

CLOSING THE DIVIDE; A COMPARATIVE STUDY ON THE DIFFERENCES BETWEEN LEGAL PEDAGOGY AND PROFESSIONAL PRACTICE AND HOW TO INTEGRATE THE SAME FOR ENHANCED PRACTICE

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(i) ABSTRACT

Oscar Wilde said that *"The study of law is sublime, its practice, vulgar."* This quote can seem daunting and immediately gives us the understanding that the ever-flowing fountain of law is available to all those who want to learn and study it, but runs out when it comes to those who practice it as a profession. Students devote 3-5 years to law schools, trying to understand the essential parts in order to become great lawyers and advocates in the future. In reality, they spend their hours and energy not in preparation for their career, but in clearing their exams. The curricula of law schools are intended to aid the graduate in the practice of his/her profession, however, in reality, there is a significant chasm between what is intended to be taught and what is being taught, learned, and applied. Yes, the teachings at law schools are the most essential part of any advocate or lawyers' life, but the practical and technical aspects become blurred behind the academic aspects. The elements of communication, interpretation, drafting and pleading and even reading of case bundles becomes a major issue for students who become interns or start working under advocates and/ or law firms. All these issues and many more collectively increase the gap between the academic side of law and the true rigorous practice of the law. This paper will focus on the daunting gap between the pedagogy and the practice of law and how to narrow it.

KEYWORDS: law, curricula, profession, academic aspects, rigorous practice

(ii) INTRODUCTION:

"The life of the law has not been logic: it has been experience" was stated by Oliver Wendell in 1881¹³⁰ where the quote explains the basic essence of this paper. The field of law, whose mission is to uphold the principles of nature and justice, has been ever-present. Not codified in ancient times, there is now a whole new meaning and separate Acts or Bills implemented for each variation in law. The ladder of legal education, in which students spend years reaching the top stair, is a compilation of complex and steep steps, where each step consists of multifaceted subjects that require a deep and proper understanding. Many students are under the assumption that mere study alone is what makes up their entire career as a lawyer or advocate, but it is far from true. Undergraduate students don't take in the fact that without any performance or enhancement of skills other than their education, survival will be difficult in the maze of courts and justice. Though many educational institutions, in the past decade, have implemented techniques such as Moot Courts, Trial Advocacy, Alternate Dispute Resolution, Client Counselling, etc, it is still viewed by a large number of students as a way to pad up their curricula vitae rather than as an important part of their training for professional life.

¹³⁰ Oliver Wendell Holmes, Jr., *THE COMMON LAW* 1, 1-422 (1881).



Legal pedagogy refers to the study of the methods of teaching legal education, which include the design of curricula, the development of teaching strategies and techniques, and the assessment of learning outcomes and plays an important role in shaping the way that future lawyers and legal professionals learn and apply their knowledge. The purpose of legal pedagogy is to prepare the learner for a lifetime of practice. The design of an Indian curriculum in legal pedagogy should necessarily address this primary outcome; and should include ascertainment of the acquisition of knowledge, skills, attitudes, values, and responsiveness required from a person practicing law before an Indian Court of law.

The importance of legal pedagogy lies in its role in shaping the way that future lawyers and legal professionals learn and apply their knowledge. It refers to the study of the methods of teaching legal education, which includes the design of curricula, the development of teaching strategies and techniques, and the assessment of learning outcomes.

The design of curricula in legal pedagogy involves the selection of topics and subjects that are relevant to the field of law. The curricula must be designed in such a way that it covers all the essential aspects of the law, including the principles, concepts, and applications. The design of curricula should also take into account the current trends and changes in the legal profession and incorporate them into the coursework. The development of teaching strategies and techniques is a critical aspect of legal pedagogy. It involves the use of innovative techniques and methods that can help law students learn and comprehend the law more effectively. Legal pedagogy should incorporate various techniques such as case studies, classroom discussions, simulations, and practical exercises, such as Client Counselling, Moot Courts, Debates, Trial Advocacy, etc, to ensure that law students gain a deeper understanding of the subject matter.

While students try to excel at legal pedagogy, many of them lack the basic and practical skills required by an advocate. Chasing academic excellence, many students tend to forget that after their academic years, they have to be able to present themselves in front of the Bar to fight for their clients. These practices tend to widen the existing gap between legal pedagogy and practice. There are stark differences between the two aspects which are meant to be interlinked and parallel to a law graduate's life. No matter how legal pedagogy is taught to the students, no experience can be learned or explained through education. Practice requires skills that can't be taught in a classroom such as critical thinking, logical sequencing, and especially soft skills such as being able to speak by looking someone in their eyes and being able to interact without any form of hesitation or hindrance. Law schools aim to cover all these aspects but due to academic pressure, these fundamental elements are bleared behind the subject. The dichotomy between legal pedagogy and professional practice prompts a closer examination of the existing strategies and methodologies employed in legal education and how effective they are in fresh graduates' steps toward the bench of law.

(i) Brief Survey of the History and Current State of Legal Education

Let's start at the beginning, the true birth of legal education in the Indian Subcontinent. Though there is no true evidence of legal education in the Vedic and the Medieval periods, the concept of Dharma was ever present and the principles of Dharma were taught to students at pātashālās or gurukuls by the sages for it was regarded as the cosmic law which provides and includes rights, duties, conduct and virtues which led to the right way of living. It can also be defined as a person's moral and social obligation towards his own self and towards the society he resides to obtain moksha (salvation). While the Vedas; Rig¹³¹, Sama¹³², Yajur¹³³, and Atharva¹³⁴, were inaccessible to everyone, their essence

¹³¹ The Rig Veda

¹³² The Sama Veda

¹³³ The Yajur Veda

was instilled into the Ithihasas and the Puranas and made available to everyone. Later after the Vedas, the Manusmriti¹³⁵ was written and is considered to be one of the first codified laws of India, which were followed and practiced by many Hindu rulers for many centuries. However, there weren't any court systems during the Vedic period other than the King's court, after the invasion of the Mughals in 1525 by Babur, a system of courts was established for speedy justice and ensuring that no petty matters reached the Shehenshah's darbar. The courts were in the hierarchy of The Emperor's Court, Chief Justice and Revenue Court, Governors Court, and the District Courts and all were governed by the texts of Fiqh-e-Firoz Shahi and Fatwai-i-Alamgiri. All the officers and judges were said to be appointed based on their fairness and impartiality and ensuring provide a judgment that is in accordance with the Quran¹³⁶ and the path of Allah.

But the court system and education we follow and practice today were brought in by the British, who, from the time of entering and gaining permission from the Mughal Emperor Jehangir to set up the British East India Company in Surat and also acquired the permission of following their rules set back in Britain. Slowly and surely, as the British began to colonise and gain power over the nation, they established the Common Law system which is in continuum even now. The present legal education system can be traced back to the establishment of the first law college in India, the University Law College in Bengaluru, in the year 1885. Since then, legal education has expanded and evolved to meet the growing demands of the legal profession.

At that time the primary aim of legal education was to equip law students so that they could help the lower courts and the High Courts in the administration of justice by enrolling themselves as Vakils or becoming judicial officers, and thus serve the interests of the Administration. As the majority of the population was rural and illiterate, the need was felt to bridge the gap between the existing law and the uneducated masses crying for justice, by rendering importance to formal legal education. Initially, a law school had to be a self-financing institution, and if possible a money-making concern so that it could feed the teaching of other disciplines in the University. There is no tradition of legal research and academic legal training. In 1857 legal education was introduced as a subject for teaching in three universities in the presidency towns of Calcutta, Madras, and Bombay. Thus, the beginning of formal legal education was made in the sub-continent. The language of the British statutes was English, so any Indian who learned English could study law and was considered qualified to practice the profession. At that time law classes were attached to arts colleges. For almost a century from 1857 to 1957, a stereotyped system of teaching compulsory subjects under a straight lecture method and the two-year course continued. The need for upgrading legal education has been felt for long. Numerous committees were set up periodically to consider and propose reforms in legal education such as the Calcutta University Commission [1917-1919], and University Education Commission, which was set up in 1948-49.¹³⁷

The current scenario of legal education in India is governed by the Advocates Act, of 1961¹³⁸ and the Bar Council of India (BCI) rules and regulations¹³⁹. The Act provides for the establishment of the Bar Council of India as a statutory body responsible for regulating legal education and the legal profession in India. Under the BCI rules, different types of law courses can be pursued in India. These include the three-year LL.B. course for graduates, the five-year integrated BA LL.B. course, and the two-year LL.M. course for post-graduates. To maintain standards in legal education, the BCI conducts inspections and grants recognition to law colleges and institutions. Law colleges are required to follow

¹³⁴ The Atharva Veda

¹³⁵ Manusmriti

¹³⁶ The Quran

¹³⁷ Mohammad Kamran, *An Analysis of History and Development Of Legal Education in India*, National University of Advanced Legal Studies, (2015), pp. 1-11.

¹³⁸ The Advocates Act, 1961

¹³⁹ Bar Council of India Rules and Regulations

the minimum standards set by the BCI, including infrastructure requirements, faculty qualifications, and curriculum guidelines. Law colleges in India are affiliated with universities and offer undergraduate and postgraduate law courses. National Law Schools and other prestigious institutions like Delhi University, Mumbai University, and Calcutta University also offer quality legal education. The legal education system in India focuses on both theoretical learning and practical training. Law students are exposed to various subjects such as constitutional law, criminal law, civil law, and international law. They also have opportunities to participate in moot court competitions, legal aid clinics, internships, and other practical training programs and aims to produce competent legal professionals who can contribute effectively to the justice system.

(ii) Is it Theory or Principles of Practice?

In the field of law, theoretical learning and principles of practice are both essential for a comprehensive education. The theoretical aspect of legal education provides students with a solid foundation of knowledge on the principles, concepts, and history of law. It covers topics such as jurisprudence, constitutional law, criminal law, civil law, international law, and many other areas of law. Theoretical learning is important as it enables students to understand the principles behind the law, the reasoning behind court judgments, and the historical context in which the law has developed.

On the other hand, principles of practice are equally important in legal education. Practical training equips law students with the necessary skills to apply their knowledge effectively in the real world. This includes skills such as legal research, drafting legal documents, oral and written communication, negotiation, mediation, and advocacy. Practical training programs such as moot court competitions, legal aid clinics, internships, and pro bono work are designed to provide students with hands-on experience in the legal profession, which is critical for their development as legal professionals.

However, there is an ongoing debate about the need to reform legal education to make it more practical-oriented and inclusive. Critics argue that the current legal education system in India focuses too heavily on theoretical learning and does not provide enough opportunities for practical training. They argue that legal education should be more practice-oriented and inclusive, allowing students from diverse backgrounds to have equal access to legal education.

Moreover, the legal education system in India is governed by the Advocates Act of 1961 and the Bar Council of India (BCI) rules and regulations. Legal education falls under the jurisdiction of the respective state universities and institutions, while the BCI acts as a regulatory body and provides guidelines and regulations for legal education across the country.

Both theoretical learning and principles of practice are essential for legal education. The ideal legal education system should strike a balance between theories and practice, providing students with a comprehensive understanding of the law and the skills to apply it in practice. The ongoing debate about the need for reform suggests that there is a need to shift the balance towards principles of practice to ensure that legal education is more practical-oriented and inclusive.

(iii) Does Skill Trump Knowledge?

When a student makes the transition from their school life to their college life, that transition will include several changes to all aspects, especially the academic aspect. Undergraduate students nowadays come more prepared than the previous batches where they collect the question papers and syllabus of each subject and try to be ready while entering the lecture. How much ever students try to be prepared for the classes or even try to get ideas and opinions from family members who are in the same field as them, most tend to forget that no experience/ skill can be learned just by explaining it to another person. Most have the mindset that if they understand the theory of that skill,

they'll easily be able to implement and practice it with a client or even a judge. Studies show how this attitude is one of the factors that increases the gap between pedagogy and the practice of law. Without being able to obtain hands-on experience regarding the procedures and workings of the court, no theory or academic excellence can help any fresh graduate or intern thrive.

No, this does not mean knowledge of the profession is at a lower level when it comes to practice, without knowledge no lawyer or advocate can represent their client properly and help them fulfill their needs/ expectations out of the case. Yet, without having the required requisite of practice, students and graduates find it initially will find it difficult to meet the expectations of the advocates or the law firms. A lawyer must have a deep understanding of the law, legal procedures, and principles, but they must also possess a range of skills to be successful in their career.

Knowledge is undoubtedly the most fundamental aspect of any lawyer/advocate's life, but learning the skills in how to use that knowledge effectively for practice is far more important. Students while gaining knowledge don't grasp the fact that the texts provided to them may be sequential and hassle-free manner, where they don't experience any of the real problems and consequences that are usually faced by any advocate while implementing the same knowledge in the court. Management of time, the ability to think on their feet, good communication and language skills, ethics, and responsibility towards the clients are just some important droplets from the ocean of skills which are requisite for every advocate, however, students aren't being tested on these skills. Without being taught and tested on these skills, interns find it tedious the moment they enter the court/ firm. Subjects such as Professional Ethics and Drafting and Pleading are made compulsory in law institutions but without the real dilemmas faced.

Those who are proficient at the interpretation of law, statutes, or even the client's mindset and problem, will be looking at a secured position in their practice. Drafting, pleading, and persuasiveness is an important skill that needs to be mastered by all advocates and lawyers. Without being able to draft and plead a concrete opening statement and argument, no judge will be willing to hear the case and can easily dismiss the petition. They should also know how to maintain relevancy to the issue at hand and ensure that their arguments are accurate, concise, and persuasive.

(iv) Communication, Attitude, and Responsiveness as an Important Skill

Lawyers are expected to be wordsmiths. Clients expect lawyers to be experts in communicating both orally and in writing. Lawyers are expected to know and explain the meaning of words in laws such as statutes, ordinances, and regulations, and in legal documents such as court opinions, contracts, deeds, and wills. Critical reading, along with a good dictionary, advances your skill as a wordsmith¹⁴⁰. Without having the adroitness of communication and language, an advocate's career will be seen through a broken mirror. Advocates and lawyers must be able to master the art of speaking and language in order to provide their statements to clients, judges, or even court officials. They must also be able to convey complex legal concepts in plain language so that their clients can understand them. Communication has the power to build stronger relationships with their clients and present a more persuasive argument in court.

Another important factor along with communication skills that lawyers and advocates must ensure to follow is a neutral and respectful attitude. No matter what the circumstances, an advocate's attitude should never waver and give any wrong impression to the client or the judge. Some judges will give importance to the way an advocate speaks, both their argument as well as the tone at which they communicate. Cases can get dismissed if advocates aren't even-headed and try to show any form of

¹⁴⁰ Professor Courtney Lee, Professor Tim Naccarato, *Legal Skills For Law School & Legal Practice*, University of the Pacific McGeorge School of Law, 9th June 2017, available at <https://law.pacific.edu/sites/default/files/users/user242/week-oe-legal-skills.pdf> (accessed on 27th January 2024).

attitude or displeasure once they have entered the courtroom. They should be extremely attentive to their bench, their opposing counsels, and the audience in the court and should ensure that they don't miss anything stated by their counsels, witnesses, accused, and victims. Having a positive attitude can help lawyers stay motivated and focused, even in the face of challenging cases. Lawyers with a positive attitude are more likely to take on challenging cases and work tirelessly to achieve the best outcomes for their clients.

Responsiveness and interpretation are two cardinal skills for advocates. Advocates must be able to interpret complex legal documents, including statutes, regulations, and case laws along with the ability to immediately respond and adapt to any condition or twist presented to their case by the opposing counsel and judge. They must be quick enough to be able to apply legal principles to specific cases and issues. Lawyers who are skilled interpreters can quickly identify the relevant legal issues in a case and develop a strategy for resolving them. Clients expect their lawyers to be responsive to their needs, questions, and concerns. A responsive lawyer can build trust with clients, keep them informed, and address their concerns promptly. Lawyers who lack responsiveness may struggle to build strong relationships with clients and may even lose clients as a result.

(v) Creating Measurable Outcomes in Legal Education

When you learn something until and unless you don't bring out in practical aspect, then there is no point in just doing the theoretical portion. One gets a better understanding by doing things practical. The same goes in legal education. When you hear the client's issues and solve their problem with the knowledge of law you have, you will gain more confidence. It allows students to explain why they are taking certain actions and they are able to discuss and reconsider their actions¹⁴¹. Students, nowadays, have the inclination to learn new experiences and begin to join an advocate's office at the very beginning to be prepared for their future, but it comes at a cost. Their willingness to learn is good, but they must understand most of them won't be excelling the moment they start internship/ work. So instead of facing criticism at work and losing morale, law schools can try to implement certain practices and programs and have the reputation of sending out tested and knowledgeable graduates in academia and pedagogy.

Incorporating practical, hands-on training into legal curricula is an effective strategy. This could include activities such as Moot Court competitions, Mock Trials, Client Counselling, Trial Advocacy, and internships with law firms with a higher marking weightage, which could help them understand the practical aspects of the profession with real-world experience. These experiences can also help identify gaps in their knowledge and skills that require further development. The learner should be able to counsel clients about the options available in a given situation. They should also be tested on the experiences they've undergone, for what is not tested, is not learned.

Ongoing professional development opportunities are also crucial. Law schools should provide graduates with access to continuing education courses, legal conferences, and networking events. By staying current with the latest legal developments, graduates can apply their knowledge and skills effectively in the practice of law. This not only benefits the graduates but also helps the legal industry as a whole by ensuring that legal professionals are up-to-date with the latest legal developments.

Collaboration between legal academia and the legal industry is another important strategy. Law schools should work closely with law firms, judges, and other legal professionals to ensure that their curricula are relevant and up-to-date. This could involve guest lectures, internships, and research

¹⁴¹Anamika Jha, Ankita Das, *Where Is Clinical Legal Education Located Within Broader Discussions Of Access To Justice In India?* (2015) Vol. II(3) International Journal of Legal & Social Studies, pp. 1-116.

partnerships. Collaborating with the legal industry also helps law schools to stay current with the needs and requirements of the legal profession.

Providing training on speed and persuasive writing, deciding ethical standards, how to read case logistics and diagnostics and strategy and case planning are some of the pivotal elements that need to be mastered by every advocate and can and must be implemented in all law institutions so that students can graduate with the *sin quo non* of the profession and excel from the very beginning. The learner should be able to write a legal brief persuasively and accurately, which is strong enough for their case to be heard in court, and should be able to argue for his client and never deviate from that fact. A client is a genuine person who is in the clutches of social chaos and being an advocate, they are an officer of court, they have the authority to represent and speak for them. Without testing the skills that have been observed or taught, there is no true learning that takes place. It is like teaching a person how to swim without actually entering the pool.

One important aspect which needs to be taught to all students is passion for the subject. Not all students enter the field due to their own interest, which makes them hesitant to learn all aspects. People say that passion for anything is something that needs to come from within, but passion can also be nurtured in students. Classes and sessions can be made interactive and relatable in a way that all the topics are being covered and also provide the first few droplets of oil for the burning flame within. Another important aspect that I truly feel must be taught to students is people and social skills. Everyone's social stamina varies and not everyone will be able to speak as confidently as the others which can cause an inferiority complex and lower their achievement levels. If any student(s) are struggling with speaking and social skills, they should be provided with certain programs that can help them project confidence and speak easily to clients and other advocates.

It is fundamental to keep in mind that all institutions must ensure these skills must be tested in order to measure the outcome. If an experiment is conducted without testing and rating the final outcome, no new measures or ideas can be created in order to better the previous ones. Students must be well-versed in these aspects and the institutions must test and keep a record on their progress on whether or not these skills are effective enough for their practice. This practice will help law schools in churning out competent law graduates who are ready for internships and court.

(vi) Concept of Competent Legal Graduate:

The myth of the perfect law graduate has always existed and continues to be a myth. No one can be perfect but they do have the ability to be competent in their work. When students immediately join under an advocate after graduation, they often face several challenges as they transition from the academic study of law to the practical application of legal principles. Some of these are lack of practical experience, heavy workloads, time management, and working under pressure. These critical aspects need to imbed to students so the moment they join work, they are hassle and tension-free.

A competent legal graduate is someone who has not only acquired a substantial amount of knowledge regarding the law but has also developed a broad range of skills, attitudes, values, and responsiveness that are essential for representing their clients successfully in the legal system. Their knowledge of the law should be comprehensive and cover various areas and should also possess a diverse set of skills such as critical thinking, problem-solving, and analytical skills. They must be able to analyze complex legal problems and provide practical and effective solutions to their clients. Additionally, they must have excellent communication skills, both oral and written and be able to articulate their arguments persuasively in court. Attitudes such as integrity, professionalism, and empathy are also crucial for any legal professional. They must adhere to high ethical standards and maintain the trust and confidence of their clients and be responsive to the needs of their clients and

be able to adapt to changing circumstances.

Crucial aspects such as communication skills, analysing and identifying the problem, patience to read entire judgments, bare acts, statutes, drafting and writing up of arguments, and many others must be compulsorily taught to all students. Besides all these students must be taught the ethics of the practice and they should never let their emotions and mindset cloud their judgment when it comes to any client be it a victim or the accused. Their loyalties must always lie towards their client no matter what and must ensure to maintain attorney-client privileges at all times. They should be able to communicate effectively with clients, colleagues, and other legal professionals, both verbally and in writing. They should be able to explain complex legal concepts in plain language, build trust with clients, and convey their arguments persuasively in court.

Analytical skills are also essential for a competent legal graduate. They should be able to analyze complex legal documents, including statutes, regulations, and case law, and apply legal principles to specific cases and issues and should be able to identify relevant legal issues in a case, develop a strategy for resolving them, and provide sound legal advice to their clients. Along with analysing their drafting skills are another crucial aspect of a competent legal graduate. They should be able to draft a variety of legal documents, including contracts, pleadings, and motions, accurately and persuasively and have an eye for detail and be able to draft legal documents that are clear, concise, and persuasive. Students also must be able to learn what are the required documents in order to file any petition or case or how any bundle or notice must be served.

Advocacy skills are also critical for a competent legal graduate. They should be able to present their case clearly and compellingly, using evidence and legal precedent to support their arguments. They should be able to respond to questions and objections from the judge and other legal professionals, demonstrating their ability to think on their feet and argue persuasively. They must always ensure to maintain the standard decorum required by advocates and have the ability to think on their feet and adapt to any form of unforeseen circumstances, along with the skill to tackle difficult clients, opposing counsels, judges, and even judicial assistants.

The gap between legal pedagogy and professional practice is a significant issue that needs to be addressed. Legal education should focus on the development of practical skills, in addition to academic knowledge. The curricula must be designed in such a way that it covers all essential aspects of the law, including principles, concepts, and applications. The implementation of legal pedagogy in practice can be achieved by incorporating practical training sessions, internships, and workshops that focus on essential skills such as communication, interpretation, drafting, and pleading. Moreover, legal institutions should also focus on introducing courses that are relevant to the current trends and changes in the legal profession. The integration of legal pedagogy and professional practice will enhance the quality of legal education and produce competent lawyers and legal professionals who are ready to face the challenges of the legal profession.

(III) OBJECTIVES:

1. To study the distinctions between professional practice and legal pedagogy.
2. To observe the real-world implications stemming from these disparities during practical application.
3. To scrutinize the underlying factors contributing to the observed differences and explore potential resolutions.

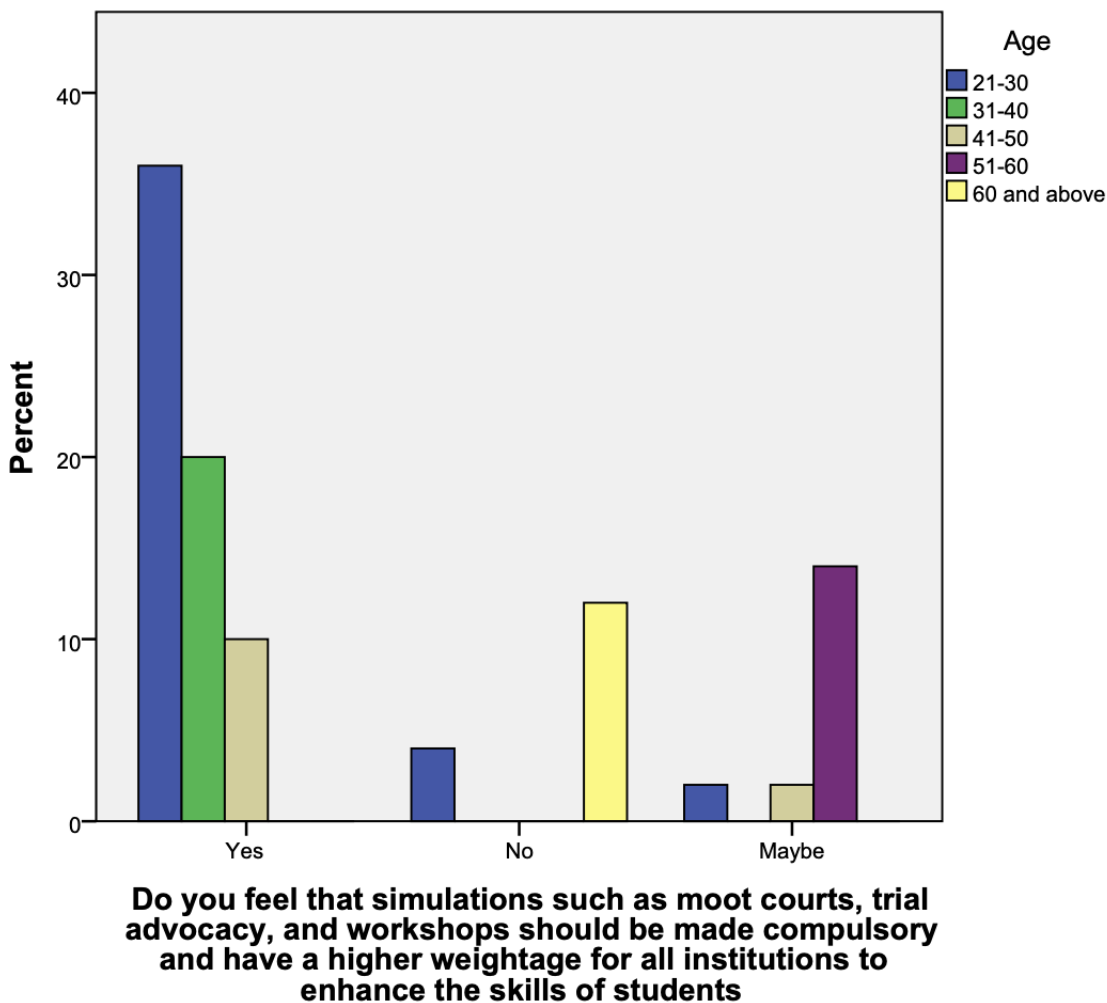
- To analyse the perception of academicians, advocates, and interns regarding key disparities between academic study and practical implementation, seeking ways to integrate both seamlessly for enhanced professional practice.

(IV) METHODOLOGY:

The study was based on an empirical method of research. The data were collected within Chennai by adopting the convenient sampling method and the sample size is 50. The study is a structured questionnaire, the independent variables included in the study are age, gender, educational qualifications, and occupation. The dependent variable used in the study is the differences between the study and practice of law, blurring of practical aspects, enhancement by simulations, specific aspects to be taught to students, adaptability of students, skills that need to be well-versed in for internships, benefit of present curriculum, strategies to narrow the gap, significance of internship and insights. The tools used for analysis are bar charts.

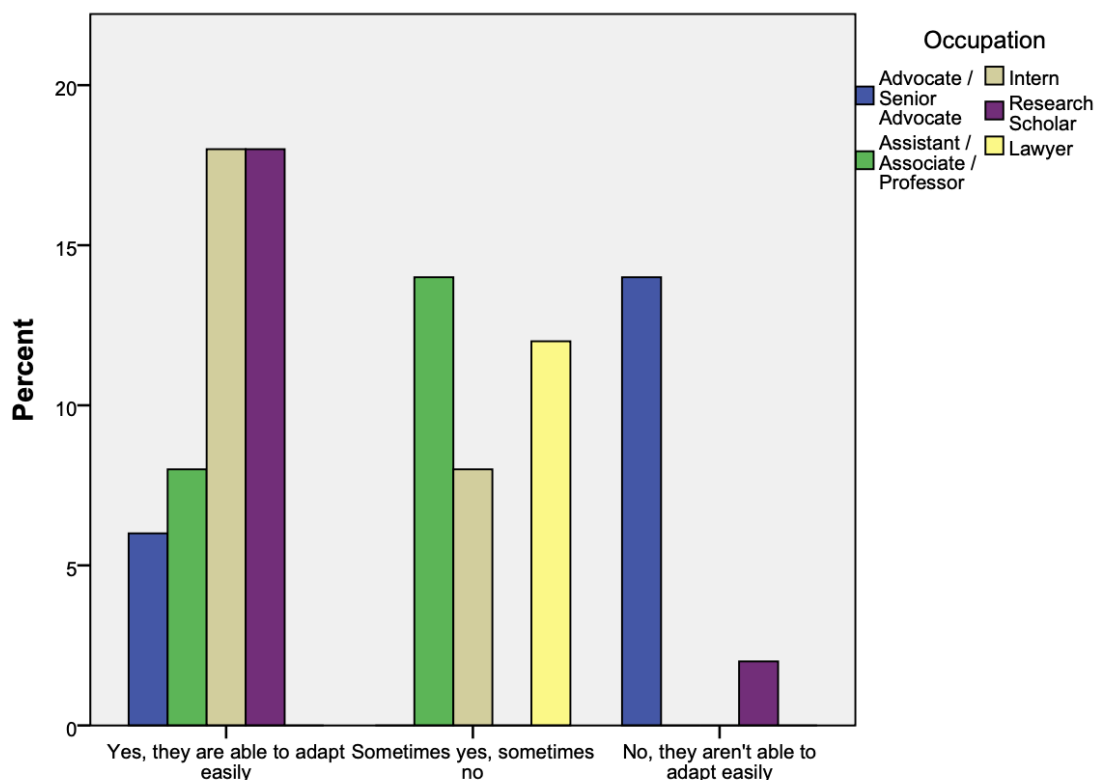
(V) ANALYSIS

Fig 1:



Legend: The above figure represents the opinion of the respondents on whether they feel that simulations such as moot courts, trial advocacy, and workshops should be made compulsory and have a higher weightage for all institutions to enhance the skills of students compared with age

Fig 2:



Given the rapid changes taking over all over the world, do you feel that law students and graduates are able adapt to the demands of contemporary legal practice?

Legend: The above figure represents the opinion of the respondents on whether law students and graduates are able to adapt to the demands of contemporary legal practice, given the rapid changes taking all over the world compared with occupation

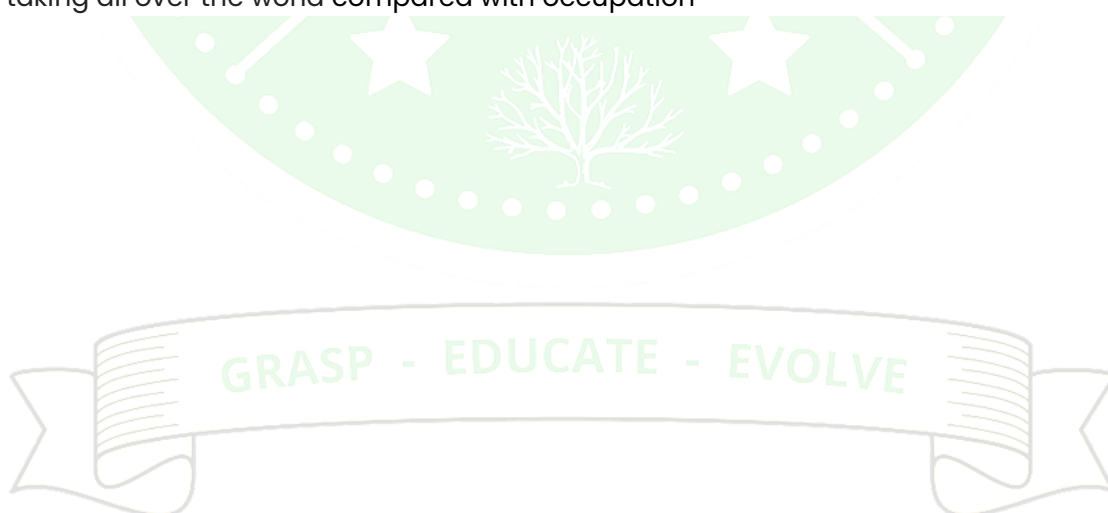
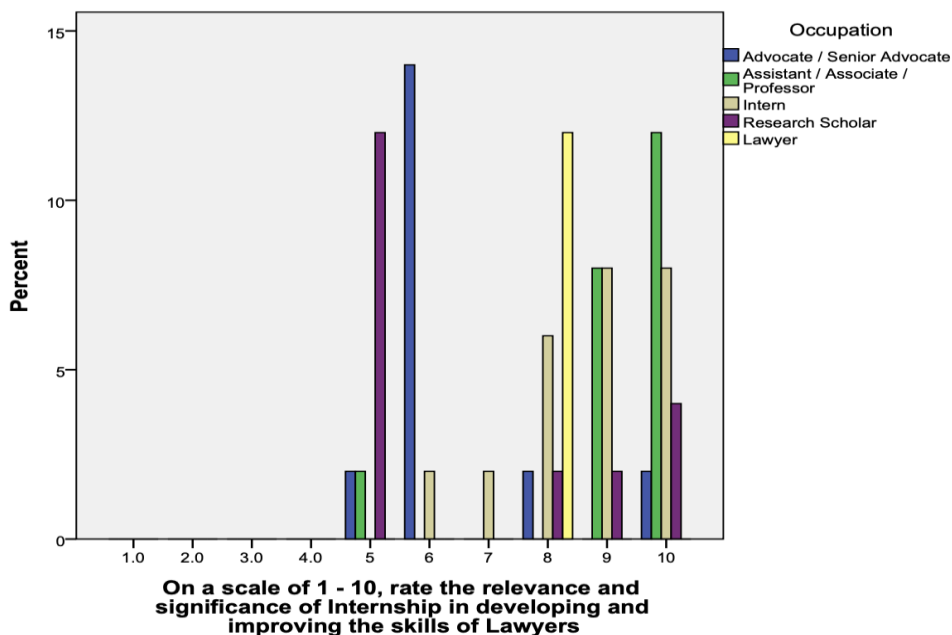
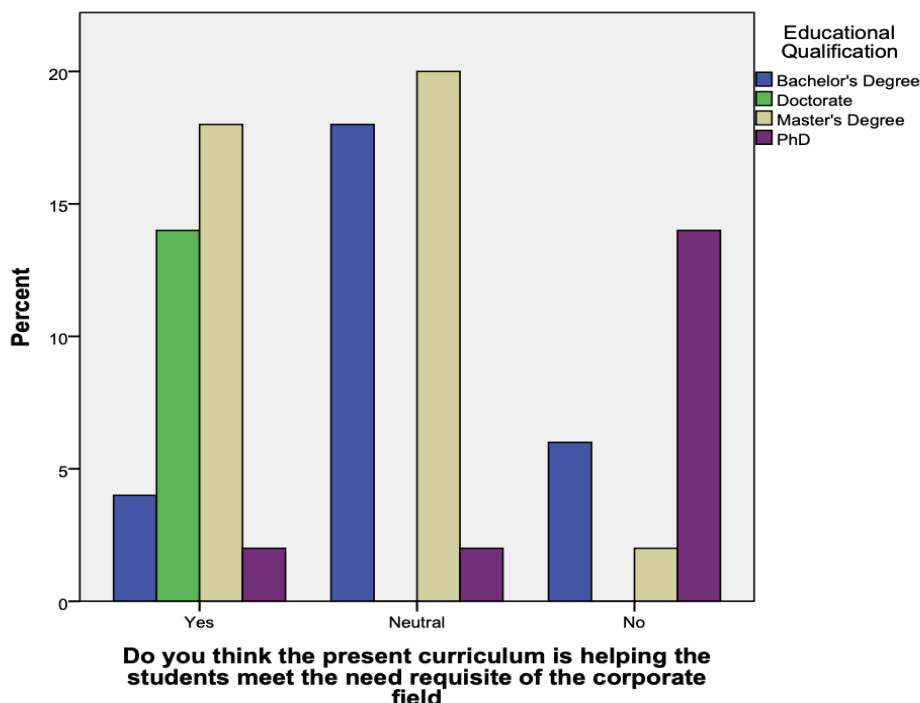


Fig 3:



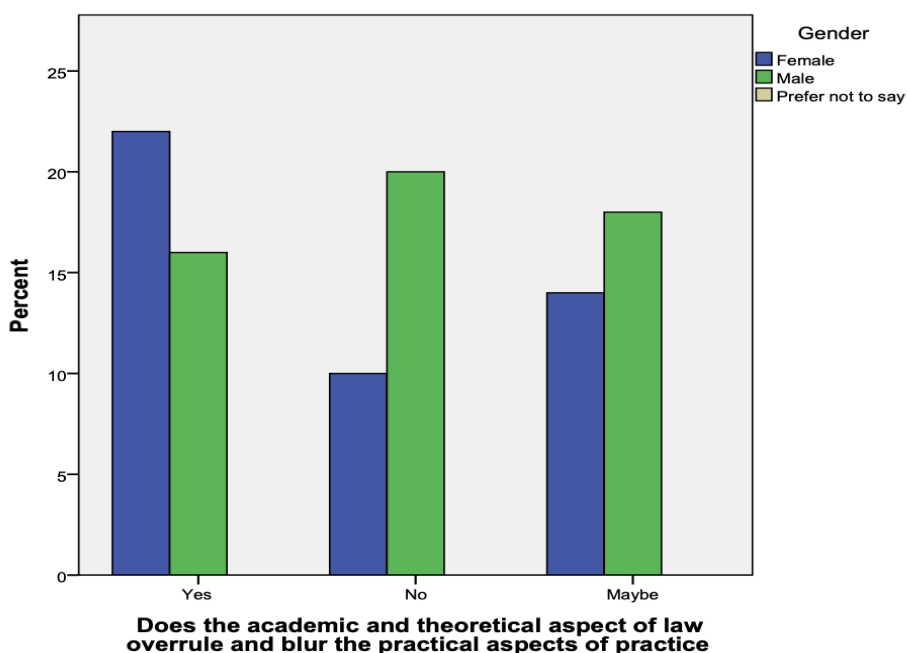
Legend: The above figure represents the opinion of respondents on the question of how relevant and significant are internships in developing and improving the skills of lawyers compared with occupation

Fig 4:



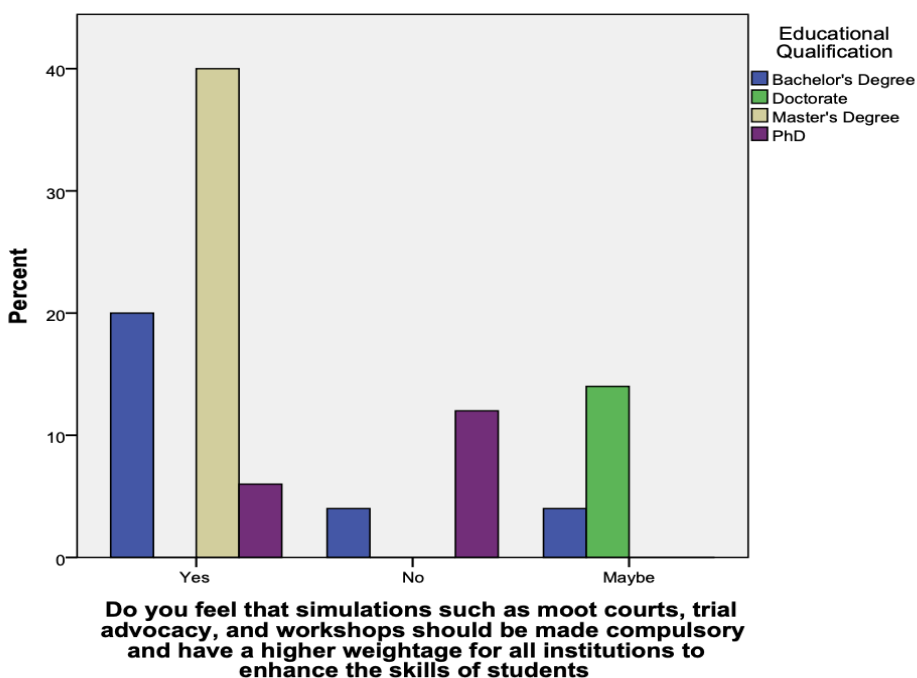
Legend: The above figure represents the opinion of respondents on whether the present curriculum is helping the students meet the need requisite of the corporate field compared with educational qualification

Fig 5:



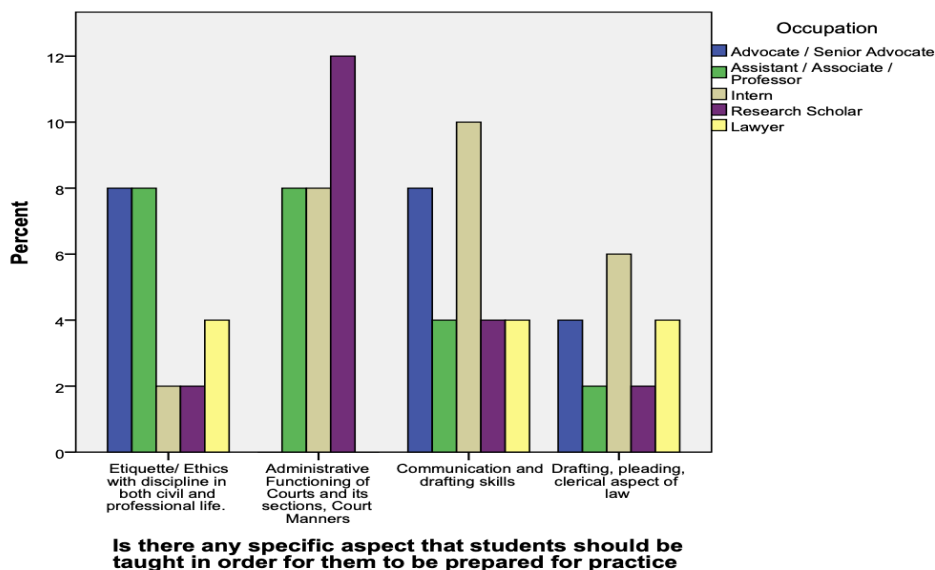
Legend: The above figure represents the opinion of the respondents on what are the main differences between practicing law and the study and teaching of law

Fig 6:



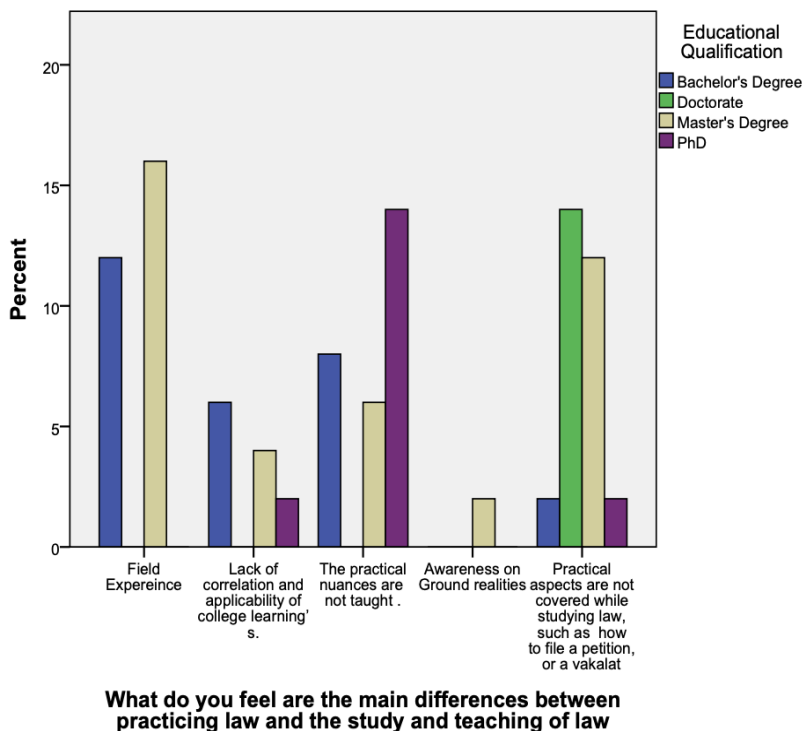
Legend: The above figure represents the opinion of the respondents on whether they feel that simulations such as moot courts, trial advocacy, and workshops should be made compulsory and have a higher weightage for all institutions to enhance the skills of students compared with educational qualification

Fig 7:



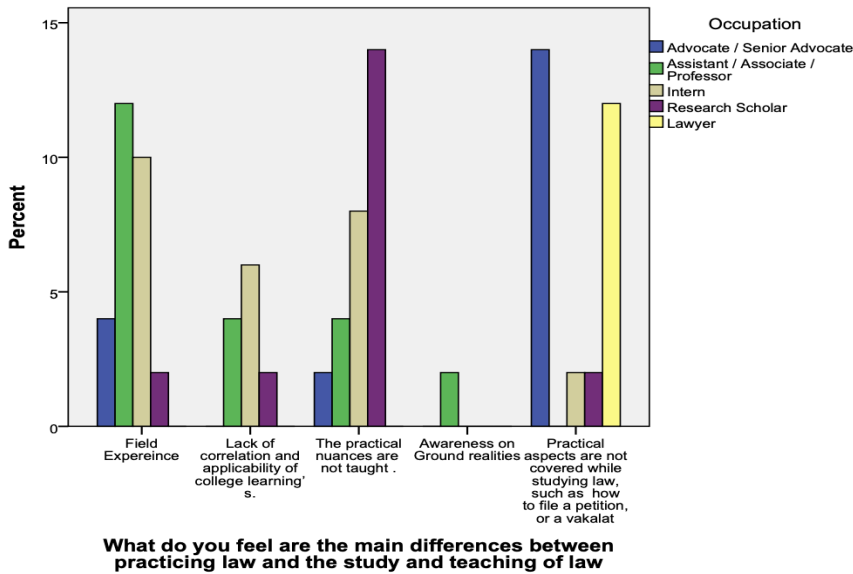
Legend: The above figure represents the opinion of the respondents if there is any specific aspect that students should be taught in order for them to be prepared for practice compared with occupation

Fig 8:



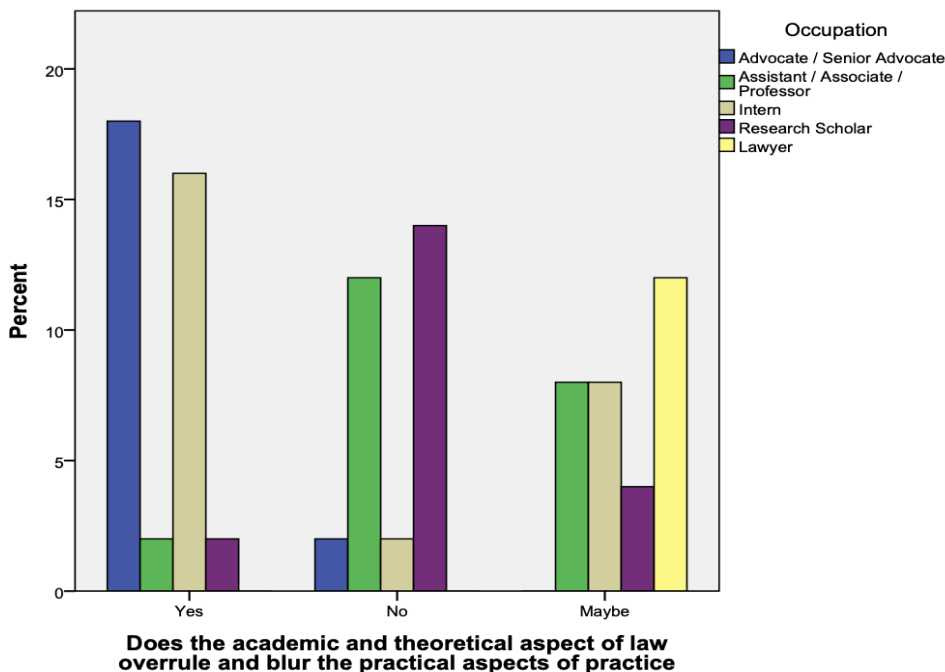
Legend: The above figure represents the opinion of the respondents on what are the main differences between practicing law and the study and teaching of law compared with educational qualification

Fig 9:



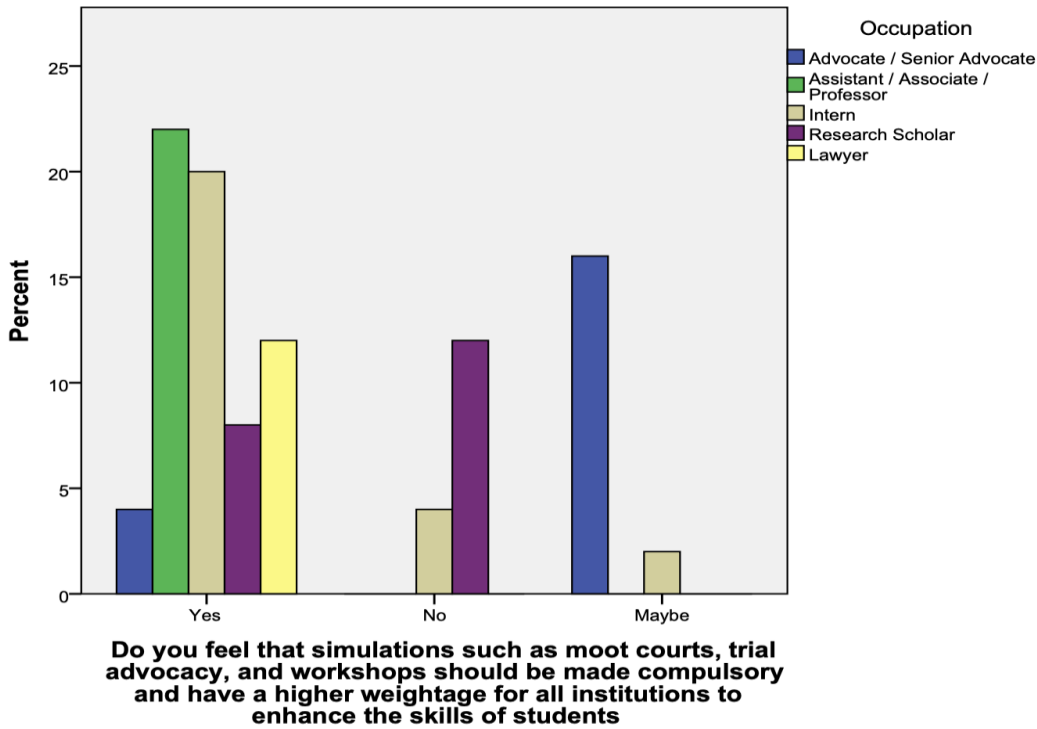
Legend: The above figure represents the opinion of the respondents on what are the main differences between practicing law and the study and teaching of law compared with occupation

Fig 10:



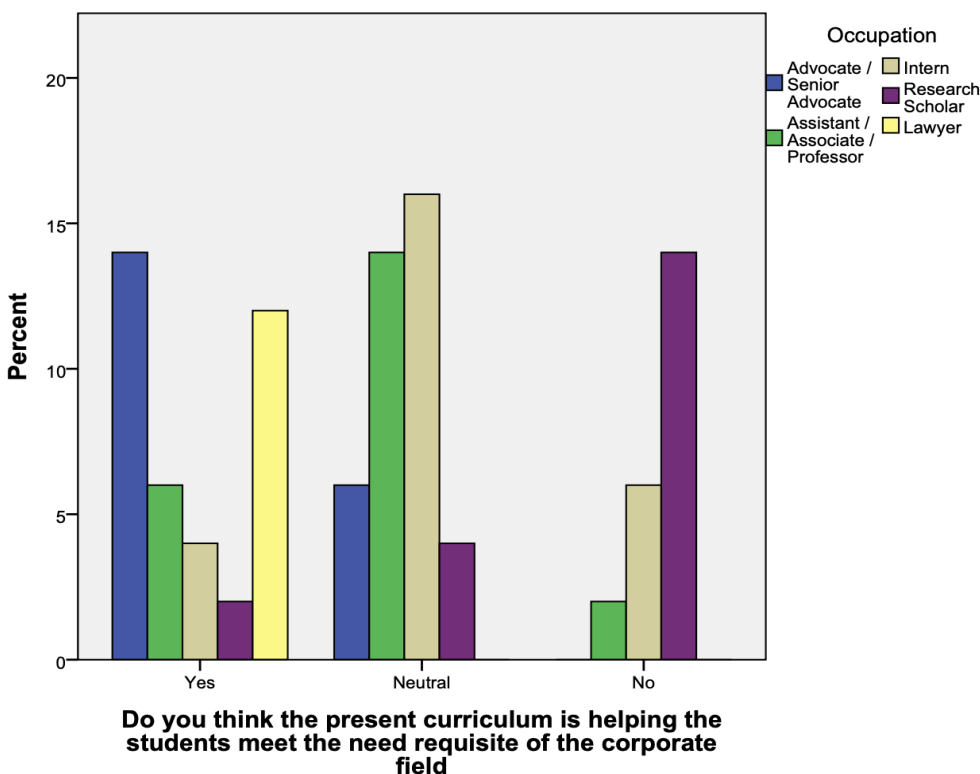
Legend: The above figure represents the opinion of the respondents on whether they feel that the academic and theoretical aspects of law overrule and blur the practical aspects of practice compared with occupation

Fig 11:



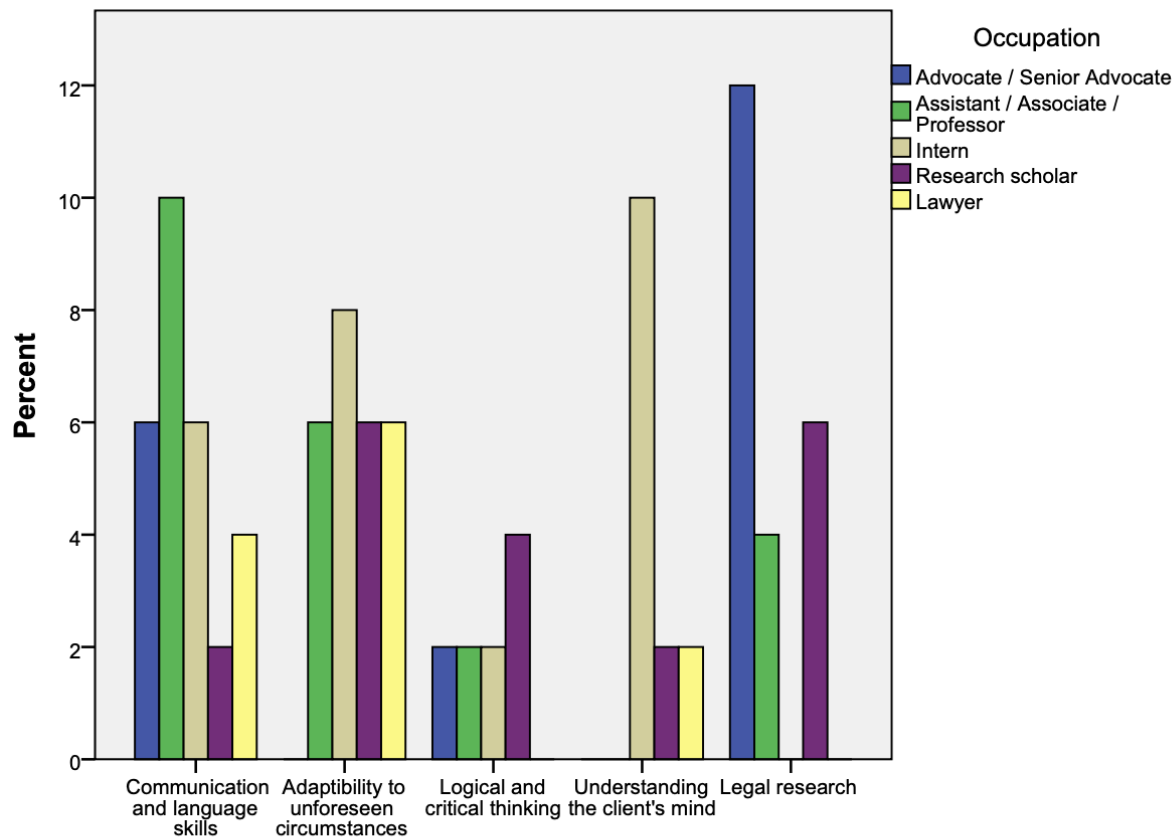
Legend: The above figure represents the opinion of the respondents on whether they feel that simulations such as moot courts, trial advocacy, and workshops should be made compulsory and have a higher weightage for all institutions to enhance the skills of students compared with their Occupation

Fig



Legend: The above figure represents the opinion of respondents on whether the present curriculum is helping the students meet the need requisite of the corporate field compared with occupation

Fig 13:

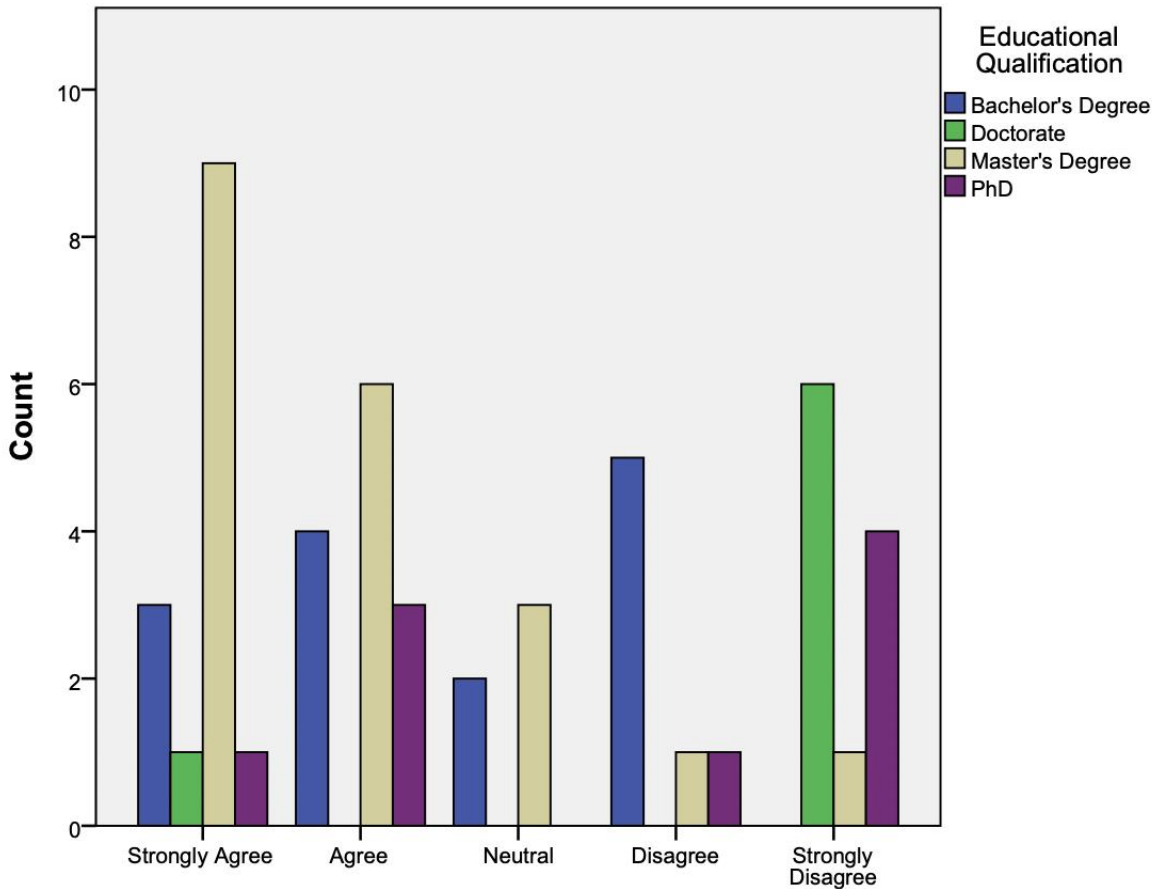


Is there any specific element which you feel as an Professor/ Advocate that students must be well versed in their skills when they graduate and/ star...

Legend: The above figure represents the opinion of respondents on whether, as Advocates or Professors, there is any specific element that students must be well versed in their skills when they graduate and/or start internships



Fig 14:



Is there any specific element which you feel as an Professor/ Advocate that students must be well versed in their skills when they graduate and/ star...

Legend: The above figure represents the opinion of respondents on their perspective on the statement "Students and lawyers need to improve on their persuasion skills in order to be prepared to face onerous judges or opposing clients"

(VI) RESULT:

[fig. 1] The question which was asked to the public for their responses on whether they feel that simulations such as moot courts, trial advocacy, and workshops should be made compulsory and have a higher weightage for all institutions to enhance the skills of students compared with age where yes is more than 33%, next is maybe at 12% and no at 11%. **[fig. 2]** The question which was asked to the public for their responses on whether law students and graduates are able to adapt to the demands of contemporary legal practice, given the rapid changes taking all over the world compared with occupation where yes is more than 17%, neutral and no tied at 14%. **[fig. 3]** The question was asked to the public for their responses on the question of how relevant and significant are internships in developing and improving the skills of lawyers compared with occupation where 6 is the highest at 14%, followed by a tie between 5, 8, 9, and 10. **[fig. 4]** The question which was asked to the public for their responses on whether the present curriculum is helping the students meet the need requisite of the corporate field compared with educational qualification where neutral is at 20% followed by yes at 18% and no at 13%. **[fig. 5]** The question which was asked to the public for their responses on what are the main differences between practicing law and the study and teaching of law where yes is leading at 22%, followed by no and maybe at 20% and 18%. **[fig. 6]** The question was asked to the public for

their responses on whether they feel that simulations such as moot courts, trial advocacy, and workshops should be made compulsory and have a higher weightage for all institutions to enhance the skills of students compared with educational qualification where yes is at 40%, maybe at 15% and no at 11%. **[fig. 7]** The question which was asked to the public for their responses if there is any specific aspect that students should be taught in order for them to be prepared for practice compared with occupation where administrative functions of the court are more than 12%, communication skills at 10%, next is etiquette and ethics at 8% and drafting and pleading at 6%. **[fig. 8]** The question which was asked to the public for their responses on what are the main differences between practicing law and the study and teaching of law compared with educational qualification where field experience is more than 15%, followed by a tie between practical aspects and practical nuances at 13% and awareness of ground realities at 1%. **[fig. 9]** The question which was asked to the public for their responses on what are the main differences between practicing law and the study and teaching of law compared with occupation where practical nuances was the highest at 14%, field experience and practical aspects tied at 13%, and lack of correlation at 6%. **[fig. 10]** The question that was asked to the public for their responses on whether they feel that the academic and theoretical aspects of law overrule and blur the practical aspects of practice compared with gender where yes was the highest at 17%, maybe at 13% and no at 14%. **[fig. 11]** The question which was asked to the public for their responses on whether they feel that simulations such as moot courts, trial advocacy, and workshops should be made compulsory and have a higher weightage for all institutions to enhance the skills of students compared with their occupation where yes is more than 23%, next is maybe at 15% and no at 11%. **[fig. 12]** The question was asked to the public for their responses on whether the present curriculum is helping the students meet the need requisite of the corporate field compared with occupation where yes is more than 14%, next is maybe at 16% and no at 13%. **[fig. 13]** The question which was asked to the public for their responses on whether, as Advocates or Professors, there is any specific element that students must be well versed in their skills when they graduate and/or start internships where legal research is the highest at 12%, understanding clients mind and communication and language skills at 10% adaptability at 8% and logical thinking at 4%. **[fig. 14]** The question which was asked to the public for their responses their perspective on the statement "Students and lawyers need to improve on their persuasion skills in order to be prepared to face onerous judges or opposing clients" where strongly agree is at 9%, agree and strongly disagree at 6%, disagree at 5% and neutral at 3%.

(VII) DISCUSSION:

[fig. 1] The question which was asked to the public for their responses on whether they feel that simulations such as moot courts, trial advocacy, and workshops should be made compulsory and have a higher weightage for all institutions to enhance the skills of students compared with age where most of the respondents especially ages 21-30 do agree that these simulations should have a weightage in all institutions as it helps to enhance their skills. **[fig. 2]** The question which was asked to the public for their responses on whether law students and graduates are able to adapt to the demands of contemporary legal practice, given the rapid changes taking all over the world compared with occupation where yes is the highest answer by interns and research scholars do indeed feel that they are able adapt easily. **[fig. 3]** The question was asked to the public for their responses on the question of how relevant and significant are internships in developing and improving the skills of lawyers compared with occupation where 6 is the highest answer provided advocates which depicts that internships do help in improving the skills of lawyers but aren't extremely satisfied the significance level of students taking up interships. **[fig. 4]** The question which was asked to the public for their responses on whether the present curriculum is helping the students meet the need requisite of the corporate field compared with educational qualification where neutral is the most opted by

respondents with Master's degree which shows that they are neither agreeing or against the present curriculum for students in helping them meet the requisite of the corporate field. **[fig. 5]** The question which was asked to the public for their responses on what are the main differences between practicing law and the study and teaching of law where yes is leading answer which indicates that the respondents and especially females do feel that the academic aspect of law overrules and blurs over the practical aspects of practice. **[fig. 6]** The question was asked to the public for their responses on whether they feel that simulations such as moot courts, trial advocacy, and workshops should be made compulsory and have a higher weightage for all institutions to enhance the skills of students compared with educational qualification where yes is the highest response by respondents with Master's degree which shows that they do agree that these simulations should have a weightage in all institutions as it helps to enhance their skills. **[fig. 7]** The question which was asked to the public for their responses if there is any specific aspect that students should be taught in order for them to be prepared for practice compared with occupation where administrative functioning of the court and its sections and court manners was opted by research scholars which shows that they these particular skills and aspects need to be taught to students in order to prepare them for practice. **[fig. 8]** The question which was asked to the public for their responses on what are the main differences between practicing law and the study and teaching of law compared with educational qualification where field experience is the highest answer by respondents with Master's degree which shows that they do feel that the field experience is the main difference between the study and practice of law and that it needs to be implemented more in laws schools. **[fig. 9]** The question which was asked to the public for their responses on what are the main differences between practicing law and the study and teaching of law compared with educational qualification where practical aspects are not being covered while studying law such as how to file a petition or a vakalat is the highest answer by respondents who are advocates which shows that they do feel that students aren't taught and experienced in the practical aspects and especially when it comes to filing petitions or vakalats in court when they join for internships. **[fig. 10]** The question that was asked to the public for their responses on whether they feel that the academic and theoretical aspects of law overrule and blur the practical aspects of practice compared with gender where yes is the highest answer by respondents who are advocates which shows that they do feel that the practical aspects and elements of practice are blurred by the theoretical and academic aspects. **[fig. 11]** The question which was asked to the public for their responses on whether they feel that simulations such as moot courts, trial advocacy, and workshops should be made compulsory and have a higher weightage for all institutions to enhance the skills of students compared with their occupation where yes is most opted answer by professors which indicates that why do feel that that these simulations should have a weightage in all institutions as it helps to enhance their skills. **[fig. 12]** The question was asked to the public for their responses on whether the present curriculum is helping the students meet the need requisite of the corporate field compared with occupation where yes is the most opted by respondents who are advocates who do agree that the present curriculum is effective. **[fig. 13]** The question which was asked to the public for their responses on whether, as Advocates or Professors, there is any specific element that students must be well versed in their skills when they graduate and/or start internships where legal research is the highest is the most opted by respondents who are advocates who do feel that students need to be well versed and skilled in legal research. **[fig. 14]** The question which was asked to the public for their responses their perspective on the statement "Students and lawyers need to improve on their persuasion skills in order to be prepared to face onerous judges or opposing clients" where strongly agree is the highest answer by respondents with Master's degree which shows that they do feel that the students need to improve on their persuasion skills.

(VIII) LIMITATION

Due to the absence of time, the study was confined inside a restricted example outline. An enormous region couldn't be contemplated. There is a significant imperative in the helpful examining technique, the review was directed through polls by Google structures to gather reactions from academicians, advocates, research scholars, lawyers and interns. Another limit is the testing size of 50 which can't be utilised to expect the reasoning of the whole in a specific nation, state, or city. The actual elements have a bigger effect, consequently restricting the review.

(IX) CONCLUSION:

The issue of the gap between legal pedagogy and professional practice is a significant challenge that requires a comprehensive approach to address it. Legal education should not only focus on academic knowledge but also emphasize the development of practical skills that are essential in the legal profession. The curricula should be designed in such a way that it covers all essential aspects of the law, including principles, concepts, and applications, while also taking into account the current trends and changes in the legal profession. To implement legal pedagogy in practice, it is necessary to incorporate practical training sessions, internships, and workshops that focus on teaching essential skills such as communication, interpretation, drafting, and pleading. These training sessions should be designed to provide students with hands-on experience and enable them to apply the concepts they have learned in the classroom in practical situations. Additionally, legal institutions should also focus on introducing new courses that are relevant to the current trends and changes in the legal profession. This will enable students to acquire the necessary skills to meet the evolving demands of the legal profession. The integration of legal pedagogy and professional practice is critical to enhancing the quality of legal education and producing competent lawyers and legal professionals who are ready to face the challenges of the legal profession. It is essential to recognize the importance of practical training and incorporate it into the curricula to ensure that students are well-equipped with the necessary skills to succeed in the legal profession. With a comprehensive approach, we can bridge the gap between legal pedagogy and professional practice and produce well-rounded legal professionals who can make a significant contribution to the legal profession.

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