

## The Problems of Legal Education in Pakistan: Teaching and Learning, Curriculum, and Assessment Methods

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### *Abstract*

*There are very few studies that identify problems with legal education in Pakistan. Almost none compared problems of legal education in Pakistan with that in the developed world to show where Pakistan is standing on the score of the standards of legal education. This study is addressing this important gap by focusing on three important problems of legal education in Pakistan: out-dated curriculum of undergraduate and postgraduate programs of law in educational institutions of Pakistan; traditional methods of assessment; and inadequate teaching and learning methods. These problems of legal education have serious implications for the justice system of Pakistan. Due to the aforementioned problems, lawyers impart limited knowledge to legal practice. As a result, they cannot contribute to the litigation process adequately. Some lawyers later become judges. Their limited learning affects the decision-making process and the administration of justice. Therefore, it is important to examine and evaluate these problems. Comparing current practices in Pakistan's educational institutions with that in developed countries, this article critically explains the aforementioned problems and recommends how those problems can be addressed.*

**Keywords:** *Legal Education, Management, Learning, Methods.*

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### **Introduction**

Lawyers and judges are the two important stakeholders of any legal system of the world. While lawyers convey evidence and viewpoints of litigants, judges apply legal principles to decide disputes in accordance with the law. This shows that judges and lawyers are two wheels of the same chariots. It is this reason that knowledge and experience gained by judges and lawyers during their legal education are of paramount importance because their knowledge and experience ultimately reflect in their behaviour in courts. After all, they use and apply those skills and knowledge which they learn during their legal education in courts. This indicates that knowledge transferred to law students in law departments of legal education ultimately impacts the dispensation of justice.

There are many sources of legal skills and knowledge, but the course curriculum taught during law degrees, teaching and learning methods, and assessment mechanisms are some of the most important factors that shape legal skills and knowledge. While institutions offering degrees in the field of law in developed

countries such as the United Kingdom, Canada, and the United States consistently update different features of law degrees, educational institutions in developing countries are unable to update the same. This gave rise to different problems, the standard of the legal process and litigation declines and involves many problems. Awareness about legal ethics and professional responsibility is limited. Lawyers and judges focus on mechanisms, including adjournments and looking for relief without arguments, that are not provided in the law. Pakistan is no exception to these problems. In the last couple of years, many incidents of a brawl in courtrooms have been reported which showed that legal community is not sensitive about ethical and professional responsibility (Lawyers fight with Judges, n.d.; Pakistan protest, n.d.).

Majority of judges of the Supreme Court of Pakistan and provincial high courts were lawyers before their appointments to the bench. An undergraduate degree in law usually known as Bachelor of Arts LLB is a basic requirement for initially becoming a lawyer and later a judge in many countries including Pakistan. Therefore, both lawyers and judges secure undergraduate and postgraduate degrees in law from different institutions of Pakistan. These institutions teach course contents and use different teaching and learning methods during the course of undergraduate and postgraduate programs. Any problem with course contents, learning and teaching methods, and assessments ultimately affect legal skills, understanding, and approaches of future lawyers and judges.

This article argues that law students in Pakistan are not exposed to the state of the art curriculum, teaching and learning methods, and assessment. If a student of law learns recent developments and trends in the field of law, he or she will be able to apply that knowledge and acquired skills soon after his or graduation, respectively. This could improve the overall justice and administration system where latest and innovate tools are required to deal with sophisticated issues of life. However, if a law student only memorizes specific topics of law, then such a student will be ill-equipped to practice law after his or her graduation because these students would mostly work on memorizing the contents and following what is already in practice. Such students do not think critically and fail to make any attempt to invent or create some new idea or legal principles. Usually, learning of such students starts after the completion of a law degree when they begin to practice law. They do those things which work. In short, they learn through a trial-error method.

This has a serious impact on the legal system of Pakistan. These students become heavily dependent upon senior lawyers who themselves were a product of same educational institutions at one stage of life. The gap between theory and practice create confusions among people about the legal system. This gap undermines the trust of people in institutions and discourages them from following written rules and laws. The culture of the rule of law cannot flourish in the country, and violation of laws become a norm.

Most of the studies on law and justice in Pakistan are either focused on constitutional and political development or description of different cases. Recently, Siddique (2014) shed some light on certain aspects of legal education in Pakistan. His work was very informative as that provided a socio-political perspective on legal education in Pakistan. However, he could not focus on specific problems. Sial (2009) argued that academicians and practitioners play an important role in determining standards of the subject of law and academic curriculum. Sial's argument is mostly focused on potential changes in legal education to promote social evolution in Pakistan. This view overlooks the importance of other factors, such as institutions' capacity to provide students with access to recently published resources and online material. Iqbal (2015) highlighted problems in judicial education. Trained and professional faculty is not available for the effective transfer of skills and legal education. A well-planned policy is not in place, and proper training is not available to academicians and practitioners. In addition, Iqbal further suggested that learning and research practices are not established and developed in legal education. Uzair (2014) explains that interactive activities are not provided to students in the classrooms. Law students do not have a chance to get involved in advocacy, research and legal skills. However, Uzair's work is more focused on the role of bar councils in the improvement of legal education. The point of the absence of interactive activities in classrooms will be a part of this paper as well, but it will be compared with standards of legal education in

developed countries. Rashid(2016)focused on assessment methods used to examine and evaluate student learning in legal education. According to him, the exclusive use of examination for assessment prevents a student from critical thinking.

Khan et al (2019) argued, "Pakistan has put efforts in ensuring that legal education is improved by introducing the Pakistan Qualifications Framework, the Higher Education Commission's (HEC) Vision 2015, the new curriculum for Legal Education and the Pakistan Bar Council Legal Education Rules in 2015 (PBCLER)". Pakistan Qualification Framework and Higher Education Commission were not specifically about improvement in legal education. These two steps were mostly focused on improvements in higher education in general. However, PBCLER was more focused on legal education and how it can be improved. But PBCLER too was more about criteria for affiliation of law colleges and the recognition of degree awarding institution and less about different other issues of legal education.

National Curriculum Review Committee of Higher Education Commission of Pakistan proposed changes in law degrees in its 2010-2011 report(Curriculum of Law, 2011). It proposed the introduction of five years LLB program in the universities in line with suggestions of Pakistan Bar Council. One of the interesting things was the requirement of internship after the eighth semester of Bachelor of Arts LLB program. However, it didn't focus on specific problems of legal education in Pakistan, including outdated contents of the courses, archaic teaching and learning methods, and old-fashioned mechanisms of assessment. On the other side, studies in the field of education explained different problems of the education system of Pakistan in general. Many of these problems can be observed in legal education, as well. However, these studies overlooked the specific problems of legal education in Pakistan.

This article explains different problems with the curriculum of law degrees and teaching and assessment methods used during law degrees regimes of law in Pakistan. Comparing course contents of Bachelor of Arts L.L.B programmes in different institutions of four provinces and assessment methods used during these programs with that in foreign countries, this article argues that outdated nature of course contents and assessment methods, old-fashioned teaching and learning methods, and archaic methods of assessments are inter alia three important problems of legal education in Pakistan that needs explanation and proper understanding.

This study is an important contribution to the literature on legal education in Pakistan because there is a paucity of scholarly analysis on legal education. It highlights different problems and how those problems can be addressed to improve legal education. Academics, students, and practitioners can notice how far Pakistan is lagging behind the rest of the world in legal education. They can take these problems into account and apply during policy-making processes to improve the standards of legal education in Pakistan. This article is divided into three parts. The first part is about the problems with the curriculum. This section sheds light on course contents of undergraduate and postgraduate programs of law in different institutions of Pakistan and then compare that with course contents of similar programs in developed countries. Such analysis will explain the outdated nature of course contents of degree programs on law and how and to which extent Pakistan is lagging behind the developed countries. The second section reflects upon teaching and learning methods used in undergraduate and postgraduate programs of law. This section will draw readers' attention towards the archaic nature of teaching and learning methods used in undergraduate and postgraduate programs of law. The third section explains that undergraduate and postgraduate students are examined through an obsolete method of essay writing exams. The exclusive focus on essay writing prevents students from developing critical thinking and different communication skills.

## Archaic Curriculum

Cassidy (2015) argues that law schools in the United States need to innovate in the product they are offering in order to convince college graduates that a law degree is worth the investment. He conducted Advanced Legal Problem Solving workshops to systematically collect data on curriculum taught to students

in law schools and found a direct relationship between innovative curriculum and the importance of law degree for law students. Gerber and O' Hara(2019)that important realities of life, such as sexual orientation, gender identity, and intersex status, are not widely reflected in the curriculum of human rights law programs. These realities are directly related to human rights. Yet, they are not given adequate focus in curriculum and hence, negatively affects students' understanding of human rights. These studies show the importance of curriculum for legal education and how law students approach the law.

In order to understand the problem of outdated nature of the curriculum, one first needs to understand the context in which undergraduate and postgraduate programmes of law are delivered to students. Different universities and colleges are offering undergraduate and postgraduate courses in law. An undergraduate degree of law is titled a Bachelor of Arts LLB. LLM and PhD are considered as postgraduate degrees. Currently, few universities are offering LLM programs, and very few universities are offering PhD programs, but that too is focused on Islamic Sharia law. Almost none is offering programs that lead to a doctorate in jurisprudence. Some of these universities are working in the government's public sector, and others are working in private sectors. Universities are degree-awarding bodies and hence functions independently whereas colleges are affiliated to the universities. Former is dependent upon the latter for the award of degrees.

The culture of legal research is negligible in Pakistan. The number of PhDs in the field of law is negligible. Some universities run PhD programs but with a focus on Islamic and Sharia law. This means that a person with a PhD in law will only have expertise in Islamic law. This does not contribute significantly to the legal system of Pakistan, which is based on common law. Not a single university of Pakistan offers the program of jurisprudence doctorate. As a result, very few people have specific expertise in different areas of law. The number of journals dealing exclusively with the field of law is very small in number. The number of books published on the law in Pakistan every year is negligible.

The universities in Pakistan offer three-year and five-year BA LLB undergraduate program respectively and LLM two-year postgraduate programs. During these programs, these universities teach outdated module contents as the same is mostly descriptive in nature. For example, the subjects of Civil Procedure Code 1908 and Criminal Procedure Code 1898 are taught based on the contents of two laws enacted in 1908 and 1898, respectively. The course materials do not provide for the study of changes and developments in criminal and civil procedure code. Similarly, Constitutional History of Pakistan is taught through a few books that only reflect historical incidents and not on its relevance to the present and future.

Law departments in educational institutions of Pakistan teach only basic features of the Constitution of the United Kingdom and the Constitution of the United States. These basic features are mostly related to the histories of the two countries. No material on the relevance of the constitutions of two countries to the Constitution of Pakistan is offered. As an outcome, students read the basic features of the two countries without knowing the importance of two constitutions to understand the constitutional theory. Ultimately, law students end up memorizing a couple of topics of the two constitutions and passing their exams.

The module on Muslim Jurisprudence explains basic features of Islamic law. After studying these basic features, law students learn definitions and understanding of different concepts. They memorize it, but they cannot relate it to ongoing debates and works of scholars working on Muslim jurisprudence. This deprives students of analyzing Islamic legal system scientifically and in the light of modernization. Modernization here refers to changing technology and new inventions in different spheres of life.

The administrative law is another example of the outdated curriculum for law degrees. The concept of the state has become complex. There are now different agencies of the state, and those agencies work within the ambit of bylaws and departmental rules. Also, bureaucracy has changed a lot since the independence in 1947 and more so after the reforms brought about in bureaucracy by Zulfikar Ali Bhutto in 1970s(Noman, 1988). Further, e-governance and shift towards the online system have complicated how the state and its

agencies are working. The current contents of administrative law module do not cover these changes and developments.

In most cases, the syllabus of degree programs in law is not categorized into recommended and compulsory readings. This lack of categorization confuses students. Students usually struggle with reading text. A long list of reading does not encourage them to develop a habit of readings. Reading list of undergraduate and postgraduate programs of law in different institutions of developed countries is classified into two categories: essential readings and recommended readings. This categorization encourages students to develop a reading habit. The categorization is an indication that essential reading is a must-read, whereas recommended reading can be read if a student feels he or she wants to study more about a topic.

The syllabus does not provide for publications involving critical debate. It does not include any task or activity that can encourage law students to engage with ongoing debates on different topics in different parts of the world. This prevents a student from having a comparative analysis of legal developments in different countries. A comparative analysis is important for the exchange of innovations in the field of law. Moreover, the syllabus provides for the list of those readings that were published many years ago.

The references to internationally reputable journals of the developed world are limited. As a result, the current scheme of courses in different programs creates a bubble around students in which they remain engaged throughout their legal career. Their practice becomes highly contextualized and whatever they do becomes applicable only to Pakistani courts. This means the room for any kind of evolution or improvement becomes very limited. This had a direct impact on the legal system and dispensation of justice as lawyers continue to use obsolete strategies of adjournments, and judges cannot come up with consistent jurisprudence.

One of the main reasons behind the inability of course designers to add recent publications on legal developments in different parts of the world is that these modules do not see any point of adding those works and studies that are inaccessible for students and for which students have to pay heavily. Access to good ranking journals needs money in lieu of subscription. The universities in the US and the UK buy institutional membership on an annual basis and provide access to their students. Not a single university in Pakistan has been funded adequately to buy an annual subscription of globally recognized online databases and well-reputed research journals and books.

Not a single module is offered on legal research methods during three years annual Bachelor of Arts LLB program. The subject matter of law involves different research methods. The module on legal research methods trains students on academic practice, logical reasoning, critical analysis and constructing a coherent argument. These skills and knowledge about scientific analysis enable law students to have to examine different facts and laws to prove or disapprove of different aspects of cases before a court of law. Due to the absence of a module on legal research methodology, students do not have any idea about the difference between personal opinion and an argument and how to systematically approach different sources to explain one's argument. As a result, they fail to approach social concepts of life scientifically and develop their written and oral communication skills.

The above analysis showed that the outdated nature of the syllabus of undergraduate and postgraduate programs of law in Pakistan's educational institutions is one of the problems of legal education in Pakistan. However, this not the only problem of legal education in Pakistan. Obsolete learning and teaching methods is another problem of legal education in Pakistan. Teaching and learning methods are limited to lectures format in law departments of legal education in Pakistan. This prevented students from participation in the learning process and critical analysis. This is explained in the next section.

## Teaching and Learning Methods

This section focuses on different problems of teaching and learning methods. These problems include an exclusive focus on lectures, absence of interactive activities, and lack of problem-based learning. Law departments of universities in the developed democracies need the attention of all stakeholders, including academicians and lawyers. Lawyers can address these problems from the forum of legal bar councils, and academicians can address these problems using decision-making bodies in the universities.

Hess et al(2018) explained different ideas about teaching law in law schools. First, teaching faculty should be provided with adequate support for professional development. Second, high-quality scholarship in the field of legal education needs to be supported at an authoritative level. Third, people in authority need to increase the number of teaching awards of recognition and appreciation for different achievements of teaching faculties. This will increase incentives for teaching faculties to make more efforts and improve teaching and learning methods in law schools. Fourth, the workload on law educators need to be rationalized. They should not be overburdened. They should be compensated in time so that they can focus on innovative methods to be adopted in teaching law. The above studies show the importance of teaching and learning methods law schools of developed countries and how different methods can be adopted to improve the same.

Currently, teaching methods used in law departments of educational institutions in Pakistan are not adequate enough to equip and train law students effectively for advocacy. Teaching and learning methods used to teach and instruct law students course modules are taught via lectures format in different departments of universities, including law departments. Universities and colleges hold lectures where faculty members teach, and students listen. As explained before, in lectures, a teacher comes and talks to students. Students ask questions occasionally, but they only listen for most of the time. This gives rise to a culture of monologue, and students are not the center of the learning process. There is no problem with lecture format itself, but it needs to be complemented with mechanisms that can allow students to be involved in the learning process. Understanding a topic through lecture is not enough, enabling students to think about and analyze topics is equally important. This is what institutions teaching law in the developed countries have been doing for decades(Law (LLB) - Undergraduate, n.d.; Law | Undergraduate Study, n.d.). Hence, institutions teaching law in Pakistan lags behind them.

Holding lectures and seminars together is another teaching and learning method practiced in universities of developed countries. Almost every university has a virtual learning enhancement students where student are given access to course modules contents and available opportunities of training(University of Glasgow, n.d.; Virtual Learning Enhancement, n.d.). Lectures are recorded, and videos are available in online universities virtual learning accounts of students (How to use Lecture Recording, n.d.; Recording lectures, n.d.). Students can turn up during lectures and also watch recorded versions. These lectures are followed by weekly seminars where students are not taught the lecture topics. Rather they are involved in small group and large group discussions. Seminars provide them with full opportunity to ask those questions which they couldn't during lectures. The main aim is to understand different concepts by applying those concepts to daily problems of life. This help students develop their communication skills and enhance learning. Students can memorize topic contents by participating in seminar activities personally.

The universities in developed countries have introduced a variety of teaching and learning methods. Law schools of different universities instruct their students through problem-based learning(Problem-based learning, n.d.; Problem-based learning, n.d.). Problem-based learning does not demand students to learn and answer plain answer. Rather it involves a problem or scenario where a student has to apply those legal skills and principles provided in different readings of the module. Students receive different cases, and they reflect on different aspects of a case and examine the sides of parties involved in that case. This help student to learn through the application of legal concepts and principles.

During role playing activities, a tutor or a teacher just coordinates and facilitates these sessions and intervenes only when students get distracted or go off the center of the topic. This is what is usually known as student-centered learning. The idea is that when students participate, they will learn more, and it will be easy to remember the processes. The coordinator will note students' strengths and weaknesses during the activities and based on those notes, provide them with detailed feedback.

The irony is that role-playing activities are currently offered in Pakistan but only during the stage of training before appointment to the post of judge or prosecutor. Judicial academies in different city centers of Pakistan train those judges and prosecutors who apply against the advertised posts and pass exam and interviews held by provincial public service commissions. In this regard, a person getting ready to take over as a judge and a law student of a foreign university seem to be equal in terms of skills and training. Currently, some universities have introduced the concept of mock/moot courts. For example, Hamdard University, Lahore University of Management Sciences, and others arrange moot/mock courts where students are provided with case laws and involved in arguments and pleadings (Arslan, n.d.; Home - Moot Court, n.d.; Introduction – FOL, n.d.). However, this practice exists in few universities of Pakistan and is still in its embryonic stage.

The concept of placement and internship during undergraduate programs does not exist in Pakistan. Law departments in universities have no understanding with local courts or legal firms under which they can send their students for field experience during summer vacations or at any time during undergraduate. This field experience can be anything from file preparation to drafting, from consultation to mediation, from case management with report writing, etc. Currently, the Supreme Court of Pakistan runs a law clerkship program to involve law students to observe and organize data on different matters of the Supreme Court of Pakistan (Law Clerkship Program, n.d.). However, a limited number of students of particular universities are benefitting from the law clerkship program at the Supreme Court of Pakistan. Similarly, Lahore High Court runs a separate research and development department where it involves law students or fresh graduates to take part in research and development on legal matters (Research Center, n.d.). But again, a limited number of students are benefitting from this opportunity.

There is a huge disconnection between the community of legal professionals and academicians working in the field of law. Legal professionals mean lawyers and judges and legal bar associations. Academicians refer to teachers teaching law and writers writing on the law in newspapers and journals. Legal bar councils did not take initiatives to connect academicians with professionals. A person reading, writing, and teaching law for a number of years gain significant experience in the field of law. That experience may not be in an actual court environment, but he or she still knows the theoretical knowledge about legal processes. Such a person can be more helpful if involved in legal practice as he or she can promote bridging gaps between what is taught through books during law degrees and what is actually happening in courts.

However, current laws on legal practice discourage those teaching law from practicing law. The existing law stops everyone to involve in legal practice if he or she is getting an education or doing some other business, including teaching in a university. Legal Practitioners and Bar Council Act 1973 requires lawyers to suspend the license if he or she joined a university either by getting admission in further education of law or by joining the faculty to teach (ACT - Pakistan Bar Council, n.d.). This drew a sharp boundary between legal practice and teaching and learning of law. Legally speaking, a person who practices law in courts cannot teach, and a person whose academic expertise is in the field of law cannot practice in courts. On the other side, there are no hardcore limitations on academicians in the developed world that teaching law in the universities to join the legal practice. Similarly, many teachers in law departments of institutions teaching law in developed countries are barristers and solicitors by background (Academic staff, n.d.; Faculty officers, n.d.). Universities encourage those practicing law to join faculty and do not stop its faculty to practice law.

With few exceptions, papers published in the field of law in different Pakistani journals are mostly descriptive in nature. Instead of critically analyzing data, writers mostly report and replicate data on different cases. As a result, law students get aware of past decisions and cases and do not get aware of recent trends in legal research, database development, how to find gaps in the existing literature and how to fill that gap. They have a very limited understanding of conceptual and analytical tools to answer research questions and fill gaps.

The absence of the academic culture of critical thinking is another problem of teaching and learning in law institutions. Firstly, very few people in Pakistan understand the meaning of criticism, a critique, or critical thinking. Generally, critical thinking or analysis is taken as a personal offence or pejorative in nature in social circles of life in Pakistan. Usually, the general understanding of critical thinking or analysis is that if a person disagrees with another person's ideas through a verbal or written statement, it means that person is personally against the other person. This is a highly incorrect understanding of critical thinking or analysis. As a result, the culture of critical thinking could neither take roots in academic institutions of Pakistan in general nor could have been established until now in different public and private organizations of Pakistan. This further obstructed the attempts and aptitude for innovations in any area of social sciences, including law because, without critical thinking, one cannot come up with a new idea.

Critical thinking or analysis never involves or means attacks against the person himself or herself. One has to be critical of previous ideas and explorations to come up with a new idea or an argument. The process of critical analysis involves different steps. Firstly, the presented ideas are appreciated by identifying their strengths. Secondly, the gaps in the presented ideas or explanation of a person are identified. Thirdly, an alternative explanation or idea, is presented to fill the gap in other person's argument or explanation.

Secondly, there is an issue of capacity as well that prevents the culture of critical thinking from the establishment. In order to be critical, one has to have in-depth knowledge of existing works. Law students are not provided with access to recently published works. Universities and educational institutions offering degrees on law do not have enough funds to buy an annual subscription of a high ranking and impact factor research journals. As a result, a law student is unable to analyze the existing works. In addition, law students are not encouraged during class lectures or activities to critically analyze the works given in the syllabus. Currently, they are familiar with textbooks and reading mentioned in the syllabus which they need to pass exams. As a result, they are trained for reading and memorizing the things and not for thinking about and analyzing academic works.

The very nature of those associated with the field of law requires expertise in critical thinking. A lawyer's job is to identify weaknesses in arguments and evidence of opposing counsel and explore those areas of laws where his or her counter-evidence and argument can fit enough to convince a court for a favorable judgment. Similarly, a judge's job is to interpret the law, but he or she listens to evidence, facts, and arguments of two sides and then weigh different pieces of evidence against each other. This is very important for the decision-making process.

Foreign universities are in contact with legal firms and different public and private organizations. These firms and organizations offer opportunities to law students to have a placement of up to one year and get involved in the latest legal developments and current processes. For example, the University of Law (Partnerships with leading businesses, n.d.), Birbeck University of London (Our corporate partners, n.d.), Manchester University, Birmingham University (Careers Events in Law, n.d.), and the University of Nottingham (News - University of Nottingham, n.d.) etc. have partnerships with legal firms and different public and private legal organizations. These firms have different opportunities in different areas of laws, and therefore, students can avail these opportunities to discover their interests and the area they would like to focus in future. Students avail of these opportunities and gain field experience. At the end of their placements, they apply field experience to their academic knowledge in universities. In this way, theory



and practice go side by side and complement each other. Students ultimately emerge as fully prepared for litigation in courts and consultation in small, medium or big firms.

### Assessment Methods

Currently, almost every university in Pakistan is using examination to assess students learning. They conduct examination annually. There is no problem with exams itself as an instrument to measure students' learning. However, the problem is mainly with the design and setting of exam question papers. Students receive question papers in which usually they are asked to attempt five out of ten questions. Questions are usually essay type, but they are very general in nature. For example, such questions ask students to write a note on some topic of law or explain different features of a legal document. These kinds of questions with all questions carry equal marks. Often times, question papers are a repetition of previous papers. This has given rise to a culture of guess papers. This means that an average student makes a guess paper for coming exams some days before the exam and secures marks equal or close to those top five percent of a batch who work the whole year to achieve a good grade.

On the other side, the universities in the global north use a variety of methods to assess students' learning. They ask students to write assignments before a deadline. Students do some research by making efforts to search suitable resources and then using those resources, and they build an argument in their essays. Based on their argument, they write the body of the essay and give references at the end. Thereafter, checkers read their assignments and provide students with written feedback via separate sheets and oral feedback via face to face meetings if necessary. The feedback sheets are normally divided into different parts. These parts show if a student was excellent, very good, good, fair, poor, or very poor separately in critical analysis, comprehension, academic practice, and presentation. Critical analysis means a show in this context the student's ability to engage with counter-arguments on the given topic. Comprehension means the student's understanding of a question. Academic practice means engagement with appropriate resources and students' abilities to cite resources in a consistent manner. Classifying students on the score of presentation would show students' ability to present their argument in a coherent and logical way.

The other part of the feedback sheet is usually about qualitative feedback. This explains tabular feedback. This part is further divided into two parts: those strengths of the essay on which a student is marked as outstanding or very good or good on the score of critical analysis or others and those weaknesses of the essay on the basis of which students were marked as poor or fair. This part of the feedback sheet explains the criteria on which students are assessed and provide students with an opportunity to work on their weaknesses in future and avoid the same mistakes that can deduct their marks.

Another method of assessment is to ask students to present case law, and then tutors or assessors marks them and provide students with detailed written feedback. This helps students hone their communication skills and skills to present and argue a case before a court of law. This method of assessment can be tailored to suit different needs. For example, students can be divided into different groups, and different roles of lawyers and judges can be assigned to them. As a lawyer, they argue their case, and as a judge, they apply legal principles and write judgments. After a while, students can replace their assigned roles. Those who were previously playing the role of judges can play the role of lawyers. These kinds of activities can train law students perfectly for the practice of law.

The above analysis showed the problem with methods used to assess students' legal skills. The main problem with the current methods of examination is that it mainly checks students' written communication and memorization skills. These skills are important for the field of law, though. However, these are not the only skills required to improve the administration of justice. What solutions can one offer to address the above three problems with legal education? This is discussed in the next section.

## Conclusions

This article explained three problems of legal education in Pakistan. Firstly, the curriculum taught during undergraduate and postgraduate programs of law in the universities is archaic and outdated. The list of essential and recommended readings is descriptive in nature. The curriculum of law degrees in the educational universities of the developed countries mostly consist of recently published critical text. The educational institutions of Pakistan offering programs in law need to follow the path. This needs radical reforms. Those books and publications need to be part of the essential reading list, which are critically in nature. This will help law students hone their thinking and analytical skills.

Secondly, teaching and learning methods used in law departments of educational institutions of Pakistan are teacher-focused. Knowledge is transferred through lectures. Lectures are not the most effective mechanism of transfer of knowledge. Law schools of educational institutions in the developed countries use students-centered teaching and learning methods. Knowledge and legal skills are transferred to students by involving students in different activities. These activities range from discussion activities to problem-based learning; from running mock courts to case presentations; and from lectures to experts talks. This use of a variety of learning and teaching methods is missing in law departments of educational institutions of Pakistan.

Thirdly, skills and abilities of law students are assessed on the basis of the archaic method of exams. Students are asked to write essays on five out of ten questions. The structure of questions is usually very general and hence unable to examine the student's abilities of critical analysis. Law schools and departments of educational institutions in the developed countries employ a range of methods to assess the abilities and legal skills of law students. They mark students for their participation in class discussions. Students are asked to write an assignment based on a critical argument and recently published resources. Moreover, students are marked for their presentations and participation in role-playing activities such as mock courts.

This essay made important recommendations. Firstly, the course contents of existing course modules need radical changes. A list of recently published articles needs to be added to the recommended and essential reading list. Law students need to be provided with access to internationally recognized journals and databases. This may need some financial support from the government so that universities or other educational institutions offering degrees in law can buy institutional subscriptions of different journals.

Secondly, the material on legal theories, legal doctrines, and critical can be added to the list of material, or a separate module should be added to the list of readings. This will help students analyze legal developments at a national level in the light of international developments and how to use the local context to develop international theories.

Thirdly, assessment methods need major overhauling. Assessment methods need diversification. A specific percentage of marks should be allocated to score made in exams, and the rest may be allocated to mark given on the basis of assignments. This will encourage students to hone their research skills. They will read resources, identify gaps in knowledge, and then try coming up with their own ideas. This will promote originality and creativity in the field of law.

Fourthly, small and long group discussions, mock courts, case law discussions, and problem-based learning should be added to the existing format of lectures. Lectures will provide students with a basic understanding of topics. This basic understanding will be followed by training in critical analysis and legal skills through small and long group discussion, mock courts, case-law discussions and problem-based learning.

Fifthly, the culture of research in the field of law needs major overhauling. Law departments of different universities need to establish PhD programs and hire qualified faculty to deliver the contents and train PhD scholars for research. The existing PhD programs in different universities need to go beyond Islamic law and Sharia. The number of law journals and book publications needs to increase. Law students should be provided with access to internationally recognized journals. In this regard, provincial governments, the Higher Education Commission of Pakistan and the federal government need to increase funds for the higher education to help universities buy an annual subscription of internationally recognized journals.

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