates on recent legal developments in the field of Law.

**The Hon’ble Justice Ramana** on Legal Education has said that legal graduates should be made to understand from the very beginning about the true duty of a lawyer, which was to unite people. He also said they should get practical experience through association with Lok adalats, legal aid centres, and arbitration and mediation centres during their studies. He further said, “Lawyers can play an important role in reducing the pendency by advising their clients to settle their disputes at the pre-litigation stage itself. They should also give proper advice to their clients as to how to pursue their legal claims without abusing the process. They must keep in mind not only their duty to their clients, but also their duty to the courts, to society and to the law,” [2]

### IV. AUTHORITY RESPONSIBLE FOR LEGAL EDUCATION IN INDIA

In India, Central and State Governments, The Bar Council of India, UGC and respective universities are generally regulatory bodies for formal legal education endeavoring to produce lawyers. The Bar Council of India (BCI), constitute under Sec 4 of the Advocates Act, 1961 is the Apex body to regulate the legal profession and recognize institutions imparting legal education in India. In India, BCI had limited role in promotion of legal education & it has neither power nor ability to meet new challenges both domestically and internationally. Thus, the standard and quality of legal education is not satisfactorily in our Nation. Hence, now it has become essential to constitute a new regulatory body vested with powers dealing with all aspects of legal education having sanction of Government in order to meet the existing new challenges.

Today’s society is becoming more and more complex. The age old practices and tactics are not relevant as now role of law has changed with time and changing needs of the society. The study of Law does not end with graduation or

post-graduation, but continuous throughout the career or lifetime of a lawyer. Judiciary plays an important role in framing Laws.

**According to Thomas Jefferson, a lawyer without books would be like a workman without tools” [3]**

## V. FACTORS AFFECTING LEGAL EDUCATION OF A NATION

Various factors affecting Legal Education of a Nation are as under:-

- University Grant Commission (UGC)
- Bar Council of India (BCI)
- Government Policies
- Affiliation of University
- Development of Legal Profession
- Development of Legal System
- The kinds of Students enrolled
- The caliber of Law faculties
- Availability of Infrastructure facilities
- Technological Advancement of a Nation
- Changes in the Society

## VI. AIMS AND OBJECTIVES OF LEGAL EDUCATION

The Hon'ble Justice Krishna Iyer says, "Profession of law is a noble vocation and status of members of legal profession in society is very high. Law is the pillar and foundation of every community that produces abiding people, lawyers, scholars and aspiring judges." Hence, legal education should not only evolves lawyers but also be used as an instrument of social control and social change.[4]

Various aims of Legal education are as follows:-

- ❖ **Social Objectives:-** To develop perceptions and develop understanding the needs of the society , to influence values and attitudes
- ❖ **Manpower Objectives:-** To generate skills and knowledge required for performing tasks of society and competence for creation and maintenance of justifiable society.
- ❖ **Opportunity Objectives:** -Legal education broadens opportunities of convenience, comfort and versatility in the society- mainly among groups deprived historically of their rights.
- ❖ **Research Objectives:-** It helps to develop facilities for research of value of education in the society.

- ❖ It helps to prepare a person for legal profession and develops understanding of law for future development.
- ❖ It injects a sense of fair dealing and justice before rule of law.
- ❖ **Welfare State:** - The main aim of the legal education is to make professional lawyers who are trained in law. As we know lawyers are essential for a society to bring social change and helps for betterment of the society Law gives proper structure to the country. The welfare of the society generally depends on democratic nature of the Nation which further depends on nature of Law of that Nation.

**According to committee of Legal Education of Harward Law School [5]** the purpose of legal education is twofold i.e.

- ✓ To train the person for legal profession, and
- ✓ To provide a platform where scholars might contribute to an understanding of law and participate creatively in their growth and improvement.

**In case of Manubhai Vashi vs. State of Maharashtra [6], the Hon'ble Apex Court** has held that the legal education should be able to meet the ever growing demands of the society and to be thoroughly equipped to manage the complexities of different conditions. In the present case the **Hon'ble Apex Court** has also recognized the need for convincing and well organized legal education to meet the ever growing demands of the society and also to meet ever growing challenges.

## VII. ISSUES AND CHALLENGES IN LEGAL EDUCATION FACED BY INDIA

With the advent of new economy, privatization, globalization and deregulation present legal education is facing new challenges all over the universe. A revolutionary change in Information and Communication Technology requires a corresponding change in our legal system also. It requires an appropriate model to achieve control mechanism and to ensure the proper role of legal profession in achieving justice, peace and fairness in the modern society. Following are the challenges facing our modern legal education system in India:-

- a. **Affiliation of Law Colleges:** -The Indian Legal Education is facing a major problem of Affiliation system of Law Colleges. As a result, it has contributed in institutionalized mitigation and fairness of academic standards due to mushrooming of these legal institutions imparting legal education and producing incompetent lawyers across the Nation. For instance, three major State Universities of western Uttar Pradesh i.e. Meerut, Agra and Kanpur universities have 107, 40, 67 law colleges



affiliated to them respectively. About 25,000 seats are offered by these law colleges in LL.B. programme merely. In 2017, Madras High Court has remarked that about 85% of modest, incredible and worthless law colleges must be perished in order to maintain the sanctity and standard of legal profession in India.

- b. Lack of Availability of Physical Infrastructure:** -. The law schools needs to recognize creating sound physical infrastructure and should take initiatives to stimulate its faculty members. Now, legal education mostly came to be perceived as a business or entrepreneurial activity where any new college is able to start legal education without any proper Physical infrastructure, staff facility, proper books and library facilities or even without permission of BCI. The entry of large number of law colleges has been made in order to extract maximum profits out of market, rather than to contribute to the advancement of legal education. Even the BCI is not having authoritative control over these law colleges. Thus, various universities have comprehended and looked them as a gainful source of income to finance other activities connected with these law colleges.
- c. Lack of promotion of Philanthropic or Humanitarian initiatives in field of Law:-** Various initiatives to encourage lenient contribution are required for promotion of excellence in Legal education and research in A Nation. Proportion of humanitarian contributions in total expenditure has declined in last two decades. Attempts must have to be made by all entrepreneurs including legal institutions, the bar, the law firms and corporations for promotion of philanthropic initiatives in Legal education and research in the country.
- d. Ease of Entry:** - Nowadays, there is no proper system of entrance examination in order to take admissions in these law colleges. Nevertheless, the present system of entrance examination does not test the ability of the student taking admission but it is only a formality. Thus, the entry in these legal institutions is very easy. These institutions comprise young people who had been unable to procure employment elsewhere. Due to these reasons dropout rate of these colleges is very high. The students in these colleges never take interest in attending classes and only attend class to fulfill the minimum attendance requirement of 66% that has been set by BCI.
- e. Privatization and Commercialization of Legal Education:** - Privatization of legal education has resulted in mushrooming growth of law colleges in India. As a result the image, standard, quality and prestige of Indian legal education has suffered all over the world. Also, absolute commercialization of

legal education where the profit motive is only the guiding factor has laid detrimental effect on the legal education in India.

- f. Lack of Good Faculty:** - Prestige of Legal profession is suffering a downfall as mostly legal institutions are unable to provide caliber fulltime faculty to the law students in their institutions. Also, a number of law colleges have been set up merely with profit motive and they manifestly do not expend much on their faculty. That is the reason why mostly faculties of these law colleges are unqualified.

These unqualified teachers are not able to pay proper attention to teaching and various functions associated with legal profession. In mostly Law colleges in India we can also see ghost faculties who never come to these colleges to deliver lectures but only to complete paper work of these institutions. Many Government aided legal institutions appoint minimal faculties in order to obtain maximum profits out of situation. Despite a number of recommendations and suggestions to these law institutions, the lecture method remains the method of teaching. For a candidate to be eligible to become a teacher in these law colleges, they must have qualified the National Eligibility Test (NET) or State Eligibility Test (SET) depending on the choice of concerned legal institution.

- g. Outdating curricula and Syllabus of Legal Education:** - BCI [7] has listed 21 compulsory papers and hoard of optional papers, but formulation of curricula and syllabus is left with the universities that results in different syllabi in the country. On the other hand law to be practiced in the country is the same. As a result, there is no minimum reliable standard of lawyers as students doing law from top law schools like National Law University (NLU) [8] are able to cope with the present legal system with good quality of legal services while others doing law from substandard universities are failed to provide proper legal services required for a lawyer and thereby degrading the overall prestige, standard and reputation of Indian lawyers.

Inspite of repeatedly requests to all the Universities to revise their syllabus, the curricula of legal education does not reflect any change there is always a tussle between introductions of new and contemporary subjects. Hence, the transnational or global curriculum need to be developed keeping in view the challenges of globalization and growing technology and changing concept of sovereignty.

- h. Lack of Practical Knowledge:** - Legal internship is essential for legal profession to gaining practical knowledge and experience in a lawyer. Internship

introduces law students with various aspects of Law so that they are able to make an informed choice by filtering their interests. Generally law students are confused between litigation and corporate sphere. Internship is the best method to resolve their confusion in both the areas.

- i. **Accreditation and inspection of Law colleges:** - Accreditation assures a basal standard of quality of legal education one receives from the institution concerned. Figuratively, all legal institutions must be accredited by proper periodical inspection for ensuring quality of the academia, infrastructural facilities available to students and conduct of students' vis-à-vis Law College. In India both UGC [9] (University Grant Commission) and NAAC [10] (National Assessment and Accreditation Council) analyze and accredit various law colleges and universities. At present Government has made it compulsory to be accredited by NAAC. It is the main task assigned to an accreditation organization to suggest proper guidelines for the improvement of existing infrastructural facilities to the concerned institutions. As per report of Knowledge of National Knowledge Commission (NKC) [11] mostly legal institutions are far from the desired standards due to corrupt practices adopted by these institutions.
- j. **Fake and Fraudulent Law Degrees:** -In 2015, at a lawyer's meeting held by BCI in Chennai, BCI chairman Sh. Manan Kumar Mishra has said that, "about 30% of the lawyers in India are fake, holding fraudulent law degrees."
- k. **Lack of Proper Library Facilities:-** Apart from expanding the curriculum, Legal institutions must improve their library facilities to make the proper use of computers and internet so that the students and faculty must be able to draw regularly from the internet. Use of computers and internet must be made compulsory in all law schools.
- l. **Socially irreverent and not justice Oriented:-** Legal education system in India is relevant for the existing society. It is essential that legal education should be justice oriented and socially relevant that means curriculum of law schools must entail various programmes such as Legal Aid, Lok Adalats and para legal trainings etc. Clinical legal education should also be emphasized so that law students are able to learn the law by acquiring professional skills, flexibility, autonomy and freedom.

**The Hon'ble justice Ramana [12]** while delivering his address has remarked that out of 25,000 law graduates every year only about 25% is ready for the legal profession. He further said there is need for law graduates to understand the true duty of lawyer by getting practical experience through association with Lok Adalats, moot courts, Legal Aid centres and arbitration centres during

their study of Law. He also consoled by saying that our education system is not equipped to build the character of the students or to develop the social consciousness and social responsibility. Perhaps, the students are caught in the rat race in India. It is possible only by getting proper education which enables them to reach their goal. There is urgent need of collective efforts for reforming the existing legal education system in India. We need caliber faculties to produce good, competent and talented lawyers. It will certainly help to uplift a society socially as well as economically.

Today, everybody wants to become successful in order to fulfill their desires. Indian education system is quite different from other countries. The curriculum in western countries is generally based on practical knowledge whereas in India main focus is on theoretical knowledge and acquiring marks by hook or crook. The students in India are expected to mug up chapter after chapter and fetch good grades in the class.

In a developing Country like India, it is crucial function of Legal education to produce caliber and talented lawyers with social vision. In modern time law is viewed not only as an instrument of social control but also as an instrument of social change. Lawyers have been characterized as social engineer as by improving legal education of a Nation we can contribute in its development. Legal education is the heart and very soul of every society for properly administering the rule of law in that society.

## VIII. CONSTITUTIONAL AND STATUTORY PROVISIONS CONCERNING LEGAL EDUCATION IN INDIA

- A. **Statutory Provisions:-** Law degrees in India are granted and endowed in terms of Advocate ACT., 1961 [13], a law enacted by parliament. Under this Act, BCI (Bar Council of India) is a pioneer for structuring legal education in India & plays a pivotal role in the growth of Indian legal education system by laying down the standard in terms of classroom teachings, skill, practical training, court visits by law students, moot courts, legal aids works etc. It was founded by the Parliament of India under the Advocate Act, 1961. Section 7 of this Act constitutes statutory functions of BCI for legal profession and legal education in India. Which are as follows: -

- To lay down standard of professional conduct and tactics for advocates.
- To lay down procedure to be followed by its disciplinary committee and also by disciplinary committee of each State Bar Council.
- To protect the rights, privileges and interests of Advocates.

- To encourage and boost legal reforms.
- To deal with and dispose of any case referred to it by any State Bar Council.
- To prosper and lay down standard of legal education.
- To grant recognition to Law universities preparing advocates by proper visit and inspection of these universities for this purpose.
- To manage legal aid to the poor section of the society.
- To organize and invest funds if Bar Council.
- To provide for the election of members of BCI

**Can BCI be Dethroned:** - Generally, the Bar Council of India was conferred with very limited power under the Advocate Act; 1961. But during the last three decades, there was no regulatory to take care of the new emerging trends and needs in this field. The BCI was dealing with all the aspects of legal education under Resolutions, Rules and Regulations instead of limiting its powers to the maintaining of standard of legal education in India. Hence BCI by virtue of Resolutions, Rules and Regulations has taken the entire power which was not intended to it by Advocate Act.

In present time, the aim of legal education has shifted. BCI has not succeeded to implement the new changes in legal education field. Now BCI's aim has become only to generate practicing lawyers. It does not matter whether these lawyers are skilled, competent and able to deal with the existing legal system. Now, it appears that BCI can be dethroned. as BCI has neither the power under the Advocates Act, 1961 nor the expertise to meet the new existing challenges. It is therefore, necessary to constitute a new regulatory mechanism with a vision both of social as well as international goals dealing with all aspects of legal education. However the recommendations of BCI in regard to maintenance of minimum standards for the purpose of 'practice in courts' will have to be binding on the new Regulator.

**B. Constitutional Provisions:-** Basically the Constitution of India laid down the duty of imparting education including legal education on States by putting the matters concerning education in State list i.e. List II of the Seventh Schedule [14]. But, by enacting the amendment Act, now it forms the part of Concurrent List i.e. List III on which both union as well State has power to legislate. Legal profession also falls under the same. Though there is no entry in our Indian Constitution dealing with the legal education specifically. The coordination and determination of higher educational institutions is

the subject matter of Union List i.e. List I of the Schedule VII of the Indian Constitution. Also, entry 25 of Concurrent List i.e. List III pertains to educational matters including technical education, medical education and universities.

Entry 66, 67 & 68 of List I of the Constitution of India, mentions two regulatory bodies for the regulation of legal education in India i.e.

✓ The Bar Council of India (BCI) as a higher body regulating the standards of the legal Profession.

✓ The University Grant Commission (UGC) as an umbrella organization for all institutions of Higher Education.

**As per Report of National Knowledge Commission, 2007 (NKC),** “...the vision of legal education is to provide justice-oriented education essential to the realization of values enshrined in the Constitution of India” NKR in 2008 further recommended for improvement of quality of legal education by establishing independent Regulatory body for purpose of dealing with all aspects of legal education.

**In 2009, in case of Bar Council of India vs. Bonnie FOI Law College & others [15],** A 3- member Committee on Reform of Legal Education was constituted to deal with the various challenges in Legal education. This Committee has submitted its report to BCI by mentioning major issues posed by legal education in India such as:-

- ✓ Expertise and ability of BCI to address the demands of changing legal education in India
- ✓ Need of reform in the legal education system in India as per contemporary requirements of Information
- ✓ Technology and scientific Development.
- ✓ Lack of funding in area of legal education for infrastructural facilities, adequate payment to faculties and for other technical requirements of legal education.
- ✓ Loopholes in inspection and recognition of law colleges by Bar Council of India.
- ✓ Separate accreditation and rating system for legal institutions in India.

**Dr. Sarvepali Radhakrishnan [16]** has also wrote on legal education in following words,” 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.”

## IX. SUGGESTIONS

To provide quality legal education in India certain steps should be followed, some of which are mentioned below:-



- ❖ To improve the standard of legal education, the curriculum and syllabus of Law must include cases having more than one point of view as the law students need to know not only their subjects but also gain knowledge around them.
- ❖ The Bar Council of India must establish the National Council for Legal Education & Research ((NCLEAR) with adequate representation from all entrepreneurs in legal education and legal profession, chaired by Chief Justice of India (CJI) with all BCI chairman as its member secretary. The Council must include legal academia, judges and lawyers.
- ❖ The legal education must attract qualitative, serious and talented students having passion, commitment and dedication to teaching to join law colleges. Entrance test should be mandatory with cut-off not less than 50%.
- ❖ Continuous evaluation system should be adopted by legal institutions.
- ❖ Strict adherence of attendance (not less than 70%) must not be allowed in any law school.
- ❖ Law students should be encouraged and cheered to participate in research oriented activities.
- ❖ To take part in moot courts, debates & mock trials must be made mandatory by awarding marks for these activities. Also, practical training in drafting various deeds, wills, complaints and contracts must be given in last year of the law students.
- ❖ In India at present there are 11 National Law Schools which have given a special impact to Indian Legal Education. We need to adopt measures to stop mushrooming growth of legal institutions without any adequate facilities and infrastructure in order to ensure the improvement of quality of legal education. Mostly legal institutions (about 749 law colleges) in India are not able to maintain the quality and standard of legal education same as 11 National Law Schools.
- ❖ We need good, competent and caliber law faculties if we want to produce competent lawyers. For this purpose we need to stop corrupt practices adopted by these institutions.
- ❖ The lecture method which has become familiar today should be reviewed. The case method and problem method should be adopted.

## X. CONCLUSION

We can conclude that entire system of legal education needs a transmutation and systematic transformation of the curriculum, teaching faculties, infrastructural facilities and the management of law schools. In order to meet the future requirements of legal community, it is essential to facilitate quality legal education. Law is essential medium

of revolution which provides strength to our society. Legal profession is the only profession dealing with the society and its problems as a whole. We need to repair the holes existing in the current legal system by laying emphasis on research and publication activities, reform of curriculum and by appointing trained and competent faculties and by imparting practical training during study. It will certainly help in growth and development of legal profession with the increase in reputation of legal profession to meet the challenges in field of Law and ever growing needs of the society.

**Further, the Higher education and Research Bill, 2011 [16]** that has proposed for setting up of National Commission for Higher Education and Research (NCHER) for purpose of determination, coordination, maintenance of standard, promotion of Higher education and research including university education, vocational, technical and professional education has enhanced the expectation of reforms in legal education.

**In case of Anita Kushwaha Vs Pushap Sudan [17], the Hon'ble Apex Court** has ruled that, "Access to justice is and has been recognized as a part and parcel of Right to life in India and in all civilized societies around the Globe. The right is so basic and inalienable that no system of governance can possibly ignore its significance, leave alone afford to deny the same to its citizens"

Thus, investment in education for providing skills for 21<sup>st</sup> century is a fundamental component to the continuous growth and development of a Nation. Investment in legal education if wisely made will certainly produce more beneficial results and catalyze the speed for the development of a Nation. A Law is valuable as it has right in it. In order to get respect for the law of the Nation, we must make the law respectable. Ignorance of the law excuses no man from practicing it.

## REFERENCES

- [1] *Chanakaya was a teacher in the oldest university Takshila*
- [2] Nuthalapati Venkata Ramana (born on 27 August 1957) is an Indian judge who served as the 48th Chief Justice of India. Previously, he was a Judge of Supreme Court of India, Chief Justice of Delhi High Court and the acting Chief Justice of Andhra Pradesh High Court.
- [3] Thomas Jefferson (April 13, 1743 – July 4, 1826) was an American statesman, diplomat, lawyer, architect, musician, philosopher, and Founding Father who served as the third president of the United States from 1801 to 1809.
- [4] Justice Vaidyanathapuram Rama Iyer Krishna Iyer (15 November 1915 – 4 December 2014) was an Indian judge who became a pioneer of judicial activism.
- [5] The committee of legal education of the Harvard Law School lays emphasis on double purpose of a law school
- [6] AIR 1989 Bom. 296
- [7] The **Bar Council of India** is a statutory body created by Parliament to regulate and represent the Indian bar. The Bar Council of India visits and inspects Universities/Law colleges in the country as part

of its statutory function of promoting legal education and laying down standards in consultation with the Universities in India and the State Bar Councils.

[8] National Law Universities (NLU) are state-funded public law universities in India, founded pursuant to the second-generation reforms. The first NLU, National Law School of India University (NLSIU), Bangalore was established under the National Law School of India Act, 1986.

[9] The University Grants Commission (UGC) is a statutory body set up by the Department of Higher Education, Ministry of Education, and Government of India in accordance to the UGC Act 1956 and is charged with coordination, determination and maintenance of standards of higher education.

[10] The NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL (NAAC) conducts assessment and accreditation of Higher Educational Institutions (HEI) such as colleges, universities or other recognized institutions to derive an understanding of the 'Quality Status' of the institution.

[11] The National Knowledge Commission (NKC) was a high-level advisory body to the Prime Minister of India constituted in June 2005 by the Prime Minister Dr. Manmohan Singh, with the objective of transforming India into a knowledge society. National Knowledge Commission - Strengthen the education system, promote domestic research and innovation, facilitate knowledge application

[12] The Hon'ble Justice Ramana, 63, was born to a family of farmers at Ponnavaaram village in Andhra Pradesh's Krishna district. He fought for civil liberties during the Emergency. Ramana worked as a journalist from 1979 to 1980 and reported on political and legal matters for the Eenadu newspaper. He enrolled as an advocate in 1983 and specialized in constitutional, criminal, service, and inter-state river laws at the Andhra Pradesh high court. He was appointed as a permanent judge of the high court in 2000. Justice Ramana was elevated as chief justice of the Delhi high court in 2013 and to the Supreme Court a year later.

[13] An act to amend and consolidate the law relating to the legal practitioners and to provide for the constitution of bar councils and an all-India bar., the advocate acts lay out the legal framework for legal practitioners, as well as guidelines for the establishment of bar councils and an all-India bar.

[14] The Seventh Schedule to the Constitution of India defines and specifies allocation of powers and functions between Union & States. It contains three lists; i.e. Union list, State list and Concurrent list. The union list details the subjects on which Parliament may make laws while the state list details those under the purview of state legislatures. The concurrent list on the other hand has subjects in which both Parliament and state legislatures have jurisdiction. The Concurrent List or List-III (Seventh Schedule) is a list of 52 items (though the last subjects is numbered 47). It includes the power to be considered by both the union and state government.. The State List or List-II is a list of 61 items. Initially there were 66 items. The Indian constitution in its original enactment defined education as state subject. Under Article 42 of the constitution, an amendment was added in 1976 and education became a concurrent list subject which enables the central government to legislate it in the manner suited to it.

[15] This case was originally heard by Jabalpur High Court in 2007.. A 3- member Committee on Reform of Legal Education was constituted to deal with the various challenges in Legal education. This Committee has submitted its report to BCI by mentioning major issues posed by legal education in India.

[16] Dr. Sarvepali Radhakrishnan was an Indian academic, professor, philosopher, and politician who served as the first Vice President of India (1952–1962) and the second President of India (1962–1967).

[17] The Higher Education and Research Bill, 2011, introduced by Human Resource Development Minister Kapil Sibal, seeks to promote

autonomy of higher educational institutions and universities for free pursuit of knowledge and innovation and for establishment of the National Commission for Higher Education and Research (NCHER), an overarching body in higher education to oversee universities and technical institutes.

[18] AIR 2016 SC