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Comparison of Quality Assurance Mechanism of Legal Education in Pakistan With India

Sardar Ali Shah

Assistant Professor,

Institute of Law, University of Sindh, Pakistan.

sardar.shah@usindh.edu.pk

Saroja Dhanapal

Retired Associate Professor,

University of Malaya, Malaysia.

Email: saroja_dhana@hotmail.com

Abstract

Pakistan is one of the countries that is striving to improve the quality assurance processes of its higher education. Legal education as part of higher education studies is also facing the same issue in its quality assurance process. It is perceived that the present legal education in Pakistan does not satisfactorily match the needs of the judicial system due to the poor quality of the current assurance mechanisms. Existing literature and court cases have shown that both the regulatory bodies; Higher Education Commission (HEC) and Pakistan Bar Council (PBC) have failed to bring improvements. In the last decade, stakeholders have been deliberating through discussions, conferences, and dialogs regarding the need to bring Pakistan's legal education in line with international standards adopted by other nations. The Supreme Court in the case of 'Pakistan Bar Council vs Federal Government of Pakistan' in the year 2007 identified several reasons for the decline of Pakistan's legal education. In view of this, the present research analyzed the quality assurance mechanisms of the legal education framework in place in Pakistan with that of India to identify gaps and show how these gaps can be overcome by adopting some of the best practices in the Indian legal education framework. The researchers adopted a doctrinal research method aided by a comparative analysis of the key documents and practices in the two countries. The findings are significant as they will assist policymakers in Pakistan to understand the reality of the current status of quality assurance mechanisms in the legal education of Pakistan and pave a way forward for Pakistan to either amend existing laws and policies or formulate new laws and policies to improve the framework of its legal education.

Keywords: Legal Education, Framework of Legal Education, Quality Assurance Mechanism, Pakistan Bar Council, Higher Education Commission.

Introduction

Legal education in Pakistan is generally provided by public universities, alongside private law colleges, which follow the curriculum and criteria prescribed by the Higher Education Commission (HEC) in consultation with the Pakistan Bar Council (PBC). Legal education is also regularized by the Board of Governors of Law Colleges, the Bar Councils of the Provincials, the Pakistan Bar

Council, University Syndicates and the Law and Justice Commission. The Pakistan Bar Council is a national elected body of Pakistani lawyers and was established under the Legal Practitioners and Bar Councils Act, 1973. The Pakistan Bar Council exercises general control and supervision over the Provincial Bar Council and regulates the entry of lawyers into the legal profession. It is a statutory body which regulates the legal profession, and to some extent, legal education.

It is also authorized to recognize universities whose degrees in law shall be accepted as a qualification for registration as an advocate. Pakistan Bar Council exercises powers conferred upon it under Sections 13(j) & (k), 26(c) (iii) and 55(q) of the Legal Practitioners & Bar Councils Act, 1973 for promotion of legal education and prescription of standards of such education in consultation with the universities. In addition, the role of the PBC is to initiate efforts to improve the standards of legal education in Pakistan. The Higher Education Commission of Pakistan, on the other hand, is the regulatory body for university education in the country. It was set up in the year 2002 under the Higher Education Commission Ordinance, 2002. Its role is mainly to recommend academic policies for public sector universities and to propose affiliation criteria and guidelines for the universities.

Legal education is the basic method of feeding the national capacity to maintain the morals of the populace. Legal education provides the nation with good quality law graduates who can become lawyers, judges and law professionals in related fields (Sial, 2009). The legal profession has always been the guardian of the people's rights and has created awareness of many noble causes (Nyazee 2017). There is a need for law practitioners to identify legal problems and provide solutions in order to form a just society (The Express Tribune). Legal education in Pakistan is in an era of dynamic change, yet it has not developed a clear concept of quality which could provide direction to the field (Talpur, 2013). Further, Talpur (2013), states that significant changes can be observed in recent years including the increasing distance between practicing lawyers and law faculty members. In order to improve the legal education in Pakistan, the PBC prescribes measures for regulating the legal profession (Legal Practitioners & Bar Councils Act, 1973). Under the Legal Practitioners & Bar Councils Act (LPBCA) 1973, rules have been framed for providing guidelines to universities and colleges. These rules give guidelines for admission eligibility, student-teacher ratios and duration of law courses as prescribed by the HEC and the PBC.

The rules prescribed by the PBC also provide directions for the qualifications of permanent and visiting faculty members, the provision of adequate libraries in law colleges and the criteria governing pass rates in law examinations. The implementation of all these rules and guidelines by the Pakistan Bar Council (PBC) needs urgent reconsideration, since these rules have been challenged in court Case with Year 2007, 2016, 2018. For example, in the year 2007, the Supreme Court ruled in favor of a petition related to legal education filed by the Pakistan Bar Council in which the PBC sought direction that the respondents, i.e. the Federal Government, the Higher Education Commission, the Provincial Governments and the Universities, be directed to adopt and implement the rules framed by the PBC (PLD 394, [2007] Supreme Court). Another case entitled *Zain Ali vs Province of Punjab* was also filed in Lahore High Court on the same controversial issue (Case no 25993,..). Recently, in the year 2018, the Supreme Court gave directions and set precedents for a better future for legal education (Constitution Petition No.134 of 2012 and..).

The Quality Assurance Mechanism Pakistan and India

The term quality assurance in higher education is increasingly used to denote the practices whereby academic standards, i.e., the level of academic achievement attained by higher education graduates, are maintained and improved (Dill, 02007). Boon and Webb (2008) define quality assurance as "focusing on outcomes rather than courses would unravel the extensive quality assurance mechanisms". The demand for quality assurance and the accreditation of courses is necessary and

desirable, in view of globalization and the financial restraints acting upon higher education in the respective countries (Darwish, & Batool, 2017).

Moreover, it is necessary to provide an educational program that is of high quality so that the human capital of these countries may be enhanced to meet future needs (Sanyal, & Martin, 2007). Seyfried, and Pohlenz (2018) define quality assurance as the systematic management of programs; the systematic appraisal processes of these institutions and the programs they offer is one way of ensuring that the quality of both the institution and the programs or courses offered are not sub-standard. This not only ensures that a certain quality is maintained, but also ensures that candidates are not deceived or shortchanged. This, in turn, will ensure that the quality of the people awarded such degrees fulfil the necessary criteria that those professions require. Quality assurance is a measure put in place by higher education institutions to monitor performance and guarantee that a certain standard is fulfilled. Dey (2011) explains that quality assurance is, thus, the totality of steps taken to ensure that a product or service meets the intended level of satisfaction. This is achieved through a series of steps to ensure validation and verification. The objectives of quality assurance are to build and maintain the confidence of stakeholders regarding the management quality and the overall performance (Dey, 2011).

To maintain the quality of the programs offered in higher education, sound judgment on the level of goal accomplishment and the value and worth of that accomplishment is necessary (Matei, & Iwinska, 2016). It is up to the programs being offered to find the adequate and appropriate means, actions or output to gauge whether such desirable features of standards or quality complying with relevant norms are fulfilled. Nonetheless, the scope of quality is quite broad. Quality can be traced to the manufacturing sector, the business processes sector and the services sector, which focus on the needs of both external and internal customers (Verma, 2016). Statutorily, the government is required to provide education to its citizens, as enshrined in the constitution. The government is also required to ensure that the quality of such education is assessed, from time to time, so that the quality and standard of the educational provisions are not compromised. The government is under an obligation to assure that the quality of education is accountable for the use of public resources in the provision of quality education for all who are qualified and aspire for higher education (Pavel, 2012).

It can only be said that the institutions of higher education and the authorities empowered with the accreditation powers need to work together to ensure proper coordination and communication. Such an exercise would help to ensure that the parties involved adhere to an ethical standard of good practices, thereby setting objectives that are fair and stringent. These should then be put in place to accomplish the task of quality assessment and accreditation (Nandi, & Chattopadhyay, 2016). As mentioned earlier, there are some standards set internationally, but there is no any standard can be followed. Along with the comparison of India, also verified as benchmark for quality assurance mechanism in Pakistan.

India and Pakistan have their own quality assurance mechanisms which differ in some ways from each other. In India, there are two governing institutions stand out. Both have the responsibility of ensuring that the quality and standard of the legal education in India is maintained. The Bar Council of India (BCI) and the University Grants Commission (UGC) of India, both support the quality assurance mechanism which is tailored towards the common goal of maintaining the standards and quality of legal education. In comparison with India, Pakistan has its quality assurance mechanism under the HEC, as well as some guidelines for legal education in the rules framed by PBC. Ameen, (2007), states that the past decades have highlighted a great awareness for the need to implement quality assurance in higher education, and specifically in legal education, making this issue a global phenomenon. Further he explains, as one of the many developing countries striving to improve its human resources, Pakistan is also one of the countries committed towards evaluating and improving

the quality of its higher education structure. However thus far, the country has been slow in making such improvements over the years for various reasons (Ameen, 2007).

Quality assurance is an important and notable characteristic through which institutions of higher learning can secure the sustainment and betterment of their teaching. The quality assurance framework in higher education is developed to determine the quality of university teaching, with regards to evaluating progress against specified standards of measurement and tracking progress against those standards (Parveen, et.al 2011). The Merriam-Webster's online dictionary defines quality assurance as:

“A plan for the systematic monitoring and evaluation of the diverse facets of a project, service, or readiness to ensure that standards of quality are being met” (Merriam-Webster).

The concept of 'quality' was defined by the HEC of Pakistan as:

“Quality in higher education is a dynamic entity which is the outcome of the interaction among many factors including inter-alia, leadership, quality of faculty and students, infrastructure facilities, research and learning environment, governance, strategic planning, assessment procedures and market force” (Quality Assurance HEC).

The quality assurance framework within an academic institution comprises various performance indicators such as academic auditing, strategic planning and management. The quality of higher education is attributed to several issues such as a university's quantity and quality of publications, the ranking order of the university in research, the provision of student funding services and many others. The quality of higher education is a multidimensional concept which calls for all connected functions and actions that constitute part of academic life in the higher education system. Thus, any intention of an academic institution to implement quality assurance should consider the caliber of its students, academic staff, infrastructure, student funding services, curriculum assessment and discovering resources (Rehman, 2008).

In line with this aim, the HEC of Pakistan has also, in its vision, stated that it is

“to develop a quality Higher Education System relevant to national needs and compatible to International QA Standards that would enable Higher Education Institutions (HEIs) to demonstrate excellence in teaching, learning and research” (Quality Assurance HEC).

This statement clearly shows that there is a need for all academic institutions to be aware of current global issues and to be responsive to the international QA standards that are required to be instilled among the graduates. Thus far, the HEC has claimed that this is one of the primary features noted in its strategic plans and stated that it hopes to come up with relevant implementation strategies that can penetrate to the ground level for all program accreditations (Dilshad, & Iqbal, 2010). Besides this, it seems worth mentioning that the HEC of Pakistan has taken an essential step in recognising the elements that would assure quality in education even though this may seem generic. The idea is to be able to make this step applicable to various disciplines so that each can formulate and adapt the steps according to the specific standards for the various disciplines, and perhaps even become an example for other jurisdictions. From a global perspective, quality assurance is the essential prerequisite for higher education (Hussain, 2011).

Due to this essential need, a workshop was hosted under the Brisbane Communiqué in Chiba, in conjunction with the Asia-Pacific Quality Network Annual Conference. An important outcome of the conference was the development of the initial draft of the 'Chiba Principles' for quality assurance in higher education in the Asia-Pacific region. The 'Chiba Principles' highlighted a broad spectrum of

significance for the overall higher education institutions. These Principles included quality assurance departments and quality evaluation practices, regardless of the level of development, size and national context. The Principles were also considered to be guidance for enhancing the policies and practices (Network, 2008). Unfortunately, Pakistan did not adopt these principles, and thus the quality assurance it has been using does not come up to international standards.

Quality assurance is the means through which an institution can give assurance to the public and claim with confidence and certainty that the standards of its educational provisions are being maintained and improved. This was observed by Osama Siddique (2007), who highlighted that there are major organizational issues in the legal education system in Pakistan leading to weak governance of law colleges and the questionable quality of higher education. However, an evaluation of legal education in Pakistan showed that there has been a decline in the quality of its legal education over the past few years. It was submitted that the regulatory authorities and the quality assurance mechanism adopted were responsible for this downfall (Uzair, 2014). Therefore, it is essential to upgrade the quality assurance standards adopted in Pakistan to ascertain whether it is on par with those adopted in other nations and identify areas in need of improvement. The unresponsiveness of the authorities charged with the regulatory and monitoring roles has not been helpful. The absence of consistent monitoring and evaluation of the procedures leading to the award of legal education is also responsible for the decline in quality.

In India, the establishment of the BCI, under the Advocates Act 1961, is an essential step towards the advancement of legal education in India (Advocates Act 1961). Under this Act, the BCI has the earnest obligation to execute its duties, acting as the bridge between the government and legal education. The Act has been empowered for the

“promotion of legal education and laying down standards of such education in consultation with the universities in India imparting such education and State Bar Councils.” (Section 7(h) Advocates Act 1961).

The University Grants Commission (UGC), by virtue of the statutory powers conferred on it under Section 12 of the UGC Act of 1956, is expected to develop effective mechanisms for quality control of over higher education in India. Generally, the quality assurance mechanism is associated with an external accreditation institution for identifying the level of quality of an institution. In India, the National Assessment and Accreditation Council (NAAC) was formed under the aegis of the UGC and has implemented quality control and evaluation of educational institutions (Verma, 2018).

In India, a significant role of the BCI, which is empowered by the Advocates Act 1961 is to create rules that meet “the standards of legal education to be observed by universities in India and the inspection of Universities for that purpose” (Section 49(d), Advocates Act 1961). In this regard, the BCI is vested with the power to impose legal education standards and to recognize law degrees for the enrolment of graduates as advocates in India (Sarshar, 2008). The Supreme Court of India, in the remarkable decision entitled “Bar Council of India v Board of Management, Dayanand College of Law” (2 SCC 202 [2007] India), mentioned the statutory powers given to the BCI under the provisions of the Advocates Act, 1961, and concluded that the “BCI was concerned with the standards of the legal profession and entry into that profession, BCI is, thus, also concerned with the legal education in the country”. This makes the BCI the sole agency that has the authority to implement and make rules for the legal education system of the country, similarly to Pakistan.

As explained before, where only one agency is in charge, matters can be implemented quickly, but there is a danger that certain processes may go astray, as for example when there is an abuse of power or when the agency involved is not aware of current updates. As mentioned before, the recipients of the legal education system, whether with or without quality, are the potential students. Hence, they

would be the outcome highlighting the quality of the legal education provided under the jurisdiction of the BCI (Basheer et.al 2010). For this matter to be evaluated, perhaps, the current quality of the lawyers and advocates in India can be used to indicate whether the legal education drawn and proposed by the BCI has been up to the quality demanded by current globalization needs (Sharma, 2017). However, Basheer et.al (2010) argued that the Bar Council of India (BCI) has no legal/constitutional authority to regulate the full spectrum of legal education independent of the universities.

With regards to the mechanism used to ensure quality in the legal education offered in India, there is thus a need to return to the purviews of the UGC and the BCI, both of which were involved with providing guidelines for the betterment of legal education quality, as enshrined in the Rules of Legal Education 2008 (RLE 2008). As advocated by the Advocates Act 1961, the BCI has been given the responsibility to contribute to the quality of the legal education of India (Menon, 2012). The BCI made its contributions for law as a profession, although it cannot be denied that it must desire to enhance the legal education of the country as well, similarly to Pakistan. In this regard, there are some similarities with regards to the agencies guarding the interest of the legal education in India and Pakistan and the potential disadvantages of having one agency to oversee the legal education system.

In the second chapter of the RLE 2008 of India, 'Standards of Professional Legal Education', Rule 3 states that "The State Bar Council shall enroll as Advocates only such candidates as have been granted degrees by Approved Affiliated Centers of Legal Education or Departments of Universities recognized by the BCI". It further states that the State Bar Council must ensure that candidates advancing from such recognized institutions of higher education and approved associated law centers of legal education are enrolled (Rules of Legal Education, 2008). Moreover, it is the BCI that decides when the lawyers can appear before the Supreme Court (Section 16, Advocates Act 1961). This practice is reminiscent of Pakistan to a small extent.

To further ensure the quality of legal education in India is improved, the BCI insists on minimum qualifying intake examination marks. The percentage of marks shall not be below 45% of the total sum in the case of applicants in the general category. However, 40% of the total marks for the qualifying examinations will be acceptable for those candidates affiliated with Schedule Castes (SC) and Schedule Tribes (ST) (Rule 7, Rules of Legal Education 2008). This rule applies to those applying for the integrated five-years degree program and those from other disciplines applying for the three year LLB (Rule 6, Rules of Legal Education 2008). Moreover, Basheer et.al (2010) argue that a quality control mechanism should be introduced for entrance by the All-India bar, instead of the existing examination and accreditation system, which is patently flawed, ineffective and costly (Basheer et.al 2010).

In India, the importance of the syllabus as assessed by the quality assurance mechanism is greatly emphasized. The RLE 2008 takes note of the recognized standards of courses for the law students. Rule 7 states:

"All universities and their constituent and affiliated Centres of Legal Education, conducting either the three-year law degree program or the integrated double degree program, for not less than five-years of study, or both, would follow the course outline given by the BCI."

Additionally, The minimum number of law courses are effectively conducted in the Centers of Legal Education with adequate infrastructural facilities as may be prescribed in the manner stipulated by the University Regulations and Rules and that of the BCI. The minimum standard of the first-degree course as designed and run by the University to run the integrated course by the standard prescribed by the University given the academic and other standards laid down. If any, taking into consideration

by the standard-setting institutions like the University Grants Commission or All India Council for Technical Education or any such body, as the case may be. Moreover, the program effectively runs with an adequate number of faculty in respective subjects, with infrastructural facilities as may be prescribed by the University as well as the Bar Council of India (Rule 8 (b), Rules of Legal Education 2008).

The provisions stated here are very relevant to the steps taken to ensure the betterment of legal education in India. The rule also states that “there is a regular and proper evaluation system for certification of the students graduating in law, upon completing the course as a regular student, as provided by that University” (Rule 8 (c), Rules of Legal Education 2008). Nonetheless, this ruling does not say that the process is standardized for all law institutes to follow or whether it is up to the respective institutions to develop their own evaluation system. The ruling, however, indicates that the university shall submit the copies of the curriculum designed and developed in each course of study, as well as rules of academic discipline, examination and evaluation to the Bar Council of India to ensure that quality is being maintained. This provision is also in line with the need to monitor courses, examinations and assessments although it does not contain a detailed set of guidelines for the respective law institutes to adhere to (Basheer et.al 2010).

In India, with reference to the integrated five-year LLB program, the BCI sets the following guidelines for the universities: (a) “Faculties for running the entire course shall design the purpose, manner and process of running the integrated courses semester-wise with clear objective criteria of integration”; (b) “There are all infrastructural facilities available for the courses, such as faculty for teaching the subjects concerned, laboratories needed and other classroom fixtures and fittings including computer support”; (c) “The double degree courses may be planned by the University in order to suitably integrate the program meaningfully”; and (d)

“The University shall cause documentary evidence and records of the above requirements in (a), (b) and (c) to be submitted to the Bar Council of India, whose inspection committee would review the program from time to time and to provide suggestions to the University” (Rule 9, Rules of Legal Education 2008).

This provision seems to be consistent with the need for monitoring the quality assurance of the law programs, but as can be imagined, since the BCI is the only available agency, it will not be able to oversee the minor details of the law programs. In other words, the documents that need to be submitted to the BCI are general in nature. As a result of this, the BCI would be less able to detect any inconsistencies engaged in by lecturers or law institutes (Bajpaimeghna, d.n). The safeguard and maintenance of standards of legal education is the reason for these measures by the BCI. Additionally, the BCI has substantial powers to regulate the contents of the syllabus and the duration of the law degree programs. It also has the authority to scrutinize every aspect of legal education. It is also charged with the authority to command a tremendous influence on the quality, content and standard of legal education in India. These roles played by the BCI help to progressively develop and enhance legal education in India (Sarshar, 2008). In comparison to legal education in Pakistan, it seems that the BCI is doing much better than Pakistan. This is because the rules developed by the BCI for legal education in India are more detailed. As discussed previously, the PBCLER of Pakistan is more authoritarian and has less focus on the quality assurance framework.

Similarly, in the case of India, the quality assurance mechanism is under the authority of the NAAC. The NAAC is an autonomous institution established by the UGC with the prime agenda of assessing and accrediting institutions of higher learning with the objective of helping them to work continuously to enhance the quality of their higher education. Assessment and Accreditation is broadly used for understanding the “Quality Status” of an institution (Singh, 2018). Thus, the NAAC has given new dimensions of quality control to the institutions through a continuous process of assessment which

provides an opportunity to institutes to self-evaluate, keeping in mind various criteria with many supporting key aspects (Pabrekar, et.al 2015). The UGC has a robust system for quality assurance in general. The policies, attitudes, actions and procedures required to maintain quality being referred to here are directed towards the evaluation of the institution, and help determine whether it qualifies for certificate awarding status. In that regard, accreditation is the institutional process of examining higher education through standardized procedures in a bid to assure quality, assessing institutional systems for effective implementation of strategies to accomplish set objectives (Verma, 2016).

The UGC has been given the primary mandate to monitor and maintain the standard of teaching, examination and research. Unfortunately, the UGC has not been able to accomplish as much as desired in this respect, despite serious, sincere and sustained efforts made for years in this context (Gandhi, 2013). The UGC has statutory powers to control the quality assurance mechanism through its Quality Assurance and Accreditation system (Meher, et.al 2018). The UGC of India is a similar body to the HEC in Pakistan. Both authorities perform their functions under the government, and both have responsibilities to recognize, monitor, maintain quality assurance and provide funding for the higher education of the country.

Manghani, (2011) states that, in general, the quality assurance mechanism comprises planned and systematic actions including policies, strategies, attitudes, procedures and activities that provide confidence to stakeholders who are thus assured that quality is being maintained and improved on a regular basis. This maintenance of quality is also applicable to the products and services being offered, so that they meet the specified quality standards (Henard, et.al 2012). Thus, quality assurance is the totality of systems, resources and information which are used for the purpose of enhancing or improving the quality and standards pertaining to course contents, teaching methods, teaching staff qualifications, scholarship, research and even students' learning outcomes (Fedzil, 2004).

It appears that the quality assurance mechanism of India is equally stringent and demanding. It is basically controlled and monitored by the UGC, which is evidently well qualified and competent for the job. However, the BCI is also claiming that under RLE 2008, it is also contributing towards the quality assurance of the higher education the legal education, in India.

Quality Assurance Tools Pakistan and India	
Pakistan	India
<ul style="list-style-type: none"> • Pakistan Bar Council Legal Education Rules, 2015 • Quality Assurance Manual • Self-assessment Manual • Institutional Performance Evaluation Manual (Eleven standards) 	<ul style="list-style-type: none"> • Rules of Legal Education 2008 • National Assessment and Accreditation Council (NAAC)

Table: Quality Assurance Tools

Best Practices of the Quality Assurance Mechanism in India and Pakistan

The legal education framework and the quality assurance system of India, will be further explored in order to identify the best practices. Such practices could be adopted in Pakistan's legal education system to overcome the issues identified.

Quality assurance in legal education in India is monitored by the Bar Council of India (BCI) and the University Grants Commission (UGC). The Bar Council of India, through its Rules for Legal Education 2008, specifies the quality assurance guidelines. Under the rules, the inspecting committee of the Bar Council of India conducts the Inspection of universities to determine the level of quality assurance in place (Rule 18, Rules for Legal Education 2008). Further, the rules also set the standard of courses to be followed for law programs. However, as the responsibility for maintenance of standards of higher education is vested in UGC, the UGC has established the National Assessment and Accreditation Council (NAAC) for assessment and accreditation of universities and colleges. A three-stage procedure is followed which involves (i) preparation of the self-study report by the institutions based on the defined parameters, (ii) validation of the self-study report by a team of peers through on-site visits and interaction with the functionaries of the institutions and (iii) the final decision on assessment and accreditation by the NAAC (Dey, 2011).

The NAAC is an autonomous body to oversee the quality assurance mechanism of higher education in India. The NAAC functions through its General Council (GC) and Executive Committee (EC) comprising educational administrators, policy makers and senior academicians from a cross-section of the Indian higher education system. The primary objective of the NAAC is to assess and accredit institutions of higher learning with the objective of helping them to work continuously to improve the quality of education so as to provide universities with the best evidence via models that they can adopt for quality improvement (Verma, 2016). Further, the rules in India have more detailed quality assurance guidelines with formation of a 'Directorate of Legal Education'. For instance, the rules mention that there should be Uniform Identity Number of students and faculty (Rule 41, Rules for Legal Education 2008). Schedule III of the rules explains the Physical infrastructure and Academic infrastructure requirements. Under Schedule II, Academic standards and courses to be studied are defined. Similarly, in Schedule II, Curriculum Development Committee (CDC) shall set the standard of courses including (a) the minimum number of law courses, (b) the minimum standard of first-degree course as designed and run by the University, (c) there is a regular and proper evaluation system for the purpose of certification of the students graduating in law. These rules can be a benchmark for Pakistan to improve its rules for legal education.

It was observed from the findings that India and Pakistan bear similarities in their legal education. Some of the best practices in these countries are seen in the existence of specific quality assurance agencies, policies and mechanisms. The purpose of these kinds of bodies and regulations is to encourage continuous improvement and control in the management of quality of education offered in higher education as well as legal education. It must be noted here that although Pakistan has both the PBC and HEC to overlook its legal education, due to the lack of clarity in their roles and the vagueness of the PBCLER 2015 in terms of implementation and monitoring mechanisms, legal education in Pakistan is still lagging. Thus, the best practices identified from the comparative study should be incorporated into Pakistan's legal education framework for the betterment of its quality to be on par with other developed nations.

Conclusion

Summarizing the research, it can be said that both countries have their own regulatory system and have different legal documents for regulating legal education. In India there is the BCI and the UGC, while in Pakistan we find the PBC and the HEC. These countries have similar regulatory bodies. Saiyed (2015) noted that legal education in India has been seen to be unable to respond meaningfully to contemporary challenges. He claimed that except for changes to the duration of the courses and entry-level examinations for the legal profession, there has not been any innovation in the legal education system of India since independence. The focal point of legal education has remained confined to the preparation of legal professionals. Even for creating a workforce for the bar and bench, the present legal education has been influenced by practical exposure. In India, over the last two

decades, the institutions involving the BCI and UGC have initiated and constantly deliberated on the issues of quality and its upkeep. An attempt to deliberate on this could lead to a fulfilling accomplishment (Pabrekar, et.al 2015). The trend of legal education has shifted drastically over the past ten years, and reforms are necessary to make it useful and justice oriented. There are some issues which need to be looked into for addressing the gaps in our current legal system. For instance, there should be more emphasis on research and publication activities, the curriculum needs to be reviewed and revamped; academic staff need to be trained and more law subjects need to be introduced, with basic law subjects offered in schools, so as to ensure that a basic knowledge of the law is extended to all students of all streams. This will help in the growth and development of the legal education, improve the reputation of the profession and enable it to meet the challenges of the field, to grow academically and to contribute to the field by providing the fullest opportunities to law aspirants for the progress of the country (Report of the Committee on Law Reform in Legal Education in 1980s)

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