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### Evaluation of Fresh Law Graduates: An empirical study about the Legal Education System of Pakistan

#### Abstract

*This empirical study aims to highlight the different problems associated with the legal education system in Pakistan. It finds out the various skills deficiencies, originating from the structural issues in its legal education system, in Pakistani fresh law graduates. This quantitative study is conducted while using a survey design. A structured questionnaire was designed to collect data. The population of this study consists of senior lawyers who were training the fresh law graduates as their interneers. The convenience sampling technique (n=369) was used to collect the data which was analyzed by using Statistical Package for Social Sciences (SPSS V-23). The data were interpreted with the help of descriptive statistics and presented in frequencies, mean, standard deviations, and percentages. The study finds out that English communication and legal research skills are among the most important problems faced by these graduates. It also highlights other issues related to the legal education system in Pakistan while offering many suggestions to improve the condition.*

**Keywords:** legal education, Pakistan, law graduates, USA, legal profession

#### I. Introduction

Legal professionals are meant to serve society through their legal services (Shah, & Dhanpal, 2019). In any democratic society, the role of legal education, and legal professionals is of paramount importance in upholding of rights and duties of citizens (Sial, 2009). However, such education has remained as a feeble facet in Pakistan; Public law institutions lack research culture, there is a paucity of resources, and want of will on the part of high ups in respective governments. Meanwhile, the private sector has been indulged in profit-generating which ensues a plight for legal education (Siddique, 2014). There is a tendency of admitting a mushroom number of students in law graduation programs (Pakistan Bar Council v. The Federal Government, (2007). It not only reduces the quality of legal education in Pakistan but also damages the legal profession that revolves around quantity rather than quality.

Martial laws in Pakistan have crudely affected rule of law or democracy in Pakistan (Khan, 2007). Adding salt to the injury, other issues that have retarded the progress of this noble profession including martial laws in Pakistan (Siddique, 2007) are public apathy, lack of focus on legal research, practical sides of advocacy (Talpur, 2013), etc. Hence, in Pakistan, newly law graduates may lack various professional abilities including command over language (Naveed, 2011), skills required how to conduct legal research, oral or drafting crafts (Khan et. al., 2019) as compared to any new law graduates graduated in developed countries especially in case of USA.

USA has used different forms of learning in the field of law since it was a colony under Britain (Katcher, 2006-07). During the period between 1850 to 1950, Langdell's academic model mainly focused on the theoretical framework that was used to be followed in the USA. Later, the reformers shifted from pure theoretical method to amalgamation of this method with a professional approach consisting of legal clinical and professional courses. This was an initial change that kept on improving. In 1992, the MacCrate Report was issued, one of the most important development, suggesting to polish the ten most vital skills in law students at law school to make them lucrative according to the national or international needs.

Today, USA lawyers are known for their best legal services across the world. It speaks about the best working norms of their legal system (Silver, 2011). Therefore, Pakistan's legal education should adopt the best traits of the USA system.

In Pakistan, the Supreme Court of Pakistan issued directions for improving legal education in its landmark judgment of August 2018. These directions without any hesitation are impressive as these have required drastic and positive

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changes as to admission criteria for a law degree, ended multiple running law programs admitting a huge number of students. It also introduced various tests i.e., Law Admission Test (LAT) and Graduate Admission Test (GAT), and many other useful steps (Pakistan Bar Council v. Federal Government, 2018). Despite more than two years passed after the passing of judgment, still, it may not be wrong to say progress regarding its implementation is slow enough.

It stems from a dire need of changing the current conditions of legal education in Pakistan with improvement in its teaching methodologies, focusing on a pragmatic approach towards mock trials or arguments, command over English communication, legal research, clinical legal education, and other related practical skills without compromising the theoretical framework.

Many new courses i.e., Role Playing and Moot Court, Logic & Reasoning, Internship, Legal Research, and compulsory dissertation with special focus on the practical side have already been introduced in the curriculum of B.A LL.B(Hons) by Higher Education Commission (HEC) and legal profession regulating institutions. However, these changes were before the issuance of the judgment of the Supreme Court. Meanwhile, nascent changes which have been introduced by Supreme Court *supra* judgment include LAT, GAT, the introduction of single graduation degree of five years, suspension, or cancellation of mushroom law colleges without infrastructure giving thousands of admissions.

## **II. Literature Review**

Legal education is as significant for any state as a soul is to the body. It ultimately provides professionals from the legal fraternity who helps people to have access to justice. It has become one of the lucrative professions in Pakistan (Shah, & Dhanpal, 2019), but in recent times. It is said by King Martin Luther “*injustice anywhere is a threat to justice everywhere*” (Aljazeera, 2018). Besides, the role of future lawyers in the community is to uphold justice, social equality, strengthening the economy while internationally; it provides a country muscle to defend itself before international tribunals or courts (Khan, Naeem Ullah, 2017). It conveys how significant legal education for instilling justice in society is. A society without justice is like a house of cards that may not bear even the slightest blow of wind. It gradually weakens a country from within juxtaposition termite eat the wood from inside, making it frail. Hence, it may collapse.

Legal education in Pakistan finds its footmarks back in the 19<sup>th</sup> century. The oldest law college is “*University Law College*” which was founded in the year 1868. Today, more than one fifty institutions have been imparting legal education in Pakistan. These have been controlled by the HEC alongside the Pakistan Bar Council (PBC). However, the standard of legal education is one of the concerns in Pakistan, and its quality has been compromised for a very long period (Shah et., al., 2018). The role of legal education is substantial in the provision of legal services to citizens for a democratic society with the protection of rights and enforcement of duties, but substandard law colleges and school in Pakistan (Sial, 2009) have remained a haunting aspect in Pakistan; public law colleges or universities lack research culture while working with very limited resources. It may be because of the lack of desire of consecutive governments to improve the quality of education and produced talented, competitive, and skilled lawyers. On the other hand, most private sector institutions have heavily contributed to the plight of the current ill situation of legal education. These institutions have used it as a *modus operandi* for profit-making (Siddique, 2014).

Consequently, the tendency of admitting the burgeoning number of students in a session was used to be a common practice in various law graduation programs i.e., LL. B three years, morning or evening sessions, LL. B five years (morning or evening), distance education, or weekend programs (Pakistan Bar Council v. The Federal Government, 2018).

Another reason for the plight of legal education in Pakistan is that legal educational institutions are highly dependent on visiting faculty which is hired by lawyers. Skillful lawyers are so busy in their professional life, they do not have time to teach as visiting faculty. The majority of lawyers hired in these legal institutions are the lawyers who do not have professional engagements and they have enough spare time to teach (Siddique, 2014).

It led to the decline of legal education. Among one of the reasons, it is due to failure of quality and regulatory framework in Pakistan. This fiasco may be ended by making a “*comprehensive quality assurance mechanism*”, hand in hand, by HEC and PBC. While the Quality Assurance Cells (QEC) of HEC do not have excess to institutions at the provincial level for monitoring purposes, such cells should be established in each legal institution, apart from inspection from external experts. (Shah et., al., 2018). This may end the trend of using legal education institutions as

profit-generating engines, and it may bring Pakistan's legal education at par with international standards but establishing such cells in each law school may only be possible at the cost of huge financial resources.

Besides, there is an urgent need, Pakistan keeps its trend towards democratic transition (Ahmed, 2018). In the Past, democracy has remained in the doldrums due to martial laws and emergencies. These martial laws' period span around thirty-year. It has deleteriously impacted the rule of law or democracy in Pakistan (Khan, 2007). It has also retarded the growth of the legal profession stemming from the neglect of legal education in Pakistan by policymakers over the past decades. It may be also the most prominent reason that Pakistan has a rotten judicial system. Other reasons include deficiencies in legal education; talented students are attracted by civil services, so they join it instead of the legal profession, lack of legal faculty, and almost no use of Langdell's case study methods (Siddique, 2007).

Talpur (2013) conducted a study on legal education was conducted on graduates of four law institutions of Karachi and Hyderabad. It finds that legal education in Pakistan is considered a pariah by the public, resultantly; it is one of the ignored sectors. Meanwhile, the lack of focus on legal research, and practical sides of advocacy makes it the worst. Ironically, legal research is one of the most neglected subjects among law graduates. It was discovered that no graduate has ever formally conducted any legal project throughout their studies at law colleges or schools.

It depicts the overall condition of legal research in Pakistan's law schools that how recklessly and as a matter of routine, these institutions ignore legal research.

Another issue that is faced by students of law in Pakistan is the command over English which is an official language of the legal profession. A study was conducted on the oral skills of law students. The spoken English skills are required for mock trials or presentations or moot arguments being a student. It found that the skills of law students were weak. It was also recommended that special focus would be given on English by introducing improvements in English course taught in law institutions. As Pakistan is one of the Commonwealth countries; thus, English is widely used in all taught or research degrees of law, but many schools were used to instruct in Urdu, ignoring English (Naveed, 2011). It would probably be one of the most daunting tasks for many law graduates to tackle language issues as the system uses two languages Urdu or English. In Pakistan, almost all the law journals report judgments of Apex or Higher Courts in English. While pleadings or other proceedings are optional, and mostly these are done in Urdu. Any new entrant in Bar Associations may easily flabbergast when he sees dual use of language.

### **Supreme Nature of Legal Education in the USA**

Legal education in the USA has adopted various models since the time it was a British Colony. (Katcher, 2006-07) Before 1850, in the United States, legal study was taught along with multi fields. It was thought that a law student with skills in politics, economics, poetry, and others, the then need of time. It was thought that law students must be equipped with various skills in other fields. But many jurists are of the view, such a perspective mainly had its roots in the political objective rather than the needs of legal education. The then students were used to train in mock parliament's sessions. Thus, many of these students later hold the highest positions in the judiciary, executive, or civil services including two then Presidents of the USA. Nonetheless, this trend culminated during the span of one hundred years between 1850 to 1950, wherein the major focus was on the case study method; Langdell's method with special focus on theoretical aspects only of law. This was the time where the main aim was to focus on the skills of students to have command of case laws of courts. It was said there was no need for a student to have politically motivated skills. Theory along with case study was considered as the only skill to be instilled among law students (Krook, 2017). The next era commences from 1950 onwards, the focus of law schools was shifted on the training of students with various skills especially practical aspects of the field, including thinking critically, mocking trials, or clinical legal education (Steele, 2003). However, it was still considered that there were certain grey areas to be covered.

In 1992, MacCrate Report was issued by the Bar Association of America claimed that the law schools in the US were not inculcating such skills to enable them to *"think like a lawyer."* It suggests that a fresh law graduate must be equipped with eight significant skills in his arsenal. These first two skills include Problem-solving using logic and analysis in the light of law which is indispensable for the analytical tendency in lawyers. Other encompasses around techniques of legal research, investigating of facts, communication skills, counseling, negotiation, and Alternative dispute resolution, apart from other skills relating to management and ethics (American Bar Association, 1992). It may be said reasoning and logic, it is like fragrance to the rose for the United States legal system. (Aldisert,

et., al., 2007) Where a fresh law graduate entering professional life is equipped with skills to “*think like a lawyer*” which means to be able to think critically using various methods of legal reasoning especially the “*Issue, Rule, Analysis, Conclusion*” (IRAC), method (Burton, 2017).

It is due to the best practices and polished skills of lawyers from the US dominate the international arena. Regardless of the country, they have working offices. These offices are under the management of some US firms. These are working for their supreme status as best advisors around the globe. There is no doubt that whatever is the dominant position of US lawyers or law firms, it is evident from their supreme level of the legal education system. US LLM is one of the most well recognized and weighted professional degree vis-à-vis LL.M from other countries. It provides the base with the entry in the arena of global capital. It speaks of their best working of their legal system (Silver, 2011). Therefore, Pakistan's legal education should adopt the best traits of the USA system.

### **A lesson for Pakistan's Legal Education System**

Pakistan lacks a national legal educational policy, assessment of training requirements, innovative curriculum, regular trained faculty, and best research practices (Iqbal, 2015). However, in 2018, the Supreme Court of Pakistan in a case infused a new development, a beacon of hope, for evolving and improving legal education in Pakistan. Considering the fact-finding commission report, whose members consisted of academic or legal profession background, various directions for improvement and reforms in legal education were ordered. It set the LAT as compulsory for taking admission in LL. B, three years law graduation program was replaced with compulsory five years programs and it introduced a compulsory Graduate Admission Test, to be conducted by HEC, for obtaining a bar license to practice and many others (Pakistan Bar Council v. Federal Government, 2018). As a consequence, a huge number of new admissions have been curtailed. LAT is compulsory for anyone who wants to take admission in law colleges. Meanwhile, passing GAT with at least a 50% score is compulsory for obtaining a license from any Federal or Provincial bar associations.

Initially, the *status quo* was issued by Lahore High Court against GAT on its failure of establishing centers in various parts of the province of Punjab (“Law-Gat postponed”, 2019). Nevertheless, the matter was sorted out, and numerous GATs have already been conducted. Further, there may also some concerns about the standard of GAT as it is merely based on a single paper MCQs type test. Meanwhile, more than two years have already been passed after the passing of judgment, but it may not be wrong to say progress regarding its implementation is slow enough as there are so many intrinsic defaults in the system of imparting legal education.

This entails a serious need of changing the current conditions of legal education in Pakistan with improvement in its teaching methodologies, focusing on a pragmatic approach towards mock trials or arguments, clinical legal education, and other related practical skills (Khan et. al., 2019) without compromising the theoretical framework (Ferris, & Johnson, 2014). Many new courses i.e., Role Playing and Moot Court, logic & reasoning, externship, legal research, and compulsory dissertation with special focus on the practical side have been introduced in the curriculum of BA/LL. B schools. However, this change is still in the nascent stage to meet international standards.

### **Problem of Statement**

Pakistan has some serious problems in its legal education system, but there are scarce literature and studies available on the issue. Most of the available studies on the matter in hand are exploratory or based on analysis of existing documents. This study may be ground-breaking, in a way, it adopted the empirical approach to understanding the problems in the legal education system. Senior lawyers are in a better position to judge various professional abilities of their interns. Hence, the study aims to judge fresh law graduates from their perspective.

### **Research Questions**

The primary objective of this study is to evaluate the skills of fresh law graduates entering the legal profession in Pakistan while linking them to the structural problems of the legal education system. The study tries to find the answer to the following questions;

- To determine the English communication skills of fresh law graduates
- To ascertain the legal research skills of fresh law graduates
- To inquire about the legal knowledge of fresh law graduates
- To determine the confidence level and court argument skills of fresh law graduates

- To highlight the major problems and to suggest the improvement in legal education

**Research Methodology**

In this research study, the quantitative approach is used, and a survey design was adopted by the researchers. The population of this study consists of senior lawyers practicing in different District Bars & High Court Bars of Punjab, Pakistan. Non-Random sampling technique is adopted, and convenience samplings method is used to select the sample from the given population.

A structured questionnaire was prepared, and it was discussed with the five senior lawyers. It was pilot tested among eight lawyers, and minor changes were incorporated into the questionnaire. The questionnaire consists of two parts i.e., the first part is about the demographic information and general questions. The second part consists of questions related to English communications skills, legal research skills, legal knowledge skills, and problems associated with the legal education system. All questions in the second part were asked by using the Likert Scale on the “Fully anchored rating scale”.

The questionnaire was distributed among the participants through WhatsApp groups, e-mail, post, and by personal visits. A total number of 550 questionnaires were distributed among the participants, and 378 complete questionnaires were returned, 09 questionnaires were incomplete, hence these were not included in the study. A total of 369 questionnaires were selected for the study with a response rate of around 67.07%.

The collected data was analyzed using the Statistical Package for Social Sciences (SPSS V-23). The data were interpreted using descriptive statistics in the shape of percentages, mean, standard deviation, frequencies, and presented in form of diagrams and tables.

**III. Findings**

In our group of respondents, the majorities (87.5%) are males, and (12.5%) are females. Most respondents (51.2%) have professional experience of more than 20 years (Table 1).

**Table 1: Demographic Information**

Gender	Male		Female			
		323(87.5%)		46 (12.5%)		
Professional Experience	5-10 Years		11-20 Years		>20 Years	
	63 (17.1%)		117 (31.7%)		189 (51.2%)	

Respondents were asked 04 statements to judge their English communication skills. All statements received a mean value of around 02 which shows that majority of respondents are not satisfied with the English-speaking skills (M=2.25, SD=0.835), English writing skills (M=2.09, SD=0.853), English reading skills (M=2.03, SD=0.922), and English listening skills (M=1.78, SD=0.886) of the fresh law graduates (Table 2).

**Table 2: English Communication skills of fresh law graduates**

Statement	Valid Number	Mean	Std. Deviation
I am satisfied with the English speaking skills of fresh law graduates	369	2.25	.835
I am satisfied with the English writing skills of fresh law graduates	369	2.09	.853
I am satisfied with the English reading skills of fresh law graduates	369	2.03	.922
I am satisfied with the English listening skills of fresh law graduates	369	1.78	.886

1=Strongly Disagree    2=Disagree    3=Neither disagree nor agree    4=Agree 5=Strongly Agree

Respondents were asked 05 statements to judge the legal research skills of fresh law graduates. 02 statements received a mean value of around 4 which means most respondents believe that fresh law graduates ‘often’ know about finding provisions of law ((M=3.83, SD=2.326) and about the online legal databases and research (M=3.60, SD=0.864). Two statements received a mean value of around 2 which means the majority of respondents believe

(that fresh law graduates ‘rarely’ know about finding case laws (M=2.26, SD=0.813) and legal drafting (M=1.77, SD=0.784) (Table 3).

**Table 3: Legal Research Skills of Fresh Law Graduates**

Statement	Valid Number	Mean	Std. Deviation
Fresh law graduates know how to find provisions of law	369	3.83	2.326
Fresh law graduates know about online legal databases and research	369	3.60	.864
Fresh law graduates know how to use law library for legal research	369	2.51	.970
Fresh law graduates know how to find case laws	369	2.26	.813
Fresh law graduates know about legal drafting	369	1.77	.784

1= Never      2=Rarely      3=Sometimes      4=Often 5=Always

06 statements were put to the respondents to evaluate the legal knowledge skills of fresh law graduates. 03 statements received a mean value of around “3” which means the majority of respondents believe that fresh law graduates ‘sometimes’ know about basic laws (M=3.47, SD=0.958), good in criminal law (M=3.36, SD=0.973), and they know about the type of court & jurisdiction (M=2.76, SD=0.950). Three statements received a mean value of around 2 which means the majority of respondents agree that fresh law graduates ‘rarely’ know about special laws and acts (M=2.38, SD=1.036), know about other types of laws (M=1.95, SD=0.855), and good in civil law (M=1.88, SD=0.980) (Table 4).

**Table 4: Legal Knowledge Skills of Fresh Law Graduates**

Statement	Valid Number	Mean	Std. Deviation
Fresh law graduates know about basic laws	369	3.47	.958
Fresh law graduates are good in criminal law	369	3.36	.973
Fresh law graduates know about the type of courts and jurisdictions	369	2.76	.950
Fresh law graduates know about special laws and acts	369	2.38	1.036
Fresh law graduates are good in other types of laws	369	1.95	.855
Fresh law graduates are good in civil law	369	1.88	.980

1= Never      2=Rarely      3=Sometimes      4=Often 5=Always

Respondents were asked 05 statements to measure the skills of fresh law graduates regarding their confidence level and court arguments. One statement received a mean value of around 04, which means most fresh law graduates can ‘Often’ argue confidently in Urdu (M=3.78, SD=0.885). Two statements received a mean value of around 2, which means the majority of fresh law graduates ‘rarely’ know about court ethics & rules (M=2.48, SD=0.894), and they cannot confidently argue in English (M=1.65, SD=0.830) (Table 5).

**Table 5: Confidence level and Court Arguments Skills in Fresh Law Graduates**

Statement	Valid Number	Mean	Std. Deviation
Fresh law graduates can confidently argue in Urdu	369	3.78	.885

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Fresh law graduates can answer the questions asked by judges in court	369	3.21	.815
Fresh law graduates can argue confidently in court	369	3.07	1.074
Fresh law graduates know court ethics and rules	369	2.48	.894
Fresh law graduates can confidently argue in English	369	1.65	.830

1= Never      2=Rarely      3=Sometimes      4=Often 5=Always

Respondents were asked 08 statements regarding the suggestions to improve the legal education system. Engaged practicing lawyers as visiting faculty in universities and colleges is the statement that received the highest mean value (M=4.33, SD=0.711) which means the highest number of respondents agree with this statement as a measure to improve the legal education system. Other statements received a mean value of around 04 which means the majority of respondents ‘somewhat favor’ to increase perks and privileges of faculty members (M=4.29, SD=0.722), the establishment of the specialized legal institution (M=4.15, SD=0.891), hiring of foreign qualified faculty in universities (M=4.11, SD=0.761), more specialized legal education (M=3.95, SD=0.910), in favor of five year LLB (M=3.94, SD=0.1.135), limiting the number of seats in law colleges and universities (M=3.89, SD=0.756) and reforming the Bar Council structure for legal education (M=3.58, SD=0.777) (Table 6).

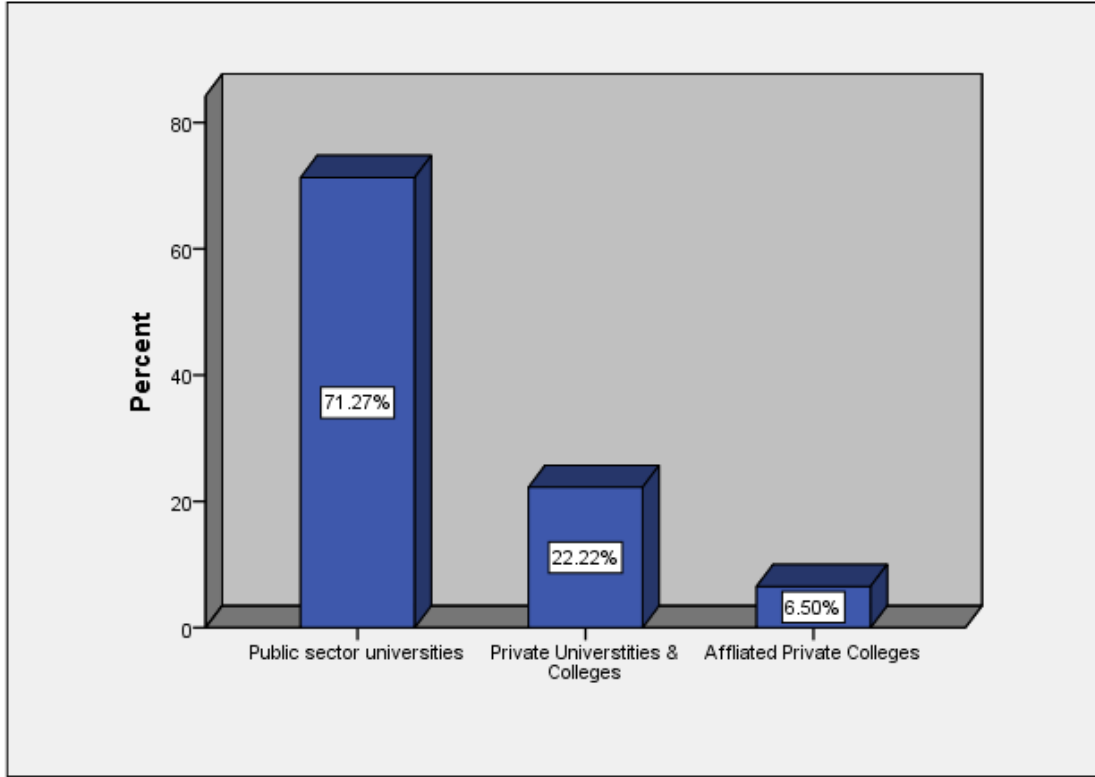
**Table 6: Suggestion to improve the Legal Education System**

Statement	Valid Number	Mean	Std. Deviation
Engage practicing lawyers as visiting faculty in universities and colleges	369	4.33	.711
Increase the perks and privileges of a faculty member to attract qualified people	369	4.29	.722
Government need to establish a specialized legal institution for legal education	369	4.15	.891
Hire foreign qualified faculty in universities and colleges	369	4.11	.761
More specialized legal education is needed in universities	369	3.95	.910
Five years LLB degree program is better than the three years program	369	3.94	1.135
Limit the number of seats per year in universities and colleges	369	3.89	.756
reforms in the Bar Council Structure for legal education	369	3.58	.777

1= Strongly oppose      2=Somewhat oppose      3=Neutral      4=Somewhat favor      5=Strongly favor

Respondents were asked a question that, “*in their opinion, good law graduates are produced by public sector universities or private universities or affiliated private law colleges in Pakistan?*”. An overwhelming majority of respondents (71.27%) replied that Public sector universities are producing better law graduates. According to (22.2%), private universities and law colleges, and only (6.50%) think that private affiliated law colleges are producing good law graduates (Diagram 1).

In your opinion, good law graduates are produced by public sector universities or private universities/colleges or affiliated private law colleges?

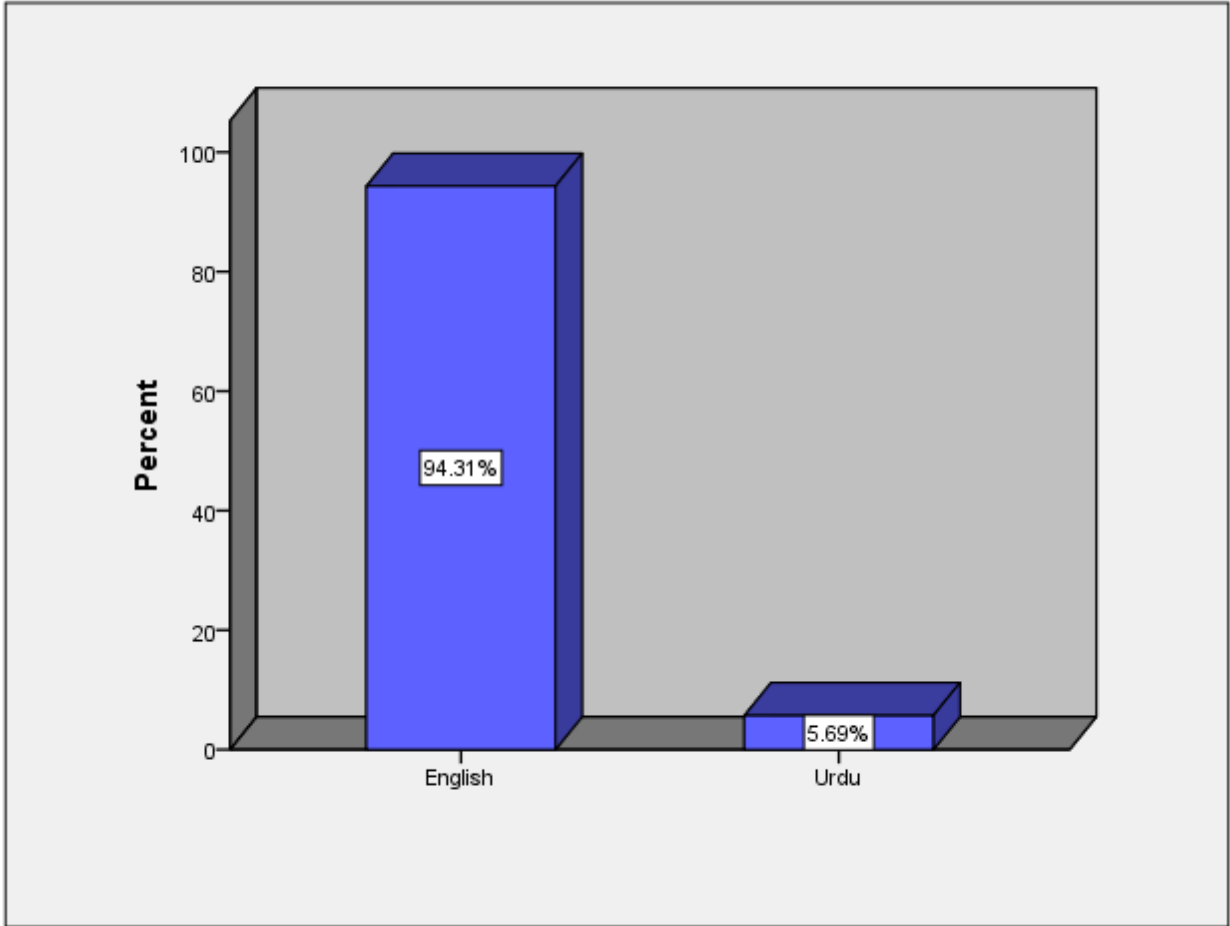


**Diagram 1: Law Graduates produced by the different Institutions**

Respondents were asked a question that what they think is the best language for legal education, English or Urdu. A thumping majority (94.31%) replied that English should be the language used in legal education all over Pakistan (Diagram 2).



**Which language should be used as medium of legal education, English or Urdu?**



**Diagram 2: Language in Legal Education**

**IV. Discussions**

One of the most important findings of this study is that fresh law graduates have a serious issue with the English language and communication. They are poor in English speaking, writing, listening, and reading. Pakistan is a Common Law Jurisdiction with its origin from English law; hence, English language is of paramount importance.

Another finding of the study is that most of fresh law graduates in Pakistan are very poor in legal research. Apart from finding provisions of law and using online legal databases, they do not know about legal drafting, finding case laws, legal research, and proper usage of the law library. Similarly, the legal knowledge of fresh law graduates is not as good as the majority of them have limited understanding about the type and jurisdiction of special courts. These findings are corroborated by other scholars who also found that legal research skills are lacking in the law graduates (Khan et. al, 2019; Talpur, 2013).

Another crucial finding of this study is that majority of fresh law graduates cannot argue confidently in the courts in English. Although they can argue in the Urdu language with confidence, English speaking in courtrooms is poor.

Ironically, our study reveals that public sector universities in Pakistan are producing more skillful graduates as compared to graduates of private institutions. According to Siddique (2007), during the 1960s, working of the public sector legal institutions was the best imparting legal education. However, the trend was changed due to lack of resources, neglect of various governments, and less innovative method of teaching. It turned them into less dynamic in comparison to a few private institutions like the Department of Law and Policy of Lahore University of

Management Science (LUMS). Nevertheless, other majority of private colleges were working like profit-generating entities with no interest in the improvement of legal education in Pakistan.

The *supra* discussed study was conducted back in 2007. For around thirteen years, things may have changed; thus, it may be concluded that the overall performance of public universities in comparison to private institutions is quite good, producing skillful law graduates.

Significantly, the study finds that English should be the preferred language of legal education in Pakistan. It is an unanimous view of almost all the respondents, law should be completely taught in English rather than in Urdu. The basic reason is that Pakistan's legal system is an outcome of English Common Law, and it may almost impossible to understand the pure English concepts in the Urdu language. The findings of this study are also supported by Naveed (2011) who asserted that new law graduates in Pakistan lack command over the English language. Therefore, there is a need to address language issues by improving the syllabus of English Courses during studies at law schools.

The study also highlights many points that can improve the standards of legal education in Pakistan. First, there is a view to engage the practicing lawyers as visiting faculty members in law universities and colleges. But Siddique (2014) highlighted that most of faculty members are hired from Bar Councils in law colleges or universities in Pakistan. According to him, practicing and quality lawyers were so busy in their professional engagements or on different significant positions that they did have time for teaching on visiting in these institutions. However, the respondents of our study have differently viewed. It maybe because they all were advocates. Thus, it is recommended to have a balanced mixture of full time regular faculty members or visiting faculty members who are truly professionals. It may result in focus on both theory and practice of legal profession.

Secondly, the respondents of the study opinioned that salary, and perks & privileges of existing regular law faculty in universities, so more qualified and skillful people attract and join the profession. It is one of the most important reasons for the faltering standards of legal education in universities; due to low salaries and privileges, most talented legal professionals prefer to become judges or lawyers rather than joining universities and law colleges. The same view was also expressed by the Supreme Court of Pakistan in its landmark judgment and orders to enhance the remuneration of law faculty as par with other legal professionals (Pakistan Bar Council v. The Federal Government, 2018) like Judges and Prosecutors, but it is still not implemented by the HEC and majority of public sector universities.

## **V. Conclusion**

The study tries to find out the basic problems associated with fresh law graduates. It reveals the major problems associated with the legal education system in Pakistan by studying fresh law graduates. It highlights lack of English language, and research skills cause many problems for the fresh law graduates at the beginning of their careers. These issues may travel with them throughout their career or they may leave the legal profession. It points out different aspects of legal education that can improve the deficiencies in law graduates. Comparison has also been made between the legal education systems of Pakistan and the USA.

The USA has produced the best lawyers across the globe. It has been only possible following the best practices polishing various requisite skills of law students by her. But Pakistan's legal education system is an example of an archaic system without reforms. However, interference of the Supreme Court, in *supra* case *Pakistan Bar Council v. The Federal Government* (2018), on the petition of Pakistan Bar Council may open new chapters of improvement in legal education with the passage of time. While the study also finds this judgment as a light in the sheer darkness. However, ignoring the judgment's directions, or the best possible solutions of the study may further collapse the legal education in Pakistan.

## **Implications of the Study**

This pioneer empirical study on the legal education system of Pakistan can be used by HEC, PBC, and public sector universities to improve the standards of legal education in Pakistan. It points out the problems associated with the legal education system, and it also provides suggestions to improve the conditions. English communication skills of law students should be enhanced along with their legal research skills. To attract more qualified persons into the field of legal education, HEC needs to implement the judgment of the Supreme Court which also ordered to increase

the financial remunerations of law faculty. A check and balance system of QACs may be implemented especially in private law colleges and universities to improve legal education standards.

### **Limitation of the Study**

The study has many limitations. First, the non-random sampling technique is used, but it has drawbacks as compared with the random sampling technique. Secondly, a quantitative approach is used which generally lacks in-depth information and point of view from the respondents. Lastly, the sampling is taken from only one province of Pakistan i.e., Punjab rather than the whole country.

### **Future Research**

This study only covers a few aspects of the legal education system. It is based on the views of senior lawyers about their interns i.e., fresh law graduates. But the same problem can be studied from the standpoint of fresh law graduates who can also describe the issues faced by them during their degree completions. Similarly, the opinion of law faculty may also be taken on the issue to better understand the problem. Thus, there are a lot of research areas from different angles and by using different approaches whereupon future studies may be conducted.

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