

# **An Evaluation of Legal Education in Bangladesh**

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## **Abstract**

This paper criticizes Bangladeshi legal education and claims its failure to create court-ready practitioners. Bangladeshi law schools are expected to reform their pedagogy to better prepare students for practice, develop professionalism, and expose them to justice concerns. This article offers a candid analysis of the issues plaguing Bangladesh's legal education system, pinpointing the specific causes of its ineffectiveness during the previous four decades. Providing ideas on how to solve these challenges and enhance the quality of legal education based on the findings of multiple surveys that were administered to students enrolled in a number of different law schools, this paper concludes that it is essential for educational institutions to modify their teaching methods in order to generate competent professionals who are able to satisfy the requirements of legal practice and advance the rule of law in society.

## **Keywords**

Legal Education, Banking System, Restructuring, Traditional Teaching Methods, Bangladesh.

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## **Introduction**

Bangladesh's legal education system is in desperate need of reform and diversity. In light of recent changes in both knowledge and society, legal education must broaden its scope and diversity to maintain qualitative outputs. Each day, there is a significant advancement in legal education, and each day law schools are synchronizing themselves with the development of the legal arena to accommodate the needs of students and professionals. Despite this, the idea of change is not generally acknowledged by our academia and law schools. Prevailing practices and policies clash with each other, creating barriers that prevent students from achieving their natural intellectual growth and development. In this context, Gary Bellow's words are very important. He said,

“It seems to me that law school is empirically irrelevant, philosophically faulty, pedagogically dysfunctional, and costly. The incoherence of second and third-year course offerings, the amount of repetition in the curriculum and, perhaps most importantly, the degree to which unacknowledged ideology permeates the entire law school experience, as well as the fact that no graduate of law school is capable of practice after they receive their graduation without taking long term apprenticeship, indicates that prevailing system of education is simply indefensible. (Bellow, 1983)

The above remark appears to apply more to Bangladesh's legal education system, which is always lagging behind and failing to produce quality pupils.

It is worth noting that effective learning cannot be promoted when learners are in an environment where they remain uneducated. Because of empirical irrelevance, flaws in the theory, and poor teaching methods, students are losing out on theoretical and practical information in our law school. Our law school should promote such an education that can combine practical knowledge with theoretical knowledge and produce capable students who can opt to work both in courts as lawyers and in educational institutions as academics.

Regrettably, Bangladesh's legal education fails to prepare students to practice in the courts, even if they acquire competence in theoretical subjects while they are in school. To date, there is no report of any coordinated attempt to investigate or develop a program of education that teaches what new practitioners should know and be able to accomplish when they first begin their legal careers. Thus, reform is essential to promote equitable balance among the three different types of social apprenticeships, *i.e.*, cognitive, practical, and ethical social apprenticeships. To achieve a balanced legal education, the boundary between practical and academic knowledge must be drawn with clarity.

This essay focuses on the urgency of legal education reform and provides some potential ideas to reverse the downward trend of educational quality to ameliorate the situation. This article will emphasise how educational institutions' policies and teaching practices conflict with law students' fundamental needs and produce undesired effects. These policies and practices will be compared to recent, relevant empirical studies to formulate a legal education firmly rooted in theoretical and practical knowledge. In addition, solutions will be outlined to synchronise practical training with law students' natural needs and tendencies. These suggestions are favoured by many legal educators because these are expected to lay the groundwork for a new kind of lawyer (Edwards, 1992). Legal education will not be difficult to realise in the future if an immediate and significant change is needed as a result of these suggestions. These suggested legal education reforms will benefit society in the development of better practitioners.

The statistical data that was included in the article is essential for determining and comprehending the issues that currently exist in the field of legal education in Bangladesh. These statistical data may assist to provide a more objective and evidence-based examination of the challenges that are being addressed by the legal education system in Bangladesh. It makes it possible for us to go beyond anecdotal evidence and personal experiences in order to

present a more in-depth and accurate grasp of the topics at hand. This helps to lend credibility to the answers that have been presented, and it makes it more likely that these ideas will be successful in resolving the issues that are being encountered.

### **Objectives of Legal Education**

It should not be the sole aim of legal education to teach only legal theory. Legal education must be focused on having more than a few theoretical and practical goals and a variety of different methods for accomplishing them. One of the main objectives should be to familiarise students with legal ideas and institutions and the manner in which legal reasoning operates so that they can have a good understanding of the functions of government and the courts of law. The most important component of legal education is knowledge of the way in which society is structured and operates. It is necessary to comprehend this concept to create democratic norms in which lawyers have a vital role as advocates and experts with accurate information (Edwards, 1992).

For making legal education contemporary, realistic, and valuable, it is necessary to apply an interdisciplinary approach. Larry Kramer said that legal education must keep up with society's shifting perspectives and needs to remain relevant with time. Nowadays, finding solutions to issues needs different abilities than those traditionally taught in law school. A lawyer would not be able to provide advice on intellectual property issues in China or India if he does not have enough knowledge of the laws of that zone (Kramer, 2006). He suggested that lawyers require a new set of tools forged only through a solid multidisciplinary education. Margaret R. Caldwell, in this respect, said,-

[T]he best lawyers do not just think like lawyers; they also think like clients. They understand, anticipate, and further their clients' interests because they know their clients' needs and understand how their clients work and think. Here is one of the chief ways in which traditional legal education falls short of its aspirations: We purport to be

training young men and women to perform the multiplicity of roles that lawyers play, yet the education we currently offer remains one-dimensional. (Caldwell, 2006)

To achieve these goals, legal education should focus on six major areas, according to the Bangladesh Law Commission:

1. To impart knowledge of the fundamental principles and perceptions that underpin the legal system, keeping in mind that the law is more than just principles and provisions; it is also a set of values of justice and fairness that guide the way in which societies organise themselves through well-established institutions;
2. To prepare law graduates to be equipped with substantive and procedural knowledge of the law as well as practical skills to enable them to enter the legal profession as a lawyer or a judge;
3. To prepare law graduates who would become not only lawyers and judges but legal counsels, legislators, law officers, mediators, teachers, researchers, human rights activists, and social reformers with an emphasis on specialization in particular branches of legal knowledge;
4. To provide liberal legal education, emphasizing academic and intellectual aspects of law to be studied in combination with other subjects, would likely better qualify law graduates for responsible positions in public and private sectors;
5. To equip the law graduates with social and ethical values of law, emphasizing that law has a great social engineering role, and that law as a pervasive discipline can be used as a tool for distributive justice, which is so indispensable for poverty alleviation and protection of human rights in a country like Bangladesh;
6. To promote the transnational aspects of law, courses like International Law and Conflicts of Law (Private International Law) should be included so that the graduates of law are better trained to face the challenges of globalization.

The statement from Barrister Amirul-ul Islam, ex-chairman of the Bangladesh Bar Council's Legal Education Committee, is critically important here. By emphasizing the relevance of legal education, he pointed out that legal education has an essential role in creating and maintaining the legal order and society's growth. These three concepts: law, legal education, and development, are mutually linked, and now these ideas can be found in all developing countries trying to alleviate the socio-economic conditions of their people peacefully and democratically. Because of this, the quality, substance, and complexion of legal education must be reformed now (Islam, 1992). A second observation made by him was that, in the context of constitutional commitment and social demands, the aim of legal education must include a broad concept. Thus, legal education should be provided to foster an atmosphere and the capability of reshaping the structure of society to accomplish those national objectives, among other things.

In addition to assisting students in mastering the skills of a lawyer, legal education must be able to create multidisciplinary methods for developing the personality and intellectual capacity to grasp society and the human condition in a changing socio-economic environment (Islam, 1992). Legal education should strive to turn students into competent lawyers with practical skills. To make legal education more current, trustworthy, and realistic, the focus must be on multidisciplinary legal education. If it is helpful, a broad array of subjects may be included in the legal curriculum, from sociology to psychology to archaeology to anthropology to literature. These are the reasons Larry Kramer believed legal education should respond to these changes. It is critical to know the basics of law and to know how to 'think like a lawyer.' Lawyers are the problem-solvers who excel today, especially in the public and commercial sectors, and require skills beyond those taught in the traditional legal curriculum (Kramer, 2006).

## **Analyses of Legal Education in Bangladesh**

Some observers may view things differently, but the quality and manner of legal education in Bangladesh are disappointing. Prevailing legal education does not meet the nation's requirements, which necessitates the overhauling of the system. The only significant change in Bangladesh's legal education after independence occurred when the Dhaka and Rajshahi universities introduced four-year LL.B. (Hons.) and one-year LL.M. degrees in the late 1970s, and these were followed by the Kushtia and Chittagong universities many years later. It benefited the country's legal education, although in a small way and for a small number of people. For most of it, college legal education derived from the Indian legal education system remained unchanged, resulting in legal education being infused with British Indian influences, while there were no changes to the curriculum, teaching style, or the length of the course. There have been more colleges built in the last four decades, but the quality of education has declined. Law faculties at universities are like distinct islands, isolated from one another. Their coordination is less than adequate. A significant number of public colleges have a frigid connection with the surrounding community. Furthermore, the universities do not link with other legal organizations, such as the Court or Bar Council, which is a must. Nowadays, the Bar Council monitors some activities of law schools. These activities are the number of admitted students in the LL.B (Hons.) program in a semester and the number of graduates, which is praiseworthy. Apart from these, no effective collaboration or information sharing was seen between the Bar Council and universities.

Law schools in Bangladesh are seen as another tool of knowledge that keeps its real potential hidden, hindering its impact on the nation's growth. Although Professor Moniruzzaman Miah's 2003 Education Commission for Bangladesh noted sixty-seven law schools in the nation, the reports neglected to highlight that such institutions had failed to promote legal education in the country (Moniruzzaman, 2004). The Law Commission of

Bangladesh published its Final Report on the Review of Legal Education in Bangladesh in 2006. This report was supported by the Canadian International Development Agency (CIDA). The report's primary emphasis was on the issues plaguing Bangladesh's existing legal education system, and it concluded with a set of suggestions for addressing those issues. The research stressed the significance of clinical legal education programmes and a more practical and skills-based legal education. The study also recommended increased collaboration between academic institutions and professional groups to ensure legal education matches professional demands (Law Commission 2006). Here, it is worth noting Dr. Shahdeen Malik. In an article, he makes the argument that in order to provide successful legal education and training, there must be collaboration between academic institutions and professional organizations. He proposes that the clinical legal education model used in North America, in which law students deal with actual clients on real issues while being supervised by practicing lawyers, may be adapted to the environment of Bangladesh (Malik, 2011). However, in order to put such a model into action, enormous resources would be required. These resources would include collaborations between academic institutions and practicing lawyers, in addition to proper finance and infrastructure. In addition, it is important to note that clinical legal education is not a silver bullet that will solve all of the problems that are plaguing legal education in Bangladesh. Although it has the potential to give students useful practical experience, it is nevertheless vital to ensure that students acquire a good theoretical basis in the law and are taught to think critically and ethically. As a result, any attempts made to change the present educational system need to take into consideration a holistic strategy that addresses the educational system as a whole and incorporates both theoretical and practical aspects.

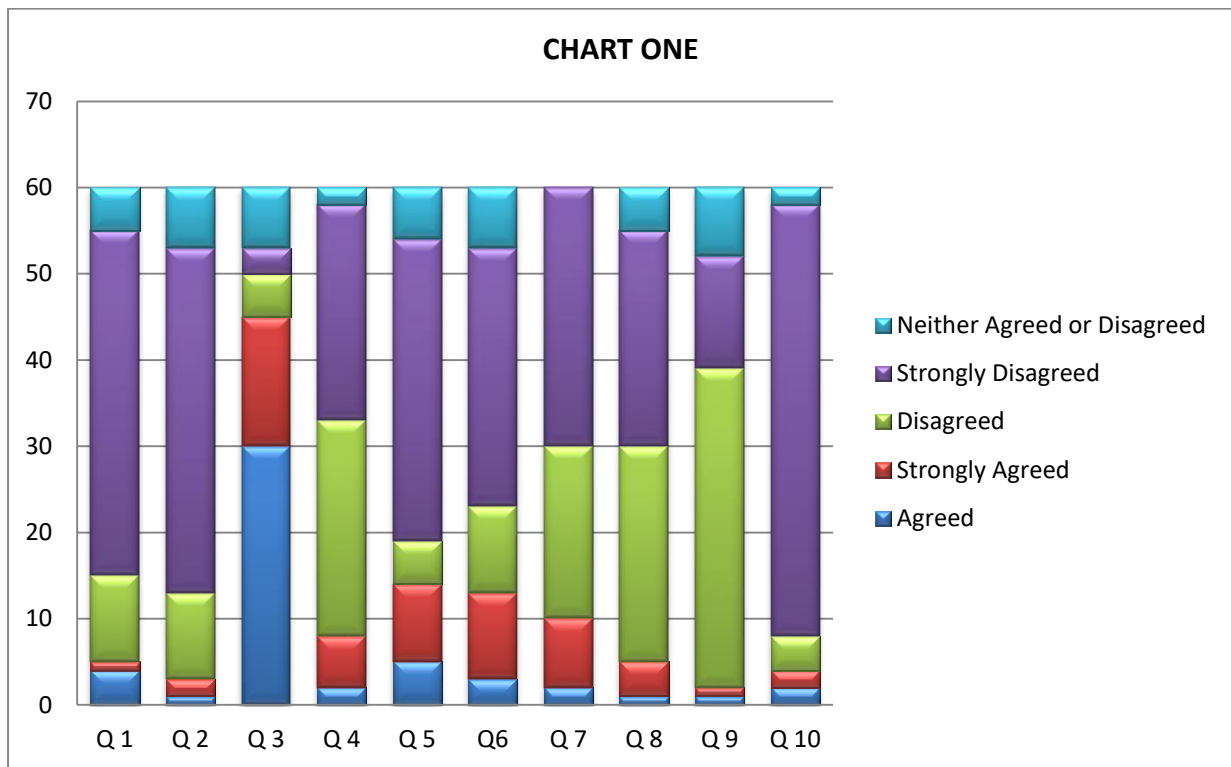
Most libraries at law schools are unable to meet research requirements. The amount and scope of research and publication are still a long way off. Many legal schools have journals that are irregularly published. However, these publications are not on par with global standards.

In comparison to other nations, the salary earned by our country's law teachers is inadequate, and their workload is quite enormous. Mostofa Kamal and Talukder observed this issue as follows-

Law teachers in our country have to feel the self-contentment with the inadequate salary they get to shoulder the cumbersome workload; thirty-eight to forty-four hours normal for full-time lecturers. Instead of engaging oneself in teaching, a law graduate working for 3 to 5 years can make a big amount of money at the end of the month if he practices in the High Court or the other courts. (Kamal & Talukder, 2010)

It must be stressed here that teachers are often the victims of unhealthy confrontations between academics and administration staff in most universities. Promotions are withheld without a valid reason; various types of inquiry committees are formed time and again to harass teaching staff for trivial reasons, which in many circumstances results in decreasing motivation and interest for staying in the legal profession.

Between 2016-2017, we interviewed 30 Lecturers, 20 Senior Lecturers and 10 Assistant Professors from different private universities around Dhaka, Cumilla, and Rajshahi. At the end of our discussion, we handed over questionnaires relating to their workload, salary, option for higher education, research opportunities and fair treatment in employment. We asked them (a) Whether they are receiving enough salary from their institutions to maintain their family? (b) Whether they are receiving a standard wage from their employers? (c) Whether their workload is more than their employment terms? (d) Whether there are accepting payments for extra workload? (e) Whether law schools are allocating time and opportunities for research? (f) Whether their employers publish Research Journals regularly? (g) Whether their employers encourage them to publish research papers? (h) Whether they are promoted in due time with a salary increase? (h) Whether the academic wing of the law school shares a good rapport with the administration wing?



**Source:** The Authors.

**Chart One:** The numeric value of the surveyed data is 60, survey was conducted between 2016-2017. Q1 –represents the data relating to the questionnaire: ‘I am receiving enough salary from my institutions to maintain family’. Q2- represents the data relating to the questionnaire ‘I am receiving a standard salary from my employers’. Q3- represents the data relating to the questionnaire ‘My workload is more than my employment terms.’ Q4- represents the data relating to the questionnaire ‘I am receiving payments for the extra workload.’ Q5- represents the data relating to the questionnaire ‘my employers (Law school) are allocating time and opportunities for research.’ Q6- represents the data relating to the questionnaire ‘My employer (university /Law School) publishes Research Journals regularly’ Q7- represents the data relating to the questionnaire ‘My employers encourage me to publish research papers.’ Q8- represents the data relating to the questionnaire ‘My employers (university /Law School)

promote their employees (teaching staff) in due times with salary increases.’ Q9- represents the data relating to the questionnaire ‘academic wing of my workplace (law school) shares a good rapport with administration wing.’ Q10- represents the data relating to the questionnaire ‘As a teacher I have acquired formal education on ‘Creativity, Innovation, Motivation and new Teaching Methodologies’ (Short Course / Diploma/ Others) from universities or government institutions or online accredited sources.’

The survey data conveys that in response to Q1, 6.67% of the participants Agreed, 1.67% of the participants Strongly Agreed, 16.67% Disagreed, 66.67% Strongly Disagreed, and 8.33% Neither Agreed nor Disagreed. The survey data conveys that in response to Q2, 1.67% of the participants Agreed, 3.33% of the participants Strongly Agreed, 16.67% Disagreed, 66.67% Strongly Disagreed, and 11.67% Neither Agreed nor Disagreed. The survey data conveys that in response to Q3, 50% of the participants Agreed, 25% of the participants Strongly Agreed, 8.33% Disagreed, 5% Strongly Disagreed, and 11.67% Neither Agreed nor Disagreed. The survey data conveys that in response to Q4, 3.33% of the participants Agreed, 10% of the participants Strongly Agreed, 41.67% Disagreed, 41.67% Strongly Disagreed, and 3.33% Neither Agreed nor Disagreed. The survey data conveys that in response to Q5, 8.33% of the participants Agreed, 15% of the participants Strongly Agreed, 8.33% Disagreed, 58.33% Strongly Disagreed, and 10% Neither Agreed nor Disagreed. The survey data conveys that in response to Q6, 5% of the participants Agreed, 16.67% of the participants Strongly Agreed, 16.67% Disagreed, 50% Strongly Disagreed, and 11.67% Neither Agreed nor Disagreed. The survey data conveys that in response to Q7, 3.33% of the participants Agreed, 13.33% of the participants Strongly Agreed, 33.33% Disagreed, 50% Strongly Disagreed, and 0% Neither Agreed nor Disagreed. The survey data conveys that in response to Q8, 1.67% of the participants Agreed, 6.67% of the participants Strongly Agreed, 41.67% Disagreed, 41.67% Strongly Disagreed, and 8.33% Neither Agreed nor Disagreed. The survey data conveys that

in response to Q9, 1.67% of the participants Agreed, 1.67% of the participants Strongly Agreed, 61.67% Disagreed, 21.67% Strongly Disagreed, and 13.33% Neither Agreed nor Disagreed. Q10, 3.33% of the participants Agreed, 3.33% of the participants Strongly Agreed, 6.67% Disagreed, 83.33% Strongly Disagreed, and 3.33% Neither Agreed nor Disagreed.

Students are not receiving the necessary inspiration or training since there is no history of legal scholarship in Bangladesh for law professors. A hefty teaching load and inadequate research facilities cannot be supported. A small number of schools can provide enough full-time faculty members; rest of the teachers are part-timers who are only present on campus during class hours. Most of the teaching staff is mainly comprised of lecturers who lack in training. Most of the country's law departments are overseen by assistant professors, lecturers, and adjunct professors. Lecturers are the majority of a law school faculty, and many law schools place far greater emphasis on recruiting lecturers over professors, associate professors, and assistant professors, disregarding the requirements of teaching competence to save money. Practicing in the Court is preferred over becoming a teacher because of this. Thus, brilliant students are reluctant to become involved in teaching law.

Although there are no particular licences or certifications for law teachers, most institutions are only interested in recruiting academics who earned excellent academic grades and passed the bar council test. A law teacher must have practical experience with ICT in education and understand how to develop students' soft skills and critical thinking. He must understand how to increase motivation, set classroom norms, communicate, monitor, build rapport, integrate pair and group work, and evaluate complex skills via interactive and engaging activities. Due to a lack of professional training, teachers often fail to satisfy students' requirements and maximise their learning potential. The majority of legal educators struggle to devise inventive techniques to enhance learning and assist their pupils. They get little

knowledge about legal lectures or transferring practical skills throughout their work as a law teacher. In Bangladesh, law teachers are not exposed to research, ideas, and models that serve as a basis for teaching and studying law. They are not informed about the psychology and features of adult learners, nor are they instructed on how to adapt teaching techniques to reflect such qualities. Formal education is essential for law teachers, which undoubtedly turns them into excellent educators equipped with proper methodological skills. It is suggested that universities may improvise a way to compel law teachers to participate in a mid-career development programme (on teaching) as a condition of professional progression. Universities already offer UGC-sponsored short courses and workshop sessions on teaching methods via IQAC, but long-term training programs for teachers are to be initiated to ensure quality education. Intensive training programmes for law teachers on teaching skills may have a transformative effect on the whole future of the legal profession since the legal profession is highly dependent on the students who graduate from these law schools in the long run

In Bangladesh, the current approach to teaching law is unclear. For instance, from the looks of things, the general methods, policies, and practices used in Bangladesh law schools (especially when it comes to teaching, grading, and the rest) appear to have an assortment of significant disadvantages. These adverse outcomes significantly impact students' well-being and emotional maturity, impairing their ethics and content in life and work. Mainly because of the formative nature of law school, these impacts are reflected in its students. A functional incongruence is also apparent in the policies and practices of law schools.

In most universities for legal education, the lecture method is,

universally emphasizing the hackneyed system of presentation and verbal analysis of the rules and doctrine. Hardly attention is paid to the policies that explain rules or the social, economic, or political circumstances that influence and often shape the legal

system. As the system deals primarily with the abstract, the students must learn to evaluate concrete situations in light of the abstract norms. (Kamal & Talukder, 2010)

The preceding statement is affirmed in the Law Commission's final report on Legal Education. While certain university law faculties have made sporadic efforts to make teaching more practice-oriented, the technique in other universities, and, of course, in colleges, has remained mainly lecture-based. Occasionally, teachers try to make classes more participatory by using the Socratic Method and case studies, albeit within the confines of a 45-minute lecture. Even though lectures using Socratic and case-study methods are not relevant and helpful, law schools prefer to follow the old teaching rules. As a result, students fail to retain the essential skills for their professional lives. Modern teaching methodologies and methods do not support this kind of conventional instruction; which Calamander has coined the "Charlatan's Method." Calamander said that this method entails the lecturer speaking alone for an hour on his topic without any regard for whether his pupils are paying attention.

As a result of this teaching approach, a student passes the course with a minimum level of understanding. Fricke called this method of teaching the 'Banking Method of Education.' Paulo Freire describes the 'Banking Concept of Education' as a method of teaching where- [t]he teacher talks about reality as if it were motionless, static, compartmentalised and predictable. Alternatively, else he expounds on a topic completely alien to the existential experience of students. His task is to 'fill' the students with the contents of his narration – contents detached from reality, disconnected from the totality that engendered them and could give them significance...Education ...becomes an act of depositing, in which the students are depositaries, and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and make 'deposit' which the students patiently receive, memorise and repeat. (Freire, 1974)

The teacher's role in the Banking Method is to provide the pupils with the study material. Education becomes a depositing mission in this approach, with students serving as depositories and the teacher acting as the passionate depositor. This is a teacher-centred approach in which the teacher and the student have no contact. The instructor prescribes to the students what and how they should learn. The practice makes students lose their confidence to raise questions in class and become less critical when analyzing legal problems. This instructional strategy is based on the oppressor-oppressed paradigm, in which teachers are the oppressors and students are the oppressed (Sheldon & Krieger, 2007). However, some advances have been achieved in recent years. For example, a few law schools are starting to provide more practical, less repetitious courses to teach procedural law via trial simulation (Colton, 1994). Furthermore, at certain institutions, even students are required to present a formal graduate thesis. The undergraduate thesis is a methodical synthesis and application of the information gained throughout undergraduate education. It is a critical connection in the development of creative practice ability and entrepreneurial spirit in students. It is very important in terms of the development of law students' overall capacity and quality of education. The quality of undergraduate theses has been steadily decreasing for a variety of reasons, and a discussion over the need for an undergraduate thesis has emerged in the education sector. It is necessary to enhance the quality and procedure of undergraduate thesis writing. The proposal, subject selection, guidance, defence, and summary are all aspects of the graduation thesis process that revolve around teaching management. Students do their thesis work under the supervision of a teacher who is overburdened with work. Students work on their graduation thesis in a 'passive' condition, with reluctance. The thesis supervisor (course teacher) is the first person responsible for the quality of the thesis. The teacher is accountable for the quality of the student's thesis, and he should act as a mentor for the student's scientific research abilities and must set a good example, such as by eliminating academic misconduct

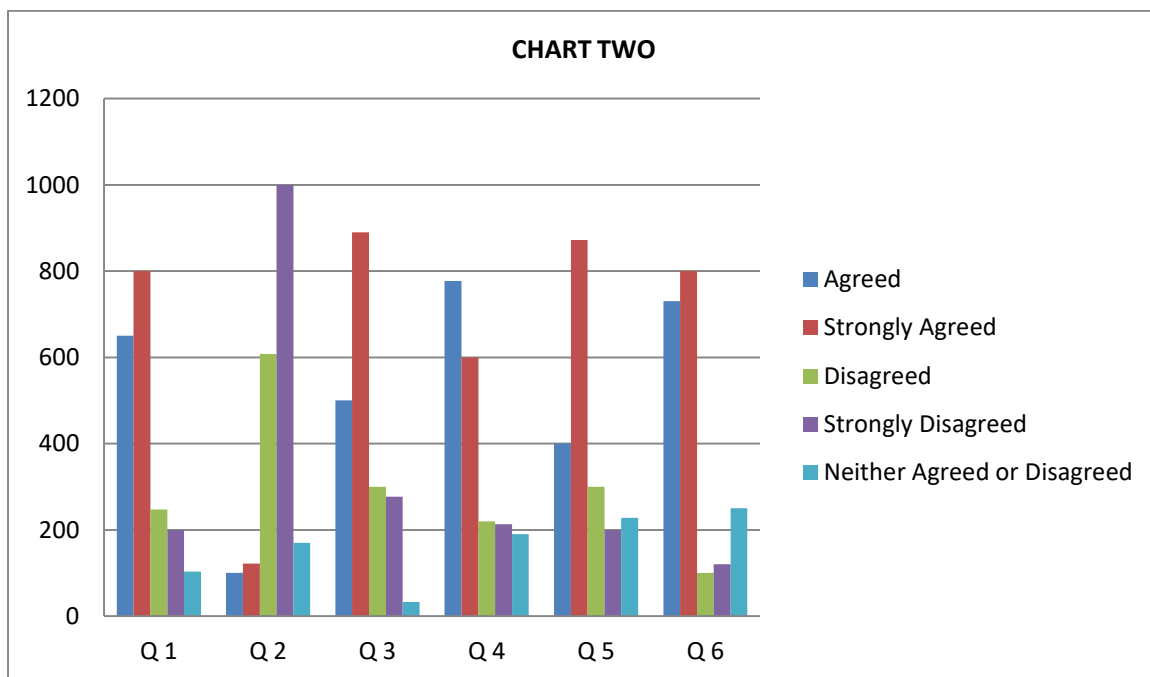
and executing the guidance responsibility system. A teacher in our educational system is tasked with supervising 15 theses, among other duties. He is having a tough time guiding all 15 pupils. Further, law school does not have a budget for instructors or research materials. Even many law schools do not provide any print material for teachers engaged in research projects and academic activities. Furthermore, students are given not more than 10 days to finalise all the procedures of the dissertation including the submission of the thesis. Which is unreasonable and also a violation of the professional code of practice. Most law schools do not have online research facilities, even law libraries are in fragile condition. Lack of supervision is an event in the process of a dissertation thesis. The purpose of supervision is to improve teaching and learning. Inadequate teacher preparation, poor student attitudes toward law schools, and an inauspicious environment may all arise from a lack of monitoring.

Although the characters, objectives, and institutional advantages of university legal education distinguish it as being of higher quality than law colleges, both university and college legal education suffer from deficiencies in the curriculum and methodology of teaching, both falling short of the standards that we have mentioned and intend to elaborate on in the ensuing paragraph in this article. With the required proposed changes, the faculties may be dragged up to the standards that have been desired for a long time. However, to adapt and implement the proposed reforms, significant structural and systemic adjustments would be required at the law schools.

“For greater benefit of the students, it will be necessary to redesign the whole educational system to create a coherent and integrated learning and teaching system. Let us now examine the scenario in the classroom. To a certain degree, the activities that are assigned to students in a different classroom setting are terrible for them since they do not provide opportunities for the students to use their creative faculties. Very conventional subject matters are taught. Tutorials are provided as a matter of tradition;

students are required to write papers on certain subjects rather than studying the many areas of law on their own; seminars are conducted on occasion, but their frequency is very limited and does not ensure high-quality research”. (Kamal & Talukder, 2010)

In the present day, law teachers are required to do research and write. At least, there are a large number of them. Law professors frequently decide to pursue academic jobs because they like to study and write. Many teachers in the present system have conflicting motives. A lack of motivation is there, but a lack of interest is persistently visible. We have surveyed the inclusion of modern subjects in the law school syllabus among the law students of eight (8) universities during 2015-2019. Two thousand students from different private and public universities took part in the survey. The outcome of the survey is represented in Chart Two.

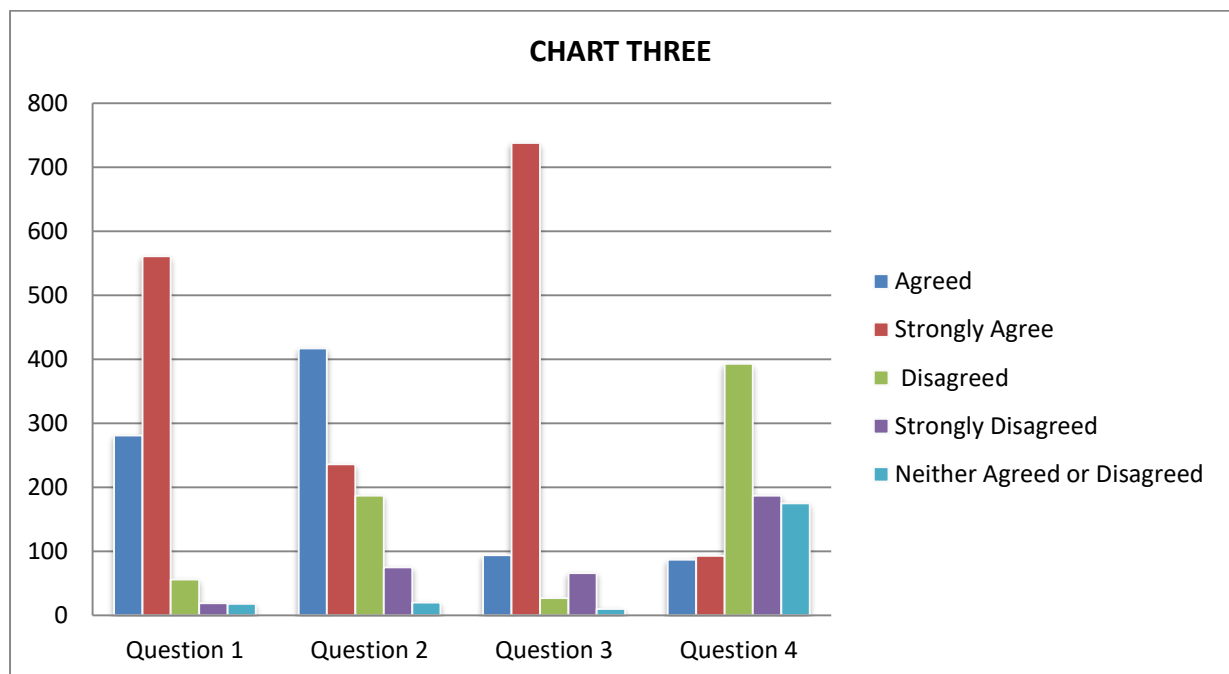


**Source:** The Authors.

**Chart Two:** Numeric value of surveyed data in 2000. Q1- represents the data relating to the questionnaire ‘modern teaching methods and the introduction of contemporary practice-

oriented subjects is necessary for the development of legal professionals in Bangladesh'. Q2- represents the data relating to the questionnaire 'I am happy with my present curriculum and learning outcome'. Q3- represents the data relating to the questionnaire 'I want to see a change in teaching techniques and appointment process of teachers for better learning outcome'. Q4- represents the data relating to the questionnaire 'Online and offline legal research must be facilitated in the law schools for better educational outcome'. Q5- represents the data relating to the questionnaire 'unavailability of proper Text Book forces students to read statute books which diminishes the quality of education in the legal sector.' Q6- represents the data relating to the questionnaire 'in the absence of a proper Text Book, teachers often prescribe Indian Law Books which have nearly similar legal provisions, but these books are divorced from the legal reality that exists in Bangladesh, which hinders the capacity of a law student to practice in court.' The survey data conveys that in response to Q1, 32.5% of the participants Agreed, 40% of the participants Strongly Agreed, 12.35% Disagreed, 10% Strongly Disagreed, and 5.15% Neither Agreed nor Disagreed. The survey data conveys that in response to Q2, 5% of the participants Agreed, 6.1% of the participants Strongly Agreed, 30.4% Disagreed, 50% Strongly Disagreed, and 8.5% Neither Agreed nor Disagreed. The survey data conveys that in response to Q3, 25% of the participants Agreed, 44% of the participants Strongly Agreed, 15% Disagreed, 13.85% Strongly Disagreed, and 1.65% Neither Agreed nor Disagreed. The survey data conveys that in response to Q4, 38.85% of the participants Agreed, 30% of the participants Strongly Agreed, 11% Disagreed, 10.65% Strongly Disagreed, and 9.5% Neither Agreed nor Disagreed. The survey data conveys that in response to Q5, 20% of the participants Agreed, 43.6% of the participants Strongly Agreed, 15% Disagreed, 10% Strongly Disagreed, and 11.4% Neither Agreed nor Disagreed. The survey data conveys that in response to Q6, 36.5% of the participants Agreed, 40% of the participants Strongly Agreed, 5% Disagreed, 6% Strongly Disagreed, and 12.5% Neither Agreed nor Disagreed. The tasks given to students in

various courses are not up to standard since they do not have to maintain a high level of mental commitment to complete their assigned duties. There are tutorials available, and students are given coursework on various subjects, which does not enable them to study many areas independently due to a lack of research tools. Occasionally, seminars take place, which also does not guarantee impeccable research.



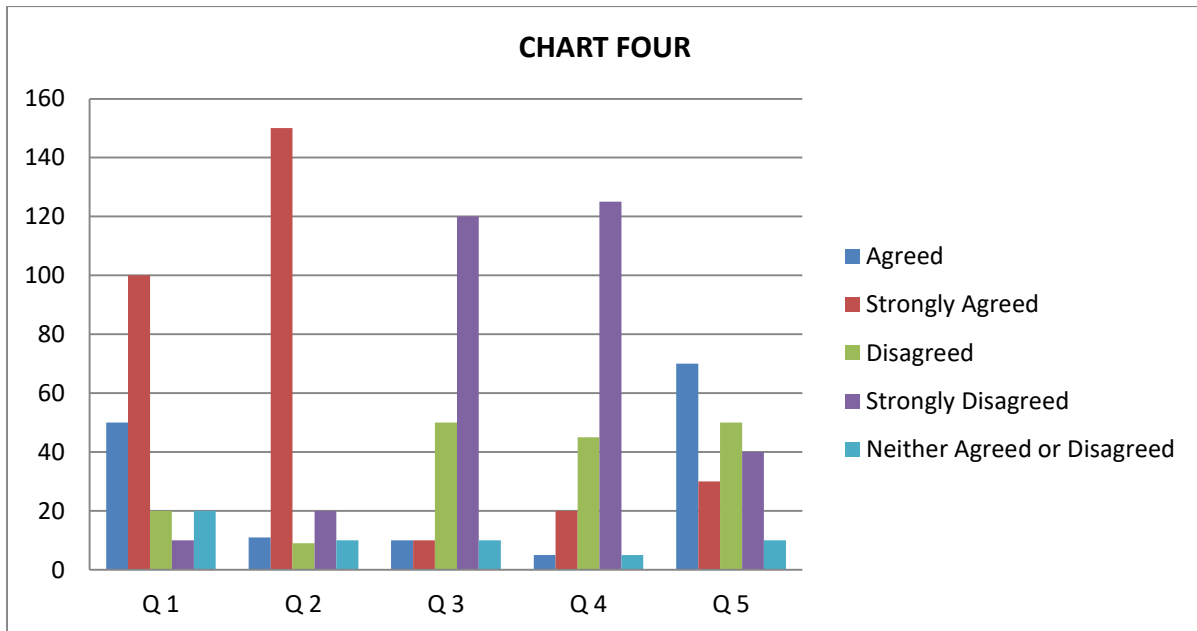
**Source:** The Authors.

**Chart Three:** Numeric value of the surveyed data 935, survey conducted during 2018-2020. Q1 –represents the data relating to the questionnaire ‘Modern teaching methods should be introduced in the classroom’. Q2- represents the data relating to the questionnaire ‘The law school syllabus must be updated.’ Q3- represents the data relating to the questionnaire ‘inclusion of contemporary practice-oriented subjects is necessary.’Q4- represents the data relating to the questionnaire ‘Happy with the current teaching method.’ The survey data conveys that in response to Q1, 30.5% of the participants Agreed, 60% of the participants Strongly Agreed,5.99% Disagreed, 2.03% Strongly Disagreed, and 1.93% Neither Agreed nor

Disagreed. The survey data conveys that in response to Q2, 45.67% of the participants Agreed, 25.24% of the participants Strongly Agreed, 20% Disagreed, 8.02% Strongly Disagreed, and 2.14% Neither Agreed nor Disagreed. The survey data conveys that in response to Q3, 10.5% of the participants Agreed, 78.93% of the participants Strongly Agreed, 2.89% Disagreed, 6.06% Strongly Disagreed, and 1.07% Neither Agreed nor Disagreed. The survey data conveys that in response to Q4, 9.3% of the participants Agreed, 9.95% of the participants Strongly Agreed, 42.03% Disagreed, 20% Strongly Disagreed, and 18.72% Neither Agreed nor Disagreed.

To a large extent, the Langdellian curricular and discipline paradigm still dominates the law school curriculum today, as well as the minds of many generations of educators and practicing lawyers. Imagine just one teacher teaching a class of 50 students with minuscule quantities of one-to-one tutorial-type instruction. Pedagogically, this is a flawed model, but in the 20th century, to some extent, it served its purpose. Law schools need to find a way to evolve and have an updated and efficient curriculum. But our legal schools are not doing anything to improve themselves. A few law schools are trying their best to get out of the flock and do something new for better output. A handful of the advances do not seem to impact other institutions; a few appear to influence other schools in insignificant ways. In light of the long-term history of legal education, it appears that institutional reform has proven to be both sluggish and incremental; but we do believe there is still hope. A survey was conducted between 2017-2018. Two hundred students from different law schools who were at the time studying LL.M. participated in the survey. Most of these students were in their final semester, and some of them were in practice. Students were requested to give an opinion on the issues written below: Q-1 there is a need for a specialised LL.M. course to address the essentiality of the inclusion of modern courses in the curriculum. Q-2 the current curriculum is updated accurately and satisfies the requirements of the student. Q-3 I am happy with the number of

seminars and workshops in my studentship at the Law School. Q-3 Classes are offered through multimedia presentations. Q-4 I am pleased with my teacher’s performance and eloquently updated with the latest developments in my study area. Q-5 I am receiving class notes from my professor and instructions regarding Text Books.



**Source:** The Authors.

**Chart Four:** Numeric value of surveyed data 200, survey conducted between 2017-2018. A questionnaire consisting of a total of five questions was handed over to the subjects after a brief discussion. The survey data conveys that in response to Q1, 25% of the participants Agreed, 50% of the participants Strongly Agreed, 10% Disagreed, 5% Strongly Disagreed, and 10% Neither Agreed nor Disagreed. The survey data conveys that in response to Q2, 5.5% of the participants Agreed, 75% of the participants Strongly Agreed, 4.5% Disagreed, 10% Strongly Disagreed, and 5% Neither Agreed nor Disagreed. The survey data conveys that in response to Q3, 5% of the participants Agreed, 5% of the participants Strongly Agreed, 25% Disagreed, 60% Strongly Disagreed, and 5% Neither Agreed nor Disagreed. The survey data conveys that

in response to Q4, 2.5% of the participants Agreed, 10% of the participants Strongly Agreed, 22.5% Disagreed, 62.5% Strongly Disagreed, and 2.5% Neither Agreed nor Disagreed. The survey data conveys that in response to Q5, 35% of the participants Agreed, 15% of the participants Strongly Agreed, 25% Disagreed, 20% Strongly Disagreed, and 5% Neither Agreed nor Disagreed.

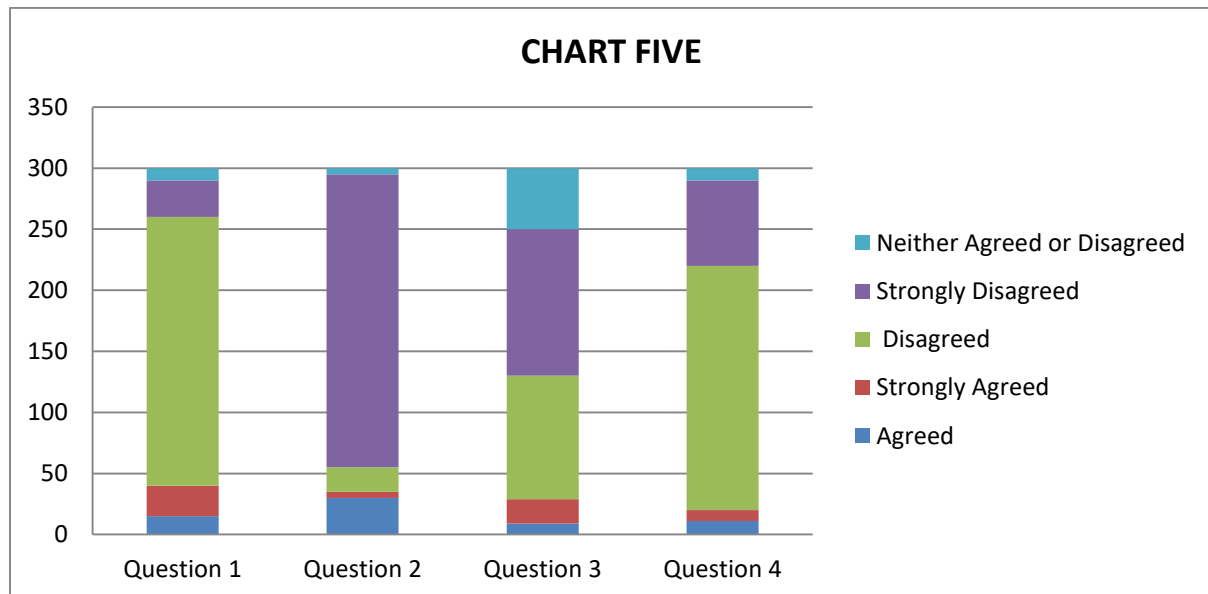
As mentioned earlier, the development of a new generation of lawyers is reliant upon the availability of practical and updated syllabuses. All efforts related to developing new syllabuses should be driven by a single fundamental notion e.g., to integrate existing theory and practice in specific areas of law to fulfil a practitioner's basic need. The curriculum should be evaluated in light of the policies and objectives of legal education. As previously stated, the law schools' curriculum is 'traditional', consisting only of the basic topics. Beyond these basic topics, public universities have selectively included Human Rights, Environmental Law, International Trade Law, Corporate Law, Intellectual Property Law, Administrative Law, and Criminology in their curricula. However, topics such as Information Technology Law, Telecommunication Law, E-Commerce Law, and Medical Jurisprudence have yet to be added. There is a shortage of teachers who are academically specialised in a subject and capable of taking classes in these specialised courses.

Legal education must be founded on the belief that laws and their interpretation and implementation are necessary for the redistribution of national resources and the maximization of social justice and welfare. The inter-disciplinary approach to the study of the law becomes critical at this point. Economic, sociological, historical, and literary studies are all necessary components of the study of law. The way law professors handle their students in the classroom has to alter. The parameters of the curriculum's subject areas should be redefined. When a teacher teaches land law, human rights law may be brought into the frame of reference. Criminal law may be taught from a human rights viewpoint. It is critical to highlight that our

law schools' curricula are often out of date with domestic law changes and the most recent developments in international law, both public and private. This issue requires particular attention. Furthermore, our law schools do not always take an interdisciplinary approach to curriculum design to address the complicated development of contemporary society.

We surveyed 300 lawyers between 2019-2021 in Bangladesh. We handed them a questionnaire consisting of five simple questions. We asked them (a) Are they capable enough to defend a case relating to cybercrime in Cyber Tribunal with the knowledge they received from his graduation courses? (b) Are they capable enough to develop a counter-argument against a post-mortem report with the knowledge he received from their graduation courses? (c) Are they capable enough to defend a client who is a respondent in a case of Intellectual Property Law with the knowledge he received from their graduation courses? (d) Are they satisfied with the outcome of the education they received during graduation? Question (a) was relating to Cyber Law; question (b) was relating to Medical Jurisprudence; and question (c) was relating to IP Law. These questions were asked to acknowledge the fact that the curriculum requires an update. The subjects mentioned above are contemporary and highly demanded in recent times. Question (d) was asked to extract the level of satisfaction of the graduate practicing in the legal arena. Most of the participants of the survey conveyed that they would have welcomed more chances to exercise their legal abilities on campus in a law clinic before entering the real world; furthermore, they wished for greater multidisciplinary experiences while in law school. These participants did not participate in any clinical law processes during their studentship. Many even did not visit any Law Firm or Court before starting their apprenticeship. These lawyers said that they were very good at memorizing theories that are no longer in widespread usage. Their law school did not teach them how to identify problems and evaluate the situation they were confronted with in professional life. They continued by

stating that they are not always given the practical abilities that they would need in order to put their ideas into practice.



**Source:** The Authors.

**Chart Five:** The numeric value of the surveyed data is 300. Q1- represents the data relating to the questionnaire ‘I am capable enough to defend a case relating to cyber Crime in Cyber Tribunal with the knowledge I have received from my graduation courses’. Q2- represents the data relating to the questionnaire ‘I am capable enough to develop a counter-argument against a post-mortem report with the knowledge I have received from my graduation courses’. Q3- represents the data relating to the questionnaire ‘I am capable enough to defend a client who is a respondent in a case of Intellectual Property Law with the knowledge I have received from graduation courses?’ Q4- represents the data relating to the questionnaire ‘I am satisfied with the outcome of the education I received during graduation.’ The survey data conveys that in response to Q1, 5% of the participants Agreed, 8.33% of the participants Strongly Agreed, 73.33% Disagreed, 10% Strongly Disagreed, and 3.33% Neither Agreed nor Disagreed. The survey data conveys that in response to Q2, 10% of the participants Agreed,

1.67% of the participants Strongly Agreed, 6.67% Disagreed, 80% Strongly Disagreed, and 1.67% Neither Agreed nor Disagreed. The survey data conveys that in response to Q3, 3% of the participants Agreed, 6.67% of the participants Strongly Agreed, 33.67% Disagreed, 40% Strongly Disagreed, and 16.67% Neither Agreed nor Disagreed. The survey data conveys that in response to Q4, 3.67% of the participants Agreed, 3% of the participants Strongly Agreed, 66.67% Disagreed, 23.33% Strongly Disagreed, and 3.33% Neither Agreed nor Disagreed.

It has already been mentioned that the improvement of legal education largely depends on the teacher, who does not have formal education about the assessment and its importance. Mostofa Kamal and Talukder observed this scenario as follows:

Law teachers' oft-times confess that they teach like they were taught. Of course, they have different models of teaching from which to choose. It may be that they choose the teaching style that is most in accord with their personality, or that was most effective for the students. (Kamal & Talukder, 2010)

Quality assessment of student performance in individual classes is limited, and there is practically no longitudinal analysis of student performance outside of individual courses (Wegner, 2009). Law schools neglect practical ways of teaching law, with only a few exceptions. There are almost no tutorial classes available for students to learn new skills. Most public university law teachers are, in fact, on the path to becoming part-time employees at private university law schools ignoring the needs of their students. The current criteria for recruiting law teachers for universities rely heavily on prior academic performance, which often gave birth to controversies. Appointments take place through written and spoken tests, ignoring the efficiency and abilities of a potentially excellent teacher. One concerning trend in recent years that has created more hullabaloo has been the appointment of teachers based on political considerations and nepotism rather than talent. There is no meaningful assessment or

accountability for our teachers, whether they are at universities or colleges. Students evaluate professors in more than a few Bangladeshi universities. However, the effectiveness of this practice is dubious since teachers are not evaluated under standard procedures and guidelines. Often, students do the Teacher Evaluation under the undue influence of teachers, or if students conduct a Teacher Evaluation and correctly evaluate a teacher's performance as unsatisfactory, authority in most circumstances ignores the Teacher Evaluation Report (TER). It does not intervene to cure the defect.

Furthermore, law schools must come forward to improve the preparation of their students for practicing, clarifying, and expanding their educational objectives. The importance of achieving goals was explained by Gregory S. Munro. He asserts that an excellent law school has a well-defined goal, a strategy to accomplish that objective, and the ability and desire to track the progress or failure of the endeavour. Educational institutions must get accurate and complete information on their current performance to maintain clarity of goals, track their efficacy, maintain a relevant curriculum, and provide valuable services to their stakeholders. A law school without a clear goal and the ability to measure student and institutional progress does not have a clear purpose and therefore devolves into a series of activities without coherence. A law school that fails to evaluate a student's performance or accomplishment, as well as the effectiveness of its intended initiatives, provides no verifiable proof of whether their goals have been met (Munro, 2003).

Schools that train future practitioners do not sufficiently educate their students on the art of practicing law because they do not encourage them to become adept at the skills required for effectively doing legal work. Anthony G. Amsterdam agreed with this assessment. He said that legal education fails to cultivate students' ways of thinking because it neglects their critical analysis, planning, and decision-making methods. Institutions emphasise legal education on

reading cases and understanding the law, rather than critical analysis, planning, and decision-making, which are all only ideas until they are applied (Amsterdam, 1987).

Many public and private institutions are attempting to establish a teacher-development program for professors and lecturers to enhance their teaching skills to battle these discouraging conditions. Workshops, seminars, and courses are often offered to these academics. This approach equips the younger academics with essential teaching and assessment tools, making it easier for them to properly instruct and evaluate their students. To rescue legal education from this catastrophic situation, measures must be taken.

### **Recommendations**

From the above discussions and analysis, the authors are recommending the following for initiating a fusion between theoretical knowledge and practical knowledge:

1. Integrating legal education in government policy measures and taking tangible actions to improve the quality of legal education are among the first steps the government should take;
2. Establishing a central regulating authority for legal education in Bangladesh, which would be responsible for managing, monitoring, and supervising legal education. The authority will collaborate with the Bangladesh Bar Council and the University Grants Commission, among other organizations. Furthermore, a legislative structure for establishing a central regulating body should be developed, which would also recommend that the Bangladesh Legal Practitioners and Bar Council Order, 1972, be amended.
3. Forming a legal education committee inside the framework of the University Grants Commission, which includes representatives from law schools, and amending the University Grants Commission Order as required to forward the concept;

4. The duty of developing the course outline would fall on the shoulders of the legal education committee. The theoretical and practical rudiments of legal education should be combined in various ways to ensure that law graduates gain the information, skills, and competence necessary for legal practice and law-related general services in their fields. Practical law teaching should be given more importance alongside theoretical law teaching, with examples of practical teaching including the case study technique, problem question method, moot court and mock trial, clinical legal education, etc. Students would be better prepared to understand the real-world situation of the judicial system if they participated in professional courses. Furthermore, it may assist students in comprehending the basic ideas of law on a more sophisticated level than they would otherwise. As an added benefit, it aids students in acquiring a fundamental knowledge of the legal mechanisms that society uses to settle many of its conflicts. Studies have shown that two-way learning helps students from various backgrounds learn more quickly and accurately and improves their attitudes toward legal school. Simulation—a representation of a real-world phenomenon—can unquestionably contribute to increased professionalism. Besides, just theoretical knowledge is insufficient for achieving optimum professionalism and the intended result. The current legal education system does not provide enough support for practical learning. The majority of law schools in our nation are adamant about not teaching their students in a realistic setting. Moreover, they lack the necessary resources to offer hands-on instruction, such as mock trial rooms and qualified teachers;
5. The government's initiative to organise a mandatory moot court competition among law schools would be beneficial. It would expose students to practical elements of the legal profession while improving their abilities;

6. Basic knowledge of various fields such as ICT, IT, works of literature linked with law, anthropology, sociology, history, geography, economics, political science, and so on could be encompassed in the legal education curriculum to help students better understand people and society. This knowledge would also assist students in critical, analytical, and precise thinking. As a consequence, students will be able to serve their customers better and will be able to draft suitable legislation for the nation as a whole;
7. The curriculum for legal education should constantly evolve. International law, International Commerce, and Intellectual Property related subjects should be included in the curriculum since there is a need at this point. Because, in this era of globalization, international law is critical in preserving the connections between nations all over the globe, it is essential to note that furthermore, international law has become increasingly important in protecting a country's rights and in bringing the country's claims before international courts and tribunals;
8. The legal education curriculum should be affixed with separate courses on ADR, professional legal ethics, the art of legal research etc.;
9. Human rights and gender sensibility, as the most discussed topics of the time, should be included in the curriculum;
10. Students should be encouraged to research the existing problems in the legal system;
11. Legal education could be introduced in college education after S.S.C. so that students can spend more time in the arena of law and learn better;
12. Law clinics could be set up in each law school wherein clinical legal education would be available for the students. In clinical legal education, students would be able to come closer to the real-life scenario as it tends to provide legal services to people;
13. Immediate reform should be brought to college legal education or LL.B. pass course by-

- i. extending the duration of the course from two years to three years wherein emphasis should be given to practical courses;
  - ii. provision for admission tests should be introduced;
  - iii. the number of seats for the students should be limited;
  - iv. a fixed percentage of attendance should be set as mandatory for the students, maybe 60% or 70%;
  - v. full-time well-educated teachers should be appointed;
  - vi. provision for the supervision of the colleges by the legal education committee;
  - vii. provision for adequate infrastructural facilities like classrooms, libraries, books, computers etc.;
14. Government law colleges should be established as a model and standard for college legal education;
15. Problem questions should be asked along with the essay-type questions so that students can increase their analytical abilities;
16. The bilingual character of the medium of instruction for legal education should be preserved, but the emphasis should be given to English;
17. A unique syllabus should be introduced for all the law schools so that law graduates with a certain range of quality can come out;
18. The students should evaluate teachers at the end of the courses, and institutional accountability for the teachers should be adequately maintained;
19. In our legal education system, 'treating pupils unequally' is a major source of contention. It is a common practice in our law schools that the meritorious students and those who are economically and socially upper class in society are given privileges, which causes a feeling of deprivation among the other students. Teachers have an extremely significant role to play in the elimination of this disparity. In the class,

teachers should not only interact with the meritorious student but with others too. Moreover, teachers should summon all the students to clear their doubts instead of calling them individually. Furthermore, teachers can also instruct the students to ask their queries through e-mails, and the teachers can respond to those e-mails individually;

20. The government may introduce training courses for the teachers of the law schools so that they can produce successful law graduates to serve the country better.
21. The seminar is one of the additional tools on which we place particular attention. By seminar, we refer to a relatively small group of professors and students who are engaged in problem-solving via creative analysis and investigation. In order to achieve the stated goals of our curricular reconstruction, it is necessary to replenish seminar content with relevant material. The seminar's unique benefits are widely recognised. Seminars' intense work develops abilities such as collaboration and information presentation. The seminar format is particularly conducive to discovering new issues and the careful investigation of new sources and even new abilities that are peripheral to the core machinery of procedural issues with which the student does not get acquainted in the classroom. Seminar work should be encouraged at future law schools since the authors, like many reformers of the law school curriculum, believe that seminars can enormously impact law students by teaching them to think ingeniously and helping them analyse problems creatively.
22. If seminars can evolve into research centres, then it will be very beneficial. There are many benefits to transforming the seminar into an institution, even if just in name. Research fellows, who dedicate the majority of their time for a number of years to study in a certain area, may be recruited to serve on such seminar-institute staff in addition to professors from law schools and other departments of universities. These fellows

should be drawn from the normal teaching faculty of law schools, individuals who can devote a year or more to a productive contribution to law and policy literature. In some instances, law school graduates with little interest in teaching but a strong talent for basic research may be eligible for fellowships.

23. When it comes to supporting successful student learning, theoretical education will not suffice. Different practical activities, such as SPS (small practice sessions), may perform wonders in terms of boosting students' self-confidence and expanding their knowledge via close interaction between students and instructors. Mock trials, negotiation and mediation sessions, and other courses provide a diverse range of pretty similar options to the actual world. It allows students to make mistakes during a session without causing harm to the client's interests, and it provides immediate feedback to allow them to rectify a wrong action. Increasing students' exposure to real-world situations can take many forms, from something as simple as requiring them to observe judicial or administrative proceedings related to their subject matter to something as complex as coordinating a course with an on-campus clinic in which they are responsible for providing legal services to clients. The multidisciplinary approach to legal education may help students better understand the law and the world around them.
24. There were many law school students (who participated in our survey) who complained about the size of their courses. Instruction in large classrooms become extremely challenging with limited resources, and extra time is devoted to disciplining students instead of teaching and learning. A class that is made up of smaller numbers of students is beneficial to all learners. When class sizes are too large, learners often lose concentration on the work at hand since teaching is geared toward the class as a whole rather than toward individual students. Gradually reducing class numbers gives students an advantage in school, particularly in subjects like reading and science.

## **Conclusion**

The economic crisis of 2019-2021 has put the legal profession under unprecedented strain. The present recession is expected to last longer and be more intense than any prior recession in terms of length and severity. As a result, the legal profession is venturing into new territory. Furthermore, during the past thirty years, the expense of legal education has risen significantly. Tuition is expected to increase as the financial crisis takes hold. Almost every private law school in the nation is experiencing a substantial income loss due to the unavailability of public funds, decreasing admission, and the COVID-19 crisis. Having the right students in their courses will become more challenging as the application pool shrinks. To meet this challenge, law schools will need to find out how to make their graduates more competitive for the future job market while keeping the cost of legal education as low as possible. The combination of low cost and high quality will be most appealing. Because the employment market favours candidates with practical experience, so law schools that can provide skills and education at a reasonable cost will be rewarded. The current economic downturn provides a once-in-a-lifetime chance for legal education to realign its objectives. Law schools will need to find innovative methods to educate students in practical skills rather than utilizing student money to support full-time academics and subsidizing other programs of universities. Only then will educational institutions be able to retain a competent pool of students and produce qualitative output.

As we said in the preceding paragraph, the lack of appropriate interpretations of education quality and adequate evaluation methods hinders Bangladesh's higher education institutions. Student input is deliberately ignored in the process of reform. A lack of academic autonomy, limited academic and research resources, a lack of faculty motivation, and a low faculty salary rate worsen the system. Thus, student output is impeded. Therefore, students'

knowledge should be supplemented with appropriate texts in Sociology, Anthropology, global literature, and other related fields. In addition, students' moral foundations should be strengthened by instilling a strong sense of ethical conduct in the classroom. The suggestions made in this article will assist scholars in reconstructing their perspectives and students in their efforts to change the current legal education system. The suggestions provided in this article will aid academics in their attempts to rebuild their perspectives and students in their efforts to alter the current legal education system. It is intended to bring together an academic curriculum, a career path, and a professional network. As a result, future students will benefit from a new employment opportunity that will enable them to go further in their professional careers.

### **Limitation**

A further empirical, multidisciplinary, and comparative study is required to address the problems mentioned in the preceding paragraphs. Taking into consideration the requirements of this area, law school Deans and other academics should advocate for the establishment of an institution to conduct high-quality, interdisciplinary research on legal education, and the students would undoubtedly profit from this.

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