



Government of India  
**Ministry of Law and Justice**  
*(Department of Justice)*



**Global Practices in Continuing Legal Education:  
Emerging Platforms for Professional Development  
of Advocates**



*Centre of Excellence in Public Policy and Government*  
**Indian Institute of Management Kashipur**  
Kashipur 244713 Uttarakhand

## About this report

This report is the outcome of a research project funded by Department of Justice, Ministry of Law and Justice, Government of India under the Plan Scheme for Action Research and Studies on Judicial Reforms to promote research and studies on the issues related to the National Mission for Justice Delivery and Legal Reforms.

## About the Action Research and Studies on Judicial Reforms

Under the Scheme for Action Research and Studies on Judicial Reforms, financial assistance is provided for undertaking action research (evaluation / monitoring studies, organizing seminars conferences / workshops, capacity building for research and monitoring activities, publication of report/material promotion of innovative programmes / activities in the areas of Justice Delivery, Legal Research and Judicial Reforms. The objectives of the scheme are to promote research and studies on the issues related to the National Mission for Justice Delivery and Legal Reforms being implemented by the Department of Justice.

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# **Global Practices in Continuing Legal Education: Emerging Platforms for Professional Development of Advocates**

## **FINAL PROJECT REPORT**

*(Under the Scheme for Action Research and Studies on Judicial Reforms)*

Submitted to:

**Ministry of Law and Justice**  
Government of India



*Centre of Excellence in Public Policy and Government*  
**Indian Institute of Management Kashipur**  
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## FOREWORD

Indian Institute of Management Kashipur endeavours to serve society, governments, industry and academia by supporting scholarly research, policy studies and programme evaluation. The Centre of Excellence on Public Policy and Government (COEPPG) is set up by the institute as a platform to serve as a bridge between policymakers, government agencies, civil society, industry and academia.

I am happy that the Centre, with funding from the Department of Justice, Ministry of Law and Justice, Government of India, could undertake a study of the diverse and alternative models of Continuing Legal Education (CLE) to examine the potentials of Massive Open Online Courses (MOOC) platforms for the lifelong professional development of advocates in India.

We sincerely thank the Department of Justice, Ministry of Law and Justice, Government of India and its officials for giving us this opportunity to work on this important national project. The outcome of this study, I am sure, will provide all concerned with crucial insights into performance evaluation processes in the judiciary.

I would like to thank Prof K M Baharul Islam, Principal Investigator and his team for their commitment and dedication to this project.

Prof Kulbhusan Balooni  
Director, IIM Kashipur

## PREFACE

For lawyers, legal education is invariably seen as a pre-qualification for getting a licence to practice in India. The idea of ‘continuing’ legal education or periodical updating of professional knowledge is almost absent among lawyers except for a few self-motivated ones. Ironically, the legal profession is a very dynamic field where laws and their applications change every day. A lawyer needs to be aware of those changes to serve their clients successfully. A systematic approach to Continuing Legal Education (CLE) linked the professional licencing standards, as prevalent in many parts of the world, would perhaps go a long way to enhance professionalism among lawyers and improve their performance and legal service quality. In an ever-changing world of work, the legal services rendered by the Advocates requires a level of competence that can only be gained by ‘continuing’ to upgrade the knowledge and skillsets of the lawyers. Specific specialisations say in an area like environmental laws, are also an increasingly sought after value addition to the Advocates as more and more such cases will be brought by clients. In the present day scenario, there is a need for such specialisations in particular fields of law.

These were the thoughts that propelled us to undertake this project with support from the Ministry of Law & Justice, Government of India. We found that it is going to a collaborative mission for all the major stakeholders – lawyers, judges, the Bar Council of India (BCI), Bar Association, governments, law colleges, universities to provide a seamless flow of opportunities to offer to continue professional legal education in the country. The BCI and the academia and the bar members can join hands to provide continuing legal education to the Advocates to make them enriched professionals who will be more competent and ethical practitioners.

It is indeed praiseworthy to note that some of the national law universities in India have already started to offer many such CLE programmes. They offer various paralegal and legal education programmes, particularly in the field of new emerging areas like Cyber laws, Intellectual Property etc. However, attending such regular programmes is very difficult for practising lawyers. Hence, such CLE courses must be delivered online through various Massive Open Online Courses (MOOC), an emerging model for delivering CLE online to any person who wants to take a course, with no compulsion to leave regular practice in court be physically present in a classroom.

Continuing Legal Education is mostly considered as a minimum requirement to renew a lawyer’s practising licence in many countries, such as in United States, United Kingdom, Canada, Australia, to name a few. In most of these places, a stipulated number of CLE hours must be completed within a specific period of years to maintain one’s practising authorisation. We discussed these issues with a wide set of stakeholders both in cities and sub-urban areas to find out how they see the idea of CLE and their response towards technology-mediated CLE platforms like MOOC / Online CLE Course. This report will present the study results, recommend a course of action, and list online CLE programmes available today.

We hope the Government will find this study useful.



**Prof K M Baharul Islam**  
**Principal Investigator**

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At the very outset, let us put on record that we are indebted to the Ministry of Law & Justice, Government of India, for sanctioning this action research project to IIM Kashipur.

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**ABBREVIATIONS USED**

<b>ABA</b>	American Bar Association
<b>ACLEA</b>	Association for Continuing Legal Education
<b>BCI</b>	Bar Council of India
<b>BSB</b>	Bar Standards Board
<b>CFR</b>	Code of Federal Regulations
<b>CL</b>	Common-Law
<b>CLE</b>	Continuing Legal Education
<b>CLEAA</b>	Continuing Legal Education Association of Australasia
<b>CLEreg</b>	Continuing Legal Education Regulators Association
<b>CPD</b>	continuing professional development
<b>IBA</b>	International Bar Association
<b>ILM</b>	International Legal Materials
<b>LCI</b>	Law Commission of India
<b>LL.B</b>	Legum Baccalaureus (Bachelor of Law)
<b>LLM</b>	Legum Magister (Master of Laws)
<b>MCLE</b>	Minimum Continuing Legal Education
<b>MOOC</b>	Massive Open Online Courses
<b>NEP</b>	National Education Policy (2020)
<b>NGO</b>	Non-Governmental Organisation
<b>PDT</b>	Professional Development Training
<b>SCI</b>	Supreme Court Of India
<b>SWAYAM</b>	Study Webs of Active-Learning for Young Aspiring Minds
<b>UGC</b>	University Grants Commission
<b>WIPO</b>	World Intellectual Property Organisation

## BACKGROUND OF THE PROJECT

*Lawyers are always going to be students because the learning doesn't stop in law school. The irony is that when we become lawyers, we not only continue to be students, we simultaneously are teachers."*

*- Michael S. Greco, Former President of the American Bar Association*

In its 184th Report (December 2002) on The Legal Education and Professional Training and Proposals for Amendments to the Advocates Act, 1961 and the University Grants Commission Act, 1956, the Law Commission of India suggested various initiatives for Continuing Legal Education (CLE). On the other hand, the Fifteenth Report of the Parliamentary Committee on Subordinate Legislation (1993-94) also dealt with 'Continuing Legal Education and Restructuring the Law Course'. In many countries of the world, apart from training and Bar examination, there is also a requirement of periodical renewal of the permission to practice granted by the Bar regulatory bodies, including mandatory requirements for attending courses in continuing legal education. However, notwithstanding these recommendations, the sheer number of advocates enrolled in the country, and the massive CLE opportunities needed to serve them is almost unsurmountable by offering face-to-face courses in a handful of universities and law colleges. The present study desires to fill this gap by comparing the global practices and emergence of MOOC as an online phenomenon that incorporates social networking connectivity, the facilitation of an acknowledged expert in a field of study, and a collection of freely accessible online resources. The most significant aspect of a MOOC is that it builds on the dynamic engagement of several hundreds of learners/participants who are self-motivated and self-organised for learning, have prior knowledge and skills, and common interests.

IIM Kashipur sets up the Centre of Excellence in Public Policy and Government to bridge policymakers, government agencies, and professional bodies to support public policy and professional training needs of various sectors addressing some of the most important public policy and governance issues. It combines educational programs with current research, training and advisory services based on thematic public policy analyses. The Centre hosts a diverse team on internal faculty and invited experts (*Fellows*) committed to interdisciplinary public policy research, training and programme development addressing law, standards in professions and good governance.

Professional development is a lifelong process that needs avenues for keeping oneself abreast of the changing professional needs of the profession. In the corporate sectors, functional managers have access to "*Executive Education*" or "*Management Development Programmes*" that the management schools organise. Similar avenues are very limited for advocates in India. Once a lawyer joins the daily professional workload of a lawyer, new or old, it hardly leaves any time for them to go back to school regularly. At this juncture, we see the advent of Massive Open Online Courses (MOOCs) in recent years has generated much interest among all professionals as a tool for universal access to 'specialised' education. These platforms offered by the best of the best universities in the world are also viewed as a continuing need, with education being sought throughout a lifetime. New technologies and the Internet facilitate access to education and the constant training required today, constituting what is known as the learning or educational society (Delors, 1996)<sup>1</sup>.

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<sup>1</sup> Delors J. et al. (1996). *Learning: The treasure within* (often referred to as "the Delors report"). Report of the international

Against this backdrop, the **broad objective** of this project is to:

*Establish a global comparison of the diverse and alternative models of Continuing Legal Education (CLE) and identify and examine the potential Massive Open Online Courses (MOOC) platforms for the lifelong professional development of advocates in India.*

More specifically, the study will have the following **specific objectives**:

1. To undertake a comparative analysis of various models of Continuing Legal Education (CLE) across major countries of the world.
2. To examine the 'self-learning' models of CLE as provided in professional regulations related to the lawyers in major countries of the world.
3. To study the responses of lawyers, educators, regulators and other stakeholders in India to potential Massive Open Online Courses (MOOC) platforms for continuing legal education through a survey.
4. To prepare a *Handbook for Continuing Legal Education* based on the available MOOC platforms like *Coursera, Udacity, edX and Open2Study* based on pre-identified features, methodology and educational approach and design.

**Details of activities:**

1. Setting up the research Team
2. Desk research on CLE and MOCC platforms available, and a comparative analysis
3. Preparation of Survey Questionnaire and pilot test
4. Holding of the Consultations with Bar Council of India and Workshop with stakeholders (Advocates, Academia and Judiciary)
5. Submission of 1st Progress Report
6. Submission of Interim Progress Report
7. Submission of the Final Project Report

## EXECUTIVE SUMMARY

*"Never stop learning; knowledge doubles every fourteen months."  
Anthony J. D'Angelo*

An in-depth analysis of prevalent Massive Open Online Courses (MOOC) models in the United Kingdom, the United States, Canada, France and Australia have led us to conclude that the best-suited model that India can follow is the US model. The need for lawyers to maintain their professional competency is increasing and pressurising itself with time. The practice of law is changing with time; an upgraded skillset and expertise are needed to effectively communicate with clients and address their problems. The Minimum/ Mandatory Continuing Legal Education (MCLE) was designed and passed by the American Bar Association in 1986. Depending upon the jurisdiction, an attorney must spend a minimum of 10 hours or a maximum of 45 hours per reporting period.

Instead of directly adapting the Mandatory Continuing Legal Education Model of the United States, India may begin with the more benign form, say, the *Minimum Continuing Legal Education Model*. In the same direction, India may consider launching a program of one-year duration, requiring lawyers to spend 8 hours a year. As of 2014, MOOC has already been started in India thanks to the initiative taken by the SWAYAM and other central universities.

Although awareness and participation in MOOCs leave more to be desired, the survey shows a positive trend in legal professionals. The increased receptivity of alternative means of legal education ensures that there is a demand for CLE courses. Most participants agreed that MOOCs would be beneficial to the career interests of legal professionals. Courses offering certification or credentials are being especially perceived as an effective way of enhancing one's employability. As a way forward, widespread promotion of MOOCs and pointing its benefits over the long term would be advisable.

### **Recommendations**

1. **Incentivising CLE:** We have found that mandatory stipulation of any CLE to continue practising license like other countries is not preferred by the stakeholders in India. An alternative way to popularise the CLE will be to provide non-monetary incentives to the advocates who complete CLE programmes. It will lead to the voluntary adoption of CLE by advocates in India. A few suggested ways of incentivising CLE may be as follows:

- Public recognition or Award Competitions: Regular legal knowledge and skill-based competitions can be arranged at district, state and national levels by a collaboration between Bar Associations, Bar Council of India and Law colleges/universities.
- Professional Certification: In collaboration with Law colleges/universities, Bar Associations, Legal Publishers, Legal web-portals etc., a set of special professional certification programmes can be launched for the advocates. A list of short term and long term programmes that are available online for CLE certifications

### **2. Promotion of CLE among corporate law professionals**

- *Professional Development Programmes:* Professional development programmes can be recommended to reputed corporate law firms in India. They can work with national law

universities and other reputed law schools to develop such programmes.

- *Award Competitions among Law Firms*: Through collaboration between law firms, universities and Bar association, regular inter-firm completions can be organised to gain public visibility and encourage them to take up CLE programmes.
- *Rankings*: Some competitions recognise strengths among corporate lawyers. More such competitions will drive the practising advocates to gain an additional knowledge base and drive demand for suitable CLE programmes.

**3. Recognising Champions of CLE**: Several unsung heroes in our law colleges, faculties, departments, law universities and bar associations strongly support, propagate and conduct CLE programmes at different levels. Three categories of champions of CLE can be considered: The Institutional Champion, The Individual Champion and those for Lifelong Contribution to CLE.

#### **4. Flexibility of the CLE**

- In tandem with the National Education Policy (NEP) 2020, a multiple entry/exit system (MEES) in legal education can be introduced. Law schools in the country can be invited to develop such customised LLM or even Doctoral programmes that will allow advocates to earn higher education in law while continuing to practice. Such programmes enable them to choose from the full range of modules (certificate courses), incrementally earn credits and finally move towards a higher degree.
- University Grants Commission (UGC) has already allowed students to gain 20% credits in graduate courses from the courses offered under SWAYAM programmes online. Now, it is proposed to be increased to 40%. But only a few Law courses are available under SWAYAM. Law schools can work more intensively with UGC to offer more law course that the advocates can also access as CLE programmes.

#### **An Action Plan: The Way Forward**

- a) A national-level consultation may be organised or facilitated by the Ministry of law and Justice, Government of India, to discuss how 'non-mandatory CLE can be popularised in the country through the active collaboration of all the stakeholders.
- b) A national multi-stakeholder committee – National Committee on Continuing Legal Education – can be set up by the ministry where professional bodies, corporate representatives and law schools can initiate a nationwide CLE advocacy campaign.
- c) CLE can introduce the fast-changing technological environment like computer-assisted case management, drafting and the legal reforms envisaged under emerging applications like Artificial Intelligence (AI) and 5G systems.
- d) CLE can be launched as a national, and it will need at least five years to place CLE in the professional environment. The suggested national-level committee can be entrusted with this task by giving it financial support and a time-bound list of deliverables. Ministry can create this national committee as a platform, identify champions, bring stakeholders together to show the win-win in CLE for all parties.
- e) Regulatory authorities like BCI and UGC should partner in the CLE mission to ensure buy-in from the stakeholders and develop a realistic standard and model implementation framework.

## 1. INTRODUCTION

The development of human resource is one of the top priorities for a developing economy. However, the infrastructural constraints of setting up new learning institutions necessitate the conceptualisation of creative policy solutions aimed at upskilling professionals and jobseekers alike. Technological advancement has emerged as a major disruptor in the jobs market, increasing the chasm between jobseekers with technological know-how on the one hand and those with no such training on the other.

### 1.1. Implications of the Changing Nature of Work

A report, published by the World Bank Group, titled '*The Changing Nature of Work*' (2019), addresses such new-age barriers to professional growth, arguing that children enrolled in primary schools in 2019 are likely to work in fields that are presently not even in existence. To keep pace with the exponential growth of knowledge on a global scale, fuelled by the free exchange of ideas on the internet, governments and policymakers alike are increasingly emphasising harnessing the benefits of technology through a harmonious integration with human capital.

Aside from jobseekers, working professionals too are affected by the information explosion. As economies move from low-skill and medium-skill jobs to high-skill jobs, it becomes imperative for countries to invest in human capital. For professionals falling towards the higher end of the experience spectrum, conventional education or going back to college is certainly not viable. Aside from taking significant time away from their work schedules, such an option is undesirable if the economy grows.

### 1.2 The Advent of MOOCs

In this age of information revolution, thanks to the Internet, Web 2.0 technologies, and user-generated regime, a new concept called *Massive Open Online Courses* (MOOCs), which advances values of openness regarding access to knowledge, has emerged. According to Professor Michael A. Peters MOOC, promotes symmetrical, horizontal peer-learning relationships.<sup>2</sup> Professor Michael A. Peters is of the view that the emergence of MOOCs world over should be seen within the theoretical framework of postindustrial education, distance education and venture capitalism<sup>3</sup>

The MOOCs that are free or low-cost Internet-based courses comprising various disciplines were introduced in 2012, proclaimed the "Year of the MOOC" by The New York Times, covering a large part of the world within a short span. In 2012 the prestigious American universities took the initiative of offering their courses online free of charge. The courses were mainly based on videos, with a large number of participants who were called learners. They "would get feedback only from fellow learners and machine-evaluated quizzes, making it possible for a single professor to reach and teach virtually an unlimited amount of learners."<sup>4</sup>

Some even called this new movement a MOOC "revolution" that would bring unprecedented equality because they make available the best courses from the best teachers at the best universities

<sup>2</sup> Leonard J. Waks, *The Evolution and Evaluation of Massive Open Online Courses*, xi, xii 2016

<sup>3</sup> Leonard J. Waks, *The Evolution and Evaluation of Massive Open Online Courses*, ix 2016

<sup>4</sup> Sarah Porter, *To MOOC or Not to MOOC*, 3-4 2015

to anyone, anywhere, with an Internet connection<sup>5</sup>

MOOCs are considered the product of a long-time experiment with educational technology and online learning, developing new academic approaches suitable for use via technology.<sup>6</sup>

The current operators running MOOCs such as edX, Coursera, Udacity, Udemy, P2Pu, Khan Academy, Open2Study include for-profit and not-for-profit start-ups. Some players have devised the “freemium” model, where most material is provided for free, excluding other services<sup>7</sup> Over the years, MOOCs have spread over countries like Germany, Japan, Australia, United Kingdom, Brazil, New Zealand and China<sup>8</sup>.

The advocates of MOOCs claim that they offer immense opportunities for higher education as they can open up higher education qualifications to many millions of people at a minimal cost or free of cost. On the contrary, sceptics claim that MOOCs are simply the result of overhyping by media moguls who serve the interests of elite institutions to get more and more press coverage. Sarah Porter claims there are elements of truth in both views<sup>9</sup>. Some sceptics argue that MOOCs are a political instrument that is used as a tool to serve the interested parties<sup>10</sup>

MOOCs are said to cover the following components:

- Technology-enhanced learning or e-learning with or without the Internet, including electronic whiteboards and interactive polling systems;
- Courses are designed for a large number of participants;<sup>11</sup>
- Courses are open in terms of place, pace and time;<sup>12</sup>
- Courses are open to all and sundry without entry qualifications;<sup>13</sup>
- Courses can be completed without paying any fee;<sup>14</sup>
- Open educational resources comprising licensed digital content;
- OER making available large amounts of digital content for free use by the public;
- Some courses available to unlimited numbers of participants for free;
- Unlike open educational resource, they are offered within a certain period
- They may also carry an assessment element, including some form of accreditation, not unlike a traditional course<sup>15</sup>.

A report about the situation of MOOC in Europe says that “a 74,7% of the institutions (71,6%) finds it (highly) relevant that ‘Anybody can enter the course, i.e. course is accessible to all people without limitations.’”<sup>16</sup>

In addition to the beneficial components mentioned above, there are several hurdles one may come across in availing MOOCs courses:

<sup>5</sup> Sarah Porter, To MOOC or Not to MOOC, xiii-xiv 2015

<sup>6</sup> Leonard J. Waks, The Evolution and Evaluation of Massive Open Online Courses, x 2016

<sup>7</sup> Sarah Porter, To MOOC or Not to MOOC, xiii-xiv 2015

<sup>8</sup> Leonard J. Waks, The Evolution and Evaluation of Massive Open Online Courses, x 2016

<sup>9</sup> Sarah Porter, To MOOC or Not to MOOC, xiii-xiv 2015

<sup>10</sup> [https://www.openuped.eu/images/docs/Definition\\_Massive\\_Open\\_Online\\_Courses.pdf](https://www.openuped.eu/images/docs/Definition_Massive_Open_Online_Courses.pdf)

<sup>11</sup> Ibid.

<sup>12</sup> Ibid.

<sup>13</sup> Ibid.

<sup>14</sup> Ibid.

<sup>15</sup> Sarah Porter, To MOOC or Not to MOOC, 3-4 2015

<sup>16</sup> [https://www.openuped.eu/images/docs/Definition\\_Massive\\_Open\\_Online\\_Courses.pdf](https://www.openuped.eu/images/docs/Definition_Massive_Open_Online_Courses.pdf)

- Lack of technology skills hinders learning as a wide variety of tools are used in the course.
- For non-native English speakers, non-proficiency in language poses a problem when web conferencing sessions are conducted in English.
- For new learners, the chaotic nature of the MOOC may cause problems.
- Time zone differences, unavailability of others online, lack of technology skills, and social connections may cause others not to participate in or finish a course.
- Unavailability of spare time constraints can create hurdles for adult lifelong learners in professional courses. For example, in a study, it was observed that xMOOCs had significantly higher dropout rates compared to cMOOCs, that is, 85% compared to 40%, respectively.<sup>17</sup>

The course participants in MOOCs are most often referred to as learners. This helps differentiate them from students, a word reserved for persons enrolled in one of the University's accredited educational programmes.

The new format was called massive open online courses, or MOOCs, with massive referring to many simultaneous learners, and open meaning anyone can sign up and join the course free of charge. Being a new and largely unexplored format at the intersection of higher education and technology, it received a healthy proportion of both tech hype and criticism relating to everything from low quality and high retention rates to privacy and protection of learner data.

An advantage of online learning is that it can give you very detailed data about the learners' interaction with the course materials. When looking at learner activity data, an important thing to remember is that learners interact with the course materials in several meaningful ways that are often not aimed at obtaining a certificate. This is especially relevant when looking at retention rates, how many of the learners who sign up for a course end up completing all of it and receiving a certificate.

Given the open nature of this kind of courses, it is not completely straightforward to determine when a person joins a course to complete all assignments and earn a certificate. Is it when you click the "Join for free"-button on the course description page? Or is it when you enter the course room, watch your first video lecture, or do the first graded assignment? A survey of lecturers involved in MOOC production at the University of Copenhagen shows that it has inspired many of them to improve their on-campus teaching. Many have also been inspired to include more online elements in their ordinary teaching. They believe that MOOCs are a good way to improve the quality of education for students at the University of Copenhagen.

Around each MOOC, a large-scale global community of learners is created. This community can be used actively to improve the quality and relevance of education at the university by engaging them in thesis supervision, crowd-sourcing feedback on research and student projects, and global input to campus-based courses. The MOOC format blurs the lines between education and research dissemination, with the thousands of online learners also being consumers of research news. Findings indicate that it is possible to recruit international students via MOOCs but that more data is needed to explore this potential.

The MOOCs also have a great reach outside of the course room. The eight-course descriptions have been shared almost 30 000 times on Facebook and almost 2 000 times on Twitter, and 24 % of all tweets to the University's English Twitter account since the partnership was announced in

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<sup>17</sup> <https://www.ncolr.org/jiol/issues/pdf/13.1.1.pdf>

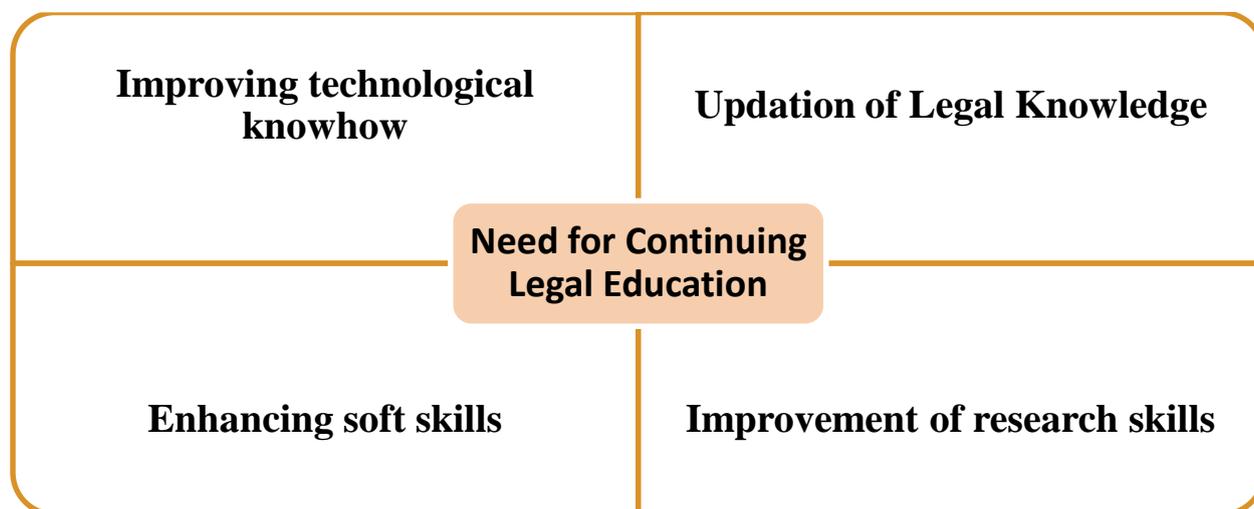
February 2013 have been about Coursera. A survey among University of Copenhagen faculty who lectured on one of the MOOCs found that 75 % was in favour of the idea that the University share educational materials under a license that allows other lecturers, students and the general public to re-use the materials in other contexts<sup>18</sup>.

### 1.3 Policy Considerations

The emergence of online learning environments has caught the attention of policy analysts as a suitable medium for providing skills training to working professionals without compromising quality or taking away time from normal working hours. Such forms of distance learning ensure that a nodal institution, tasked with creating curricula, imparts skills training under required quality standards. Unlike traditional pedagogy involving lectures delivered in classrooms, online courses can be monitored and edited to improve quality standards by supervising institutions.

An option that is increasingly finding mention in the discourse on alternative methods of teaching is MOOC. MOOCs, or Massive Open Online Courses, are online learning tools that shift teaching from conventional classrooms to one's computer, laptop or mobile phone. Such courses are mostly hosted on specific websites. They comprise pre-recorded video lectures, short assessments, quizzes, and a forum where course-takers can raise doubts regarding lessons they have taken.

The course schedule is flexible enough to accommodate working professionals with different work schedules. There is no limit to the number of participants enrolled for a MOOC, and numbers can run into hundreds or even thousands.



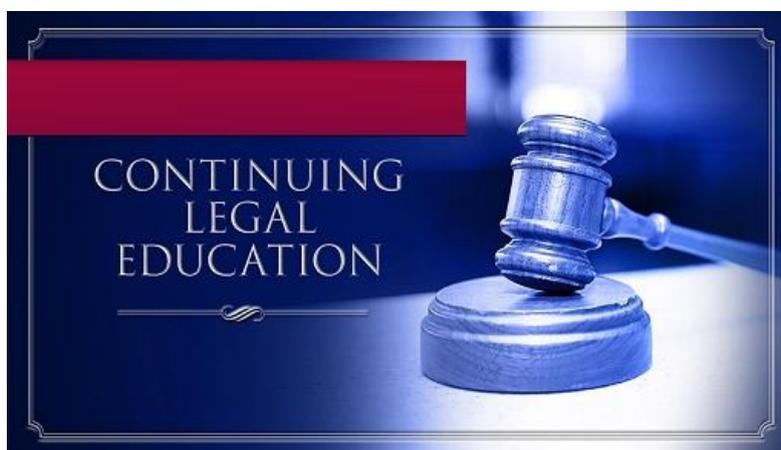
*Figure 1 Need for Continuing Legal Education*

<sup>18</sup> UCPH\_MOOC\_report\_2015

### 1.4 Global Practices in CLE

The legal profession specifically necessitates a life-long commitment to continuing education, be it skill-based, technology-based or constant updating of legal knowledge, because of the ever-evolving and newly emerging statutes, delegated legislation and judicial precedents. The career cycle of a legal professional has to be accompanied by a constant evolution of knowledge, skills and behaviour to earn or maintain standards of competence. Such skills might be directly related to legal subjects, or indirectly related, as in developing soft skills, such as communication, computer proficiency, and management skills. The need for CLE can be broadly categorised into the heads below.

The United States of America, Canada, Australia, the United Kingdom, Germany, France and Italy have mandatory CLE programmes. A brief overview of the CLE programmes in these countries is given below.



- **USA:** In certain United States America states, it is mandatory to enrol in CLE programmes for a period terminating when an attorney attains the age of 65 years. The programme has a mandatory credit requirement of 12 hours to be put in by the attorney annually.
- **Canada:** Canada has a lifelong CPD (Continuing Professional Development) programme, which requires a commitment of 12 hours every year. It is a paid programme and essential for the first five years of practice.
- **Australia:** Regulated by the Law Societies of individual states, the Australian scheme of CLE requires solicitors to attain a minimum of 10 credits. The programme would terminate when a solicitor attains the age of 40 years.
- **UK:** The Solicitors Regulation Authority Board of the United Kingdom mandates a lifelong commitment to CLE, offering a wide range of specialised subjects to contribute to the working knowledge of legal professionals.
- **Europe:** Countries such as Germany, France and Italy require lawyers to undergo training.

## 1.5 Methodology

The project was completed in **four stages**:

1. Desk Research on the global and domestic scenario on CLE and Massive Open Online Courses (MOOC) platforms,
2. Lawyers, Educators and Regulators Survey,
3. Analysis of various prevailing CLE models and self-learning opportunities and related regulatory issues in India and abroad
4. Preparation of an *Advocate's Resource Book* (Lawyers' learning toolkit) for CLE and MOOCs.

This study followed a mixed approach of qualitative and quantitative research methods. The primary comparative analysis of global models on Continuing Legal Education (CLE) and Massive Open Online Courses (MOOC) platforms was based on desk research and qualitative analysis of the CLE/MOOC landscape. It included, wherever necessary, quantitative data from the stakeholder survey that adopted the survey method using the structured questionnaire.

This report is based on primary data collected through surveys and face-to-face interviews. A questionnaire assessing the awareness level regarding MOOCs and methods of imparting MOOCs directed at the target group (legal professionals) has been used to assess the feasibility of an alternative method of formulating CLE policy.

The questionnaire contains both **close-ended questions** (requiring a 'yes' or 'no' answer) and **open-ended questions** (requiring descriptive answers). The survey team has ensured the genuineness of responses by following a blinded interview pattern. Participants are not primed with information or led towards forming any specific opinion before the commencement of the survey.

The analysis of primary data gathered from the survey in this report has been conducted using quantitative and qualitative methods. In this regard, close-ended questions have been used to generate quantifiable analyses, whereas open-ended questions provide the basis for qualitative analyses. The views of some office-bearers of the Bar Council of Delhi were specifically sought to assess the prospective receptivity of bar associations to MOOCs.

## 1.6 Sampling

A total of one hundred (100) participants have been interviewed for the survey. In this survey, quota sampling, judgment sampling, and convenience sampling methods have been used to identify sub-groups (under the group 'legal professionals'). Individuals from the sub-group were then selected based on convenience, willingness to participate in the survey and availability.

The random sampling method will be used in selecting the participants under four criteria/groups: lawyers, educators, and other stakeholders like judges, representatives of law firms etc. (Figure 2). The questionnaire will be sent by email with a link to the online response page as well. Further, to draw qualitative input, semi-structured interviews will be conducted among the participants to draw inferences.

SI No	Affiliation	Number of Survey Participants
1	Legal Academia	15
2	Litigating Advocates	30
3	Office-bearers of the Bar Council of Delhi	3
4	Judges	5
5	Law Firm Associates	14
6	Lawyers (non-litigation)	26
7	Online Legal Education Providers	1
8	Supreme Court Judicial Clerks	2
9	Policy Think Tank Associates	4
	<b>Total</b>	<b>100</b>

Table 1: Overview of the Sample Size

### Affiliation-wise Distribution of the Sample

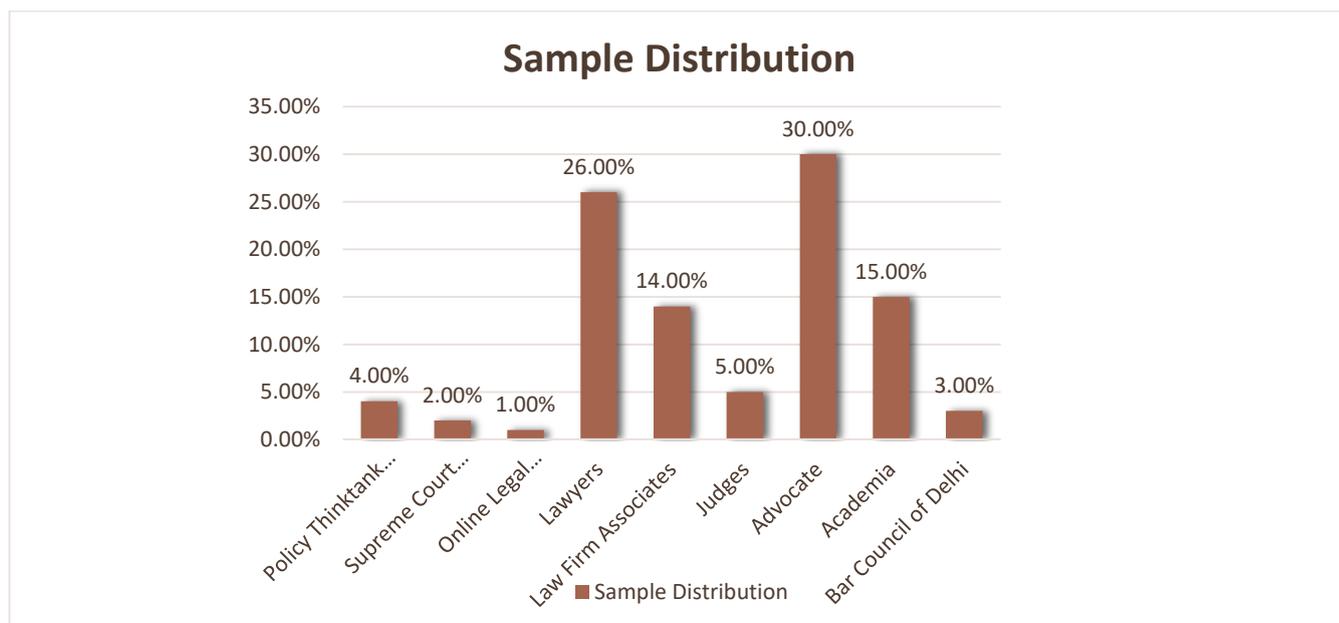
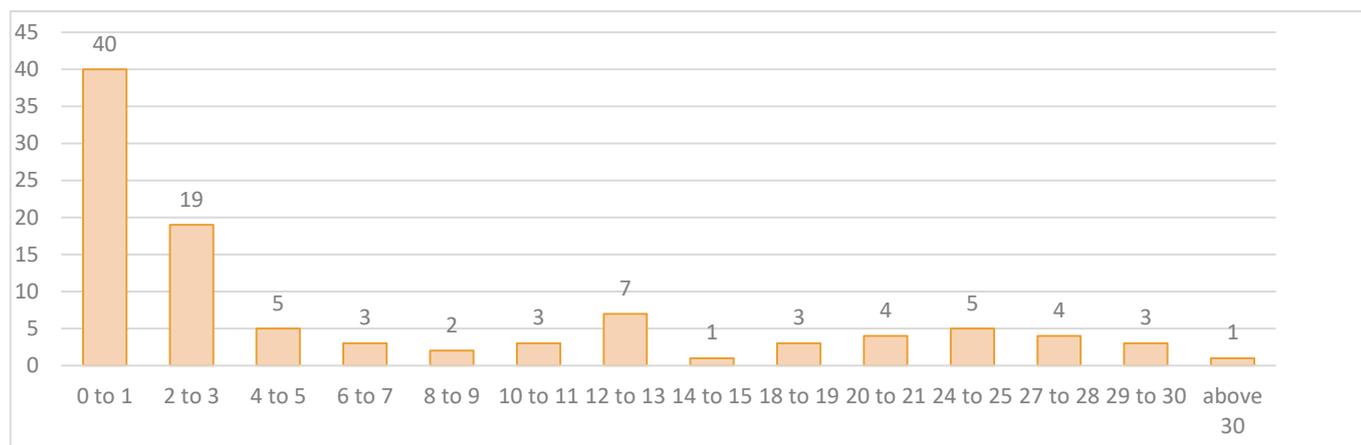


Figure 2 Affiliation-wise sample distribution

Representation from the legal academia has been restricted to faculty members from the institutions listed below.

- National Law University, Delhi
- Campus Law Centre, Delhi University
- Indian Society of International Law
- University School of Law and Legal Studies
- Guru Gobind Singh Indraprastha University
- Faculty of Law, Jamia Millia Islamia

## Experience-wise Distribution of Sample



*Figure 3 Experience wise sample distribution*

The sample also constitutes a representation of legal professionals of diverse age groups and experience bases. A significant portion of the sample is constituted by young professionals (with experience of 1-3 years). Generally speaking, such young professionals were enthusiastic in responding to the survey.

### Interviewing the Judges

In recent years, an additional dimension has been added to this methodological reflection in light of the globalization of the legal context and its effects on the role of courts. The interview method is now also applied in studies concerning the transnational context of judicial decision-making, meaning the context in which international, regional and national law interact. In this article, we will reflect on two main questions related to these developments.

Our experiences with qualitative interviewing show that it is a challenging but also very motivating exercise with a great added value and the potential to enrich legal studies as a complementing method to the classic doctrinal approach. Undoubtedly, no single perspective or methodological approach can reflect a complete picture of the object which is under scrutiny. This is especially true if the object of study concerns a 'moving target', in our projects: to find out how national judges receive and perceive the legal order which is evolving beyond their own state legal system. Still, qualitative interviewing has brought us in the middle of the judicial environment, and has allowed us to learn what it really means to be a judge. It made it possible to identify what and how judges really think, and how they work. It facilitated looking behind the scenes of the formal law and indicating those factors which influence the daily judicial decision-making, which normally would go unnoticed since they cannot be detected by means of purely legal analysis. In our opinion, this approach is particularly valuable in the increasingly internationalized legal context and in light of the related development of 'global' legal scholarship. However, our experiences with interviewing judges show that there are various aspects attached to this method that must be taken into consideration. Indeed, qualitative interviewing comes with a price tag, mostly in the form of ensuring representativeness and overcoming various technical obstacles.

[Source: Urszula Jaremba en Elaine Dr. Mak, 'Interviewing Judges in the Transnational Context', in *Law and Method*, May 2014]

## 2. MINIMUM CONTINUING LEGAL EDUCATION

Continuing Legal Education (CLE), also known as mandatory or Minimum Continuing Legal Education (MCLE) or, in some jurisdictions outside the United States, as continuing professional development, consists of professional education for attorneys after their initial admission to the bar<sup>19</sup>. Continuing Legal Education aimed to improve lawyers' performance, and minimum continuing legal education made it mandatory to improve their performance during their professional career, thus taking away the choice of timing and the amount of education from lawyers. Some Continuing Legal Education providers believe that CLE is effective at improving the practice of law, sharing new developments, ensuring ethical practice, and connecting attorneys with their peers<sup>20</sup>.

However, the mandating of education generates criticism from attorneys. The criticism centres on a debate that boils down to each state asking the perceived value of MCLE and if the perceived value of the mandated education is worth the costs imposed both on an attorney and the state. The debate so far has been argument-driven, with a lack of statistical support to the arguments. This inquiry looks into the attorney discipline system of states recently implementing MCLE requirements to see how MCLE implementation may affect attorney discipline.

This inquiry uses a quantitative approach to determining if MCLE relates to attorney behaviour within a particular state's attorney disciplinary system. The inquiry does this by analysing five states that adopted MCLE between 2000 and 2010. The findings are that after MCLE programs were adopted, there was a decline in the averages of docketed cases and attorney sanctions. The reduction of docketed cases is significant, which indicates that MCLE is a good thing.

It was in the mid-70s that states began making CLE mandatory. This decision to mandate CLE was largely due to growing public distrust of the legal profession attributed to an increased perception of incompetence and corruption in the profession. In a 1973 speech by Chief Justice Warren Burger, he referred to the deteriorating quality of legal representation in our country as a "problem of large scope and profound importance . . . ." Chief Justice Burger stated that a large portion of an attorney's training happens after law school and suggested a system of education in which attorneys could receive post-graduation education by experts who were knowledgeable on recent law developments.

As of the second quarter of 2013, there were forty-five states with MCLE requirements. Julie Fershtman, president of the State Bar of Michigan, in her response to a question about the Michigan survey, said:

A majority favours the status quo. I should also note that despite the consensus that good lawyering requires regular updating of knowledge, no evidence exists that setting up a mandatory system of continuing legal education improves the overall quality of lawyering in a state. Notably, no state requires that lawyers receive a passing score on a test to satisfy their CLE requirements; attendance alone is measured. Given the cost of setting up and administering a mandatory CLE system, the State Bar's thinking to date is that we need more evidence of the pay-off of a mandatory requirement than we've seen thus far.

To argue that MCLE improves attorney competence is a broad proposition because of the lack of consensus on what "competence" actually means. Definitions include substantive legal knowledge,

<sup>19</sup> [https://en.wikipedia.org/wiki/Continuing\\_legal\\_education](https://en.wikipedia.org/wiki/Continuing_legal_education)

<sup>20</sup> [https://www.clereg.org/assets/pdf/CLE\\_Education\\_Initiative.pdf](https://www.clereg.org/assets/pdf/CLE_Education_Initiative.pdf)

practical efficiency, or identifying issues outside of the attorney's competence. However, competence is defined; some CLE courses aim to provide appealing ways to gain credit but provide questionable benefit in terms of knowledge. Many attorneys cite poor quality CLE's as a factor against MCLE regulations. CLE regulators have limited resources to attend and monitor every course for quality and decide the CLE provider's information. Also, those who oppose MCLE point out that despite nearly three decades of MCLE in most states, public perception of attorneys is still very poor.

A common criticism is that MCLE is unnecessary because a successful attorney must, as a necessary cost of doing business, continually educate themselves to maintain up to date knowledge of changes in the law. Making such education mandatory only increases the cost to attorneys who would otherwise obtain the necessary knowledge through research or other independent means as required to represent clients competently. Proponents respond that MCLE is necessary not for the model attorney who follows legal news daily but for the attorney who fails to adequately educate themselves on current legal issues. As one MCLE supporter states, "[t]hose that argues against MCLE sometimes quote the old saying 'You can lead a horse to water, but you can't make it drink.' Maybe not, but if you take the whole herd, most of them are going to have a drink." MCLE has received consistent support from the ABA but many attorneys remain unconvinced of the supposed benefits and complain that MCLEs are merely expensive, busy work. In California's discussion of enacting MCLE, the California state legislature acknowledged a lack of statistical evidence between attorney competence and MCLE. In D.C.'s discussion of enacting MCLE, "[a] District of Columbia task force spent two years examining MCLE issues and published a nearly 200-page report that concluded there is no empirical data to demonstrate that MCLE courses improve competence.

MCLE is a good thing. "Good", meaning that MCLE implementation has a relationship to a reduction in disciplinary statistics. While using attorney discipline is one of the many ways to measure attorney competence, the reduction of docketed cases is indicative that the number of attorneys being found to need an investigation into being fit to practice law decreased after MCLE implementation. This inquiry regarding complaints or sanctions can establish no such indication. While a correlation can be established, the information relating MCLE to attorney discipline is limited. The relationship between MCLE and attorney discipline suffers from a lack of publicly available information. This lack of details comes, in large part, from states preserving confidentiality surrounding the attorney disciplinary process, which varies by state. While there will always be room to argue that the cost of MCLE is not worth the benefit, this inquiry finds that the available information indicates that MCLE is helping to achieve CLE's initial goal: to improve lawyer performance.<sup>21</sup>

"Sec. 2-27A. Minimum Continuing Legal Education: (a) On an annual basis, each attorney admitted in Connecticut shall certify, on the registration form required by Section 2-27 (d), that the attorney has completed in the last calendar year no less than twelve credit hours of appropriate continuing legal education, at least two hours of which shall be in ethics/professionalism. The ethics and professionalism components may be integrated with other courses."

[from "Connecticut Practice Book", issued by the Secretary of the State of the State of Connecticut in the USA]

<sup>21</sup> [https://www.clereg.org/assets/pdf/Is\\_MCLE\\_A\\_Good\\_Thing.pdf](https://www.clereg.org/assets/pdf/Is_MCLE_A_Good_Thing.pdf)

## 2.1 MODELS OF CONTINUING LEGAL EDUCATION

### 2.1.1 UK Model

CLE is mandatory for all lawyers - Barristers and Solicitors - and is commonly referred to as CPD (Continuing Professional Development). CPD compliance is an obligation under the Code of Conduct (para. 202(b)). For newly qualified practitioners (first 3 years of practice): 45 credits per year, including at least nine credits of Advocacy Training and 3 credits of Ethics (the “New Practitioners’ Programme”). For all barristers: 12 credits per year (the “Established Practitioners’ Programme”). Ninety credits for three years. All solicitors and registered European lawyers who are in legal practice or employment in England & Wales, and work 32 hours or more per week, must complete a minimum of 16 credits per year and register their CPD with the Law Society of England & Wales<sup>22</sup>.

#### CPD Providers

The University of Oxford Department for Continuing Education offers two courses in international human rights law, taught by an internationally-recognized faculty and combining academic and practical experience.

The Master’s in International Human Rights Law duration is two academic years, including both online learning<sup>23</sup> and residential summer schools. It is useful for lawyers and human rights workers. The four-week Summer School is meant for those who already possess some knowledge of international human rights law or those that have no such knowledge<sup>24</sup>.

The Institute of Continuing Education of the University of Cambridge offers a three-week course on English law, including legal method through lectures and seminars. The course covers areas such as the evolution, sources and structure of English law. The course includes specific subjects such as precedent, statutory interpretation, the courts’ structure, the legal profession, property, obligations, trusts, labour law, family law, constitutional law, administrative law, civil procedure, criminal procedure, private international law, company law, and the law of torts<sup>25</sup>.

Edinburgh Law School (ranked 4th) of Edinburgh University offers courses including commercial law, banking law, medical law and ethics, legal argumentation, criminal law, constitutional law, human rights, and Diploma in Professional Legal Practice and Trainee. The courses include bespoke in-house and online training<sup>26</sup> Established in 1852, the City Law School (City, University of London) is one of the oldest institutions providing CPD training for the legal profession and other professional sectors.

The City Law School offers bespoke in-house training to organisations throughout the world. The courses are created to support professionals in developing their skills and enhancing their careers. The School also provides a range of specialist public courses which are available for individuals to enrol on.

The School’s training courses and materials are regularly reviewed and revised to ensure that they

<sup>22</sup> <http://www.eccle.eu/european-center-for-continuing-legal-education/>

<sup>23</sup> <https://www.conted.ox.ac.uk/about/mst-in-international-human-rights-law>

<sup>24</sup> <https://www.conted.ox.ac.uk/about/law>

<sup>25</sup> <https://www.ice.cam.ac.uk/course/english-law-and-legal-methods-summer-programme>

<sup>26</sup> [http://www.law.ed.ac.uk/other\\_areas\\_of\\_interest/cpd\\_and\\_consultancy](http://www.law.ed.ac.uk/other_areas_of_interest/cpd_and_consultancy)

are up-to-date with the latest legal developments, thus providing direct access to the latest legal knowledge, skills and thinking in a range of flexible and engaging formats. The School delivers courses at members' premises or host members' delegates at its campuses, including a selection of mock courtrooms and recording suites<sup>27</sup>.

The Faculty of Laws, University College London, offers free public events, including the Current Legal Problems lecture series. The programs are accredited with CPD hours by The Bar Standards Board (BSB) and, in some instances, by other accrediting bodies such as the IPReg (Patent/Trade Mark Attorneys).

The programs are offered to legal professionals to update their knowledge or develop their expertise in a particular field through several flexible and distance-learning options to further their learning, including courses on LLM, notarial Practice, legal practice and public policy<sup>28</sup>. The duration of the non-distant mode LLM level courses ranges from two hours of tuition each week for either 20 week or ten weeks courses<sup>29</sup>. The course regarding notarial Practice, however, is a two-year distance learning course, run on the Faculty Office's behalf by an academic provider, to train candidates in Notarial Practice. The duration of the course designed to focus on the legal and practice issues relating to intellectual property is five days<sup>30</sup>.

The School of Law of the University of Nottingham offers courses covering the latest updates in evidence and practice in law covering international human rights (distance-learning mode)<sup>31</sup>, nature of law, legal process, and rules regarding UNCITRAL, the WTO, the EU and the UK<sup>32</sup> for the development of legal professionals<sup>33</sup>. The School of Law of Cardiff University (See Box) offers masters-level courses accredited by the Bar Standards Board and Solicitors Regulation Authority in a flexible online mode of 10 weeks<sup>34</sup>.

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### Continuing Professional Development in Law at Cardiff University (UK)

The School of Law and Politics offers a Continuing Professional Development (CPD) programme for professionals interested in studying Masters level modules as single units. The CPD Programme is designed for busy professionals already committed to a career path, not necessarily in law, and enables students to pace their studies according to their own professional commitments. The programme offers a flexible study format. CPD modules are accredited by the Bar Standards Council (BSB) and the Solicitors Regulation Authority (SRA). All legal professionals need to keep their generic skills and knowledge up to date and can benefit from participating in the range of CPD activities and resources provided by the School of Law and Politics. All CPD modules are fully verified by the Bar Standards Board and Solicitors Regulation Authority as well as other relevant professional organisations. Modules are open to all legal professionals, but also those from other backgrounds relevant to the modules that they wish to pursue. [Source: <https://www.cardiff.ac.uk>]

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<sup>27</sup> <https://www.city.ac.uk/law/courses/continuing-professional-development>

<sup>28</sup> <https://www.ucl.ac.uk/laws/study/continuing-professional-development>

<sup>29</sup> <https://www.ucl.ac.uk/laws/study/continuing-professional-development/single-masters-level-courses>

<sup>30</sup> <https://www.ucl.ac.uk/laws/study/continuing-professional-development/specialist-cpd-courses>

<sup>31</sup> <https://www.nottingham.ac.uk/pgstudy/courses/law/international-human-rights-law-pgcert.aspx>

<sup>32</sup> <https://www.nottingham.ac.uk/law/study/cpd/executive-programmes/index.aspx>

<sup>33</sup> <https://www.nottingham.ac.uk/law/study/cpd/index.aspx>

<sup>34</sup> <https://www.cardiff.ac.uk/study/postgraduate/taught/courses/standalone-modules/continuing-professional-development-in-law>

### 2.1.2. USA Model

Within the United States of America, the attorneys in many states and territories must complete certain CLE to maintain their U.S. licenses to practice law. No nationwide rules exist within the United States for CLE requirements or accreditation. Instead, each individual jurisdiction (i.e., each state, the District of Columbia, and each territory) exercises discretion on regulating U.S. attorneys, which includes establishing rules for CLE requirements and accreditation. This authority is typically vested in each jurisdiction's Supreme Court and delegated to special CLE commissions or boards.

Nonetheless, various efforts have been made to promote uniformity of CLE programs across US jurisdiction. For example, the American Bar Association (ABA) promulgated a model CLE rule for individual jurisdictions to adopt. Similarly, the Continuing Legal Education Regulators Association (CLEreg) created a uniform CLE application, a uniform CLE attendance certification, and a CLE distance learning glossary. CLE reg also created a CLE guide to assist its members in managing CLE programs.

In US jurisdictions with mandatory CLE requirements, attorneys must typically earn a minimum number of CLE credits (measured in hours) over a set period of years. Also, some of these jurisdictions require a minimum number of CLE credits for specific topics (e.g., ethics, diversity training, elimination of bias, professional responsibility, basic skills, substance abuse, prevention of malpractice, and attorney-client disputes).

US attorneys typically earn CLE credits by completing legal training presented by experienced attorneys. The training may cover both legal theory and practical experiences in legal practice. Competency testing is not usually required for attorneys to earn CLE credits through legal training. Classroom training materials can be extensive and represent the most current and advanced thinking available on a particular legal subject. Frequently, a portion of CLE credits may be earned through reading and other self-study. In recent years, many jurisdictions now allow attorneys to earn CLE credits as part of distance education courses taken online or by listening to the audio download.

Alternatively, experienced attorneys in some jurisdictions, such as New York, may also earn CLE credits for speaking or teaching at accredited CLE programs; for moderating or participating in panel presentations at accredited CLE activities; for teaching law courses at ABA-accredited law schools; for preparing students for and judging law competitions, mock trials and moot court arguments, including those at the high school or college level; for published legal research-based writing; and for providing pro bono legal services.

Legal training or other activities often meet the rules for CLE requirements and accreditation in multiple jurisdictions. In these instances, nothing prohibits attorneys licensed in one or more of these jurisdictions from counting the training or other activities towards fulfilling their CLE credit requirements for each of these jurisdictions. Opportunities for CLE are offered throughout the year by state bar associations, national legal organisations such as the American Bar Association, Federal Bar Association, law schools, and

Many other legal associations and groups such as non-profit CLE providers Practicing Law Institute (PLI), American Law Institute Continuing Legal Education (ALI CLE; formerly American Law Institute-American Bar Association ALI-ABA), The Center for American and International Law(CAIL), and The Institute of American & Talmudic Law (IAT Law), as well as other private, for-profit enterprises. Activities are usually open to all lawyers (and sometimes non-

lawyers), but organisations often offer discounts to their members. A recent trend is toward the provision and promotion of free CLE programs.

Uniquely, Kentucky allows all licensed attorneys in the state to *complete* their annual CLE requirement without a registration fee through a two-day program known as Kentucky Law Update, offered annually in at least seven locations throughout the state.

Some attorneys, particularly those who have spent many years in active practice, have resisted CLE requirements as unconstitutional. However, in 1999, the Supreme Court of California upheld that state's CLE program against an Equal Protection Clause constitutional challenge<sup>35</sup>

In the 1960s and 1970s, the organised bar promoted mandatory continuing legal education (CLE) as an answer to the concern that the rising number of new attorneys had led to a decrease in the quality of lawyering, a sentiment famously expressed by Chief Justice Warren Burger in his comments concerning the “inadequacies” of courtroom counsel. Mandatory CLE remains firmly entrenched in the legal profession, bringing a substantial windfall for the institutional interests that profit from the system but little, if any, demonstrable public benefit<sup>36</sup>. The vast majority of attorneys in this country must complete 10 to 15 hours of (“CLE”) every year<sup>37</sup>.

Minnesota and Iowa adopted the first mandatory CLE measures in 1975; now, 46 states impose mandatory CLE requirements. Almost all mandatory CLE jurisdictions require an average of between 10 and 15 CLE hours per year<sup>38</sup>. The American Bar Association supports the concept of mandatory continuing legal education for all active lawyers. The American Bar Association (ABA) Model Rule for Continuing Legal Education, 1986, incorporates mandatory continuing legal education for all active lawyers. In the opinion of the Standing Committee, the use of the term “minimum” rather than “mandatory” continuing legal education more accurately reflects the spirit of the rule's intent, and has been utilised throughout.

Regulatory systems should require that lawyers, as part of their mandatory continuing legal education either through a separate credit or through existing ethics and professionalism credits, complete programs related to the promotion of racial and ethnic diversity in the legal profession, the promotion of full and equal participation in the profession of women and persons with disabilities, and the elimination of all forms of bias in the profession. Lawyers who practice in states and territories that do not require mandatory continuing legal education are encouraged to complete such programs as part of their continuing legal education. Every active lawyer in the state shall complete fifteen (15) hours of continuing legal education annually<sup>39</sup>.

Section 2 of the Model Rule for Minimum Continuing Legal Education (amended in 1996 and 2004) prepared by the American Bar Association Standing Committee on Continuing Legal Education requires every active lawyer in the state to complete fifteen (15) hours of continuing legal education annually.

Section 7 of the Model Rule says that individual course or activity approval to be approved for

<sup>35</sup> [https://en.wikipedia.org/wiki/Continuing\\_legal\\_education](https://en.wikipedia.org/wiki/Continuing_legal_education)

<sup>36</sup> Sirota, Rima, Making CLE Voluntary and Pro Bono Mandatory: A Law Faculty Test Case (2017). Louisiana Law Review, Vol. 78, No. 2, 2017. Available at SSRN: <https://ssrn.com/abstract=3147035>

<sup>37</sup> Sirota, Rima, Making CLE Voluntary and Pro Bono Mandatory: A Law Faculty Test Case (2017). Louisiana Law Review, Vol. 78, No. 2, 2017. Available at SSRN: <https://ssrn.com/abstract=3147035>

<sup>38</sup> Sirota, Rima, Making CLE Voluntary and Pro Bono Mandatory: A Law Faculty Test Case (2017). Louisiana Law Review, Vol. 78, No. 2, 2017. Available at SSRN: <https://ssrn.com/abstract=3147035>

<sup>39</sup> [https://www.americanbar.org/content/dam/aba/administrative/cle/aba\\_model\\_rule\\_cle.pdf](https://www.americanbar.org/content/dam/aba/administrative/cle/aba_model_rule_cle.pdf)

credit, continuing legal education courses or activities, including educational activities involving the use of computer-based resources, offered by non-approved sponsors must meet the following standards. A Continuing Legal Education Committee may grant credit for such courses upon the written application of a non-approved sponsor or an attendee. The Model Rule of the American Bar Association further prescribes:

- a) The course or activity must be of intellectual or practical content and, where possible, include a professional responsibility component;
- b) The course or activity must contribute directly to lawyers' professional competence or skills, or their education concerning their professional or ethical obligations; (c) course or activity leaders or lecturers must have the necessary practical or academic skills to conduct or facilitate the course or activity effectively;
- c) Before, at, or during the course or activity, each attendee must be provided with the course or activity materials, either print or electronic, of a quality and quantity which indicate that adequate time has been devoted to their preparation and that they will be of value to the registrants in their practices<sup>40</sup>.

The National Academy of Continuing Legal Education is a provider of accredited continuing legal education courses throughout the United States. From its inception, the Academy has been firmly committed to addressing the needs of attorneys. It has positioned itself as a leading provider of cost-effective and time-efficient continuing legal education courses. Also, to live seminars, NACLE provides full course credit via DVDs and Audio CDs as well as online courses with any Web Browser & our iOS/Android App depending on the respective state<sup>41</sup>

According to the International Foundation of Employee Benefit Plans, Continuing legal education (CLE) can be administered for all states that require CLE if the session is legal in content and comprehensive outlines or other materials are distributed at the session. In most CLE states listed below, the International Foundation seeks approval after the program has taken place. Only those sessions attended by attorneys in the respective states are submitted for credit.

The following states require continuing legal education as of January 1, 2006:

- Alabama
- Arizona
- Arkansas
- California
- Colorado
- Florida
- Idaho
- Delaware
- Georgia
- Illinois
- Indiana
- Kansas
- Kentucky
- Louisiana
- Maine
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire,
- New Jersey
- New Mexico
- New York,
- NorthCarolina,
- NorthDakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- RhodeIsland
- SouthCarolina,
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- WestVirginia,
- Wisconsin
- Wyoming.

<sup>40</sup> [https://www.americanbar.org/content/dam/aba/administrative/cle/aba\\_model\\_rule\\_cle.pdf](https://www.americanbar.org/content/dam/aba/administrative/cle/aba_model_rule_cle.pdf)

<sup>41</sup> <https://www.nacle.com/About-Nacle>

Further, some special circumstances apply to a few states, as follows:

**California:** The International Foundation is approved as a CLE provider under Section 9 of the MCLE Rules and Regulations. Sessions that are legal in the content are approved for credit without seeking individual approval. A 2½-day seminar generally includes 12 to 16 (60-minute) hours of credit.

**Indiana:** The International Foundation is an approved sponsor of CLE courses in Indiana. Under this status, it is unnecessary to apply for individual course approval if the course adheres to the guidelines outlined in Admission and Discipline Rule 29. Indiana requires the International Foundation to report the hours of continuing education completed by each Indiana attorney (to include a description of the program content). When an attorney uses the continuing education forms and requests a credit in Indiana, the Foundation will report this information to the Indiana Bar.

**Missouri:** The International Foundation is an accredited sponsor of continuing legal education activities prescribed by the rules and regulations of the Missouri State Bar governing minimum continuing legal education. (The Foundation is required to file an annual report with the Missouri Bar.)

**Nevada:** The International Foundation is an accredited sponsor of continuing legal education activities in Nevada. Sessions sponsored by the Foundation that comply with Regulation 3 as to session content automatically qualify for credit toward Nevada's mandatory requirement. Attendance must be reported to the bar by the Foundation.

**New York:** Members of the New York Bar may apply CLE credit earned at International Foundation programs toward their New York CLE requirements because the International Foundation is accredited in several states\* that fall under the New York CLE Board's Approved Jurisdiction policy.

**Pennsylvania:** The International Foundation is approved as an Accredited CLE Provider. Because of the Accredited Provider status, programs will be presumptively approved, providing that they follow the Pennsylvania CLE Rules and Regulations. Pennsylvania attorneys must request credit on their registration forms since the International Foundation must send a notice to the Pennsylvania Bar before the program taking place and report credit to the bar on behalf of the attorneys. The International Foundation will pay the Pennsylvania Bar's per credit hour reporting fee. It will invoice the attorney for this fee when the Continuing Education Certificate is mailed to the attorney. All Pennsylvania attorneys requesting credit will be assessed these fees and must submit a Pennsylvania CLE evaluation form to International Foundation<sup>42</sup>.

**Connecticut's** new requirement for Minimum Continuing Legal Education says that unless otherwise exempt, each attorney admitted in Connecticut shall certify annually on the registration form required by Practice Book Sec 2-27(d) that they have completed twelve credit hours of continuing legal education in the previous calendar year. Of those twelve credits, at least two must be in ethics and professionalism. You may carry over two hours of credit from the prior year, even from 2016 to 2017. In June 2016, the Judges of the Superior Court of Connecticut adopted the rule found in Practice Book Sec 2-27A. Any bar association does not administer it. The rule is administered by the MCLE Commission, whose members are

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<sup>42</sup> <https://www.ifebp.org/education/continuinged/attorneys/Pages/default.aspx>

appointed by the Chief Justice of the Supreme Court. Sec. 2-27A of Connecticut new rules on Minimum Continuing Legal Education prescribes that:

“(a) On an annual basis, each attorney admitted in Connecticut shall certify, on the registration form required by Section 2-27(d), that the attorney has completed in the last calendar year no less than twelve credit hours of appropriate continuing legal education, at least two hours of which shall be in ethics/professionalism. The ethics and professionalism components may be integrated with other courses.”

To be eligible for continuing legal education credit, the course or activity must:

- a) Have significant intellectual or practical content designed to increase or maintain the attorney’s professional competence and skills as a lawyer;
- b) Constitute an organised program of learning dealing with matters directly related to legal subjects and the legal profession; and
- c) Be conducted by an individual or group qualified by practical or academic experience.

Minimum Continuing Legal Education intends to provide attorneys with relevant and useful continuing legal education covering the broadest spectrum of the substantive, procedural, ethical and professional subject matter at the lowest cost reasonably feasible and with the least amount of supervision, structure and reporting requirements, which will aid in the development, enhancement and maintenance of the legal knowledge and skills of practising attorneys and will facilitate the delivery of competent legal services to the public. The rule also permits an attorney to design their course of study. Like all other professionals, the law is constantly evolving, and attorneys are expected to keep abreast of changes in the profession and the law if they are to provide competent representation. Subsection (a) provides that Connecticut attorneys must complete twelve credit hours of continuing legal education per the calendar year.

Subsection (a) also lists those Connecticut attorneys who are exempt from compliance, including, among others: judges, senior judges, attorneys serving in the military, new attorneys during the year in which they are admitted to practice, attorneys who earn less than \$1000 in compensation for the provision of legal services in the subject year, and those who obtain an exempt status for a good cause shown. The subsection also provides exemptions for disbarred attorneys, resigned, on inactive status due to disability, or are retired. The exemption for attorneys who earn less than \$1000 in compensation in a particular year is not intended to apply to attorneys who claim that they were not paid due to billed fees to a client. All compensation received for the provision of legal services, whether the result of billed fees or otherwise, must be counted. There is no exemption for attorneys who are suspended or on administrative suspension.

Subsection (d) requires an attorney to maintain adequate records of compliance. For continuing legal education courses, a certificate of attendance shall be sufficient proof of compliance. For self-study, a contemporary log identifying and describing the course listened to or watched and listing the date and time the course was taken, as well as a copy of the syllabus or outline of the course materials, if available, and, when appropriate, a certificate from the course provider, shall be sufficient proof of compliance. For any other form of continuing legal education, a file including a log of the time spent and drafts prepared shall be the proof of compliance<sup>43</sup>.

<sup>43</sup> [https://www.jud.ct.gov/MCLE/MCLE\\_rule.pdf](https://www.jud.ct.gov/MCLE/MCLE_rule.pdf)

## MCLE Requirements in the USA

Below is a table providing details of MCLE requirements as per the American Bar Association in the United States<sup>44</sup>.

MCLE requirements	Report period	Credit hours	Speciality credits required	Compliance	Program Formats
Alabama	1 year	12 hours per reporting period		All attorneys report annually	Live, in-person meetings, Live Webinars and Teleconferences On-Demand Online Courses
Alaska	Same as above	3 hours of ethics credit per reporting period. Attorneys are encouraged to complete an additional 9 hours of general voluntary CLE (VCLE)		Same as above	Same as above
Arizona	Same as above	15 hours per reporting period	3 hours of professional responsibility credit per reporting period	Same as above	Same as above
Arkansas	Same as above	12 hrs per reporting period		Same as above	Same as above
British Columbia	Same as above	Same as above	2 hrs of professional responsibility and ethics,	All attorneys	Same as above
California	3years	25hrs per reporting period	4hrs of ethics credit; 1 hr of competence issues credit; 1 hr of elimination of bias in the profession, per reporting period	Attorney	Same as above

<sup>44</sup> <https://www.americanbar.org/events-cle/mcle/>

MCLE requirements	Report period	Credit hours	Speciality credits required	Compliance	Program Formats
Colorado	Same as above	45 hours per reporting period	7 hours of ethics credit per reporting period	Varies by admission date	Same as above
Connecticut	1 year	12 hrs per reporting period	2 hrs of ethics and/or professionalism credit per reporting period	All attorneys report annually	Same as above
Delaware	2 years	24 hours per reporting period	4 hours of ethics credit per reporting period	Varies by admission date	Same as above
The District of Columbia does not have an MCLE requirement at this time					
Florida	Three years	33 hours per reporting period	5 hours in the area of ethics, professionalism, substance abuse, or mental illness awareness, per reporting period; add 3 credits in approved technical programs.	varies	Same as above
Guam	1 year	10 hours per reporting period	2 hours of ethics or professionalism	All attorneys	Same as above
Georgia	Same as above	12 hours per reporting period	1 hour of ethics credit; 1 hour of professionalism credit, per reporting period; 3 hours of trial practice credit for trial attorneys only	All attorneys report annually	Same as above
Hawaii	Same as above	3 hours per reporting period	1 hour of ethics credit every 3 years	Same as above	Same as above
Idaho	3 years	30 hours per reporting period	2 hours of ethics or professional responsibility	Varies by admission date	Same as above

MCLE requirements	Report period	Credit hours	Speciality credits required	Compliance	Program Formats
Illinois	2 years	30 hours per reporting period	6 hours of professional responsibility credit per reporting period. Of 6 hours, 1 hour must be of diversity/inclusion and 1 hour must be of mental health/substance abuse	Attorneys	Same as above
Indiana	3 years with minimum yearly requirements	36 hours per reporting period, with a minimum of 6 hours per year	3 hours of ethics credit per reporting period	Varies by admission date	Same as above
Iowa	1 year	15 hours per reporting period	3 hours of ethics credit every 2 years ending on the odd-numbered year. Iowa amended its rules in February 2012 to expand the definition of ethics to include instruction specifically designed for lawyers regarding substance abuse and mental health and increased the biennial ethics requirement from 2 to 3 hours	All attorneys report annually	Same as above

MCLE requirements	Report period	Credit hours	Specialty credits required	Compliance	Program Formats
Kansas	Same as above	12 hours per reporting period	2 hours of ethics credit per reporting period	Same as above	Same as above
Kentucky	Same as above	Same as above	Same as above	Same as above	Same as above
Louisiana	Same as above	12.5 hours per reporting period	1 hour of ethics and 1 hour of professionalism per reporting period	Same as above	Same as above
Maine	Same as above	11 hours per reporting period	1 hour of ethics or professional responsibility per reporting period	All attorneys report annually	Same as above
Minnesota	3 years	45 hours per reporting period	3 hours of ethics and 2 hours of elimination of bias	Attorneys	Same as above
Mississippi	1 year	12 hours per reporting period	1 hour of legal ethics, professional	All attorneys report annually	Same as above
Missouri	Same as above	15 hours per reporting period	2 hours of ethics/ professionalism credit per reporting period	Same as above	Same as above
Montana	Same as above	Same as above	2 hours of ethics/ professionalism credit per reporting period	Same as above	Same as above
Nebraska	Same as above	10 hours per reporting period	2 hours of ethics or professional responsibility credit per reporting period	Same as above	
Nevada	Same as above	13 hours per reporting period	2 hours of ethics/ professionalism, substance abuse, prevention of malpractice, or attorney-client relations	Same as above	Same as above

<b>MCLE requirements</b>	<b>Report period</b>	<b>Credit hours</b>	<b>Speciality credits required</b>	<b>Compliance</b>	<b>Program Formats</b>
New Hampshire	Same as above	12 hours per reporting period	2 hours ethics/ professionalism, substance abuse prevention of malpractice, or attorney-client relations per reporting period	Same as above	Same as above
New Mexico	Same as above	12 hours per reporting period	2 hours of ethics or professionalism	All attorneys	Same as above
New Jersey	2 years	24 hours per reporting period	4 hours in ethics and/or professionalism per reporting period	Attorney	Same as above
New York	Same as above	Same as above	4 hours in ethics and professionalism credit per reporting period and, of the remaining 20 credits, 1 hour in diversity, inclusion, and elimination of bias credit per reporting period	Attorneys	Same as above
North Carolina	1 year	12 hours per reporting period	2 hours of ethics and/or professionalism credit per reporting period; 1 additional hour on substance abuse awareness or debilitating mental conditions every 3 years	All attorneys report annually	Same as above
North Dakota	3 years	45 hours per reporting period	3 hours of ethics credit per reporting period	Attorneys	Same as above

<b>MCLE requirements</b>	<b>Report period</b>	<b>Credit hours</b>	<b>Speciality credits required</b>	<b>Compliance</b>	<b>Program Formats</b>
Northern Mariana Islands	2 years	20 hours per reporting period	No biennial requirement. Every attorney admitted after July 1, 2002, must complete a course in professionalism sponsored jointly by the Commonwealth Supreme Court and CNMI Bar Association	All attorneys	Same as above
Ohio	Same as above	24 hours per reporting period	2.5 hours of professional conduct credit per reporting period	Attorneys	Same as above
Oklahoma	1 year	12 hours per reporting period	1 hour of ethics credit per reporting period	All attorneys report annually	Same as above
Ontario	Same as above	Same as above	3 hours of professional responsibility, legal ethics and practice management for experienced (practising 2+ years) lawyers (professionalism hours) and 12 hours of professional responsibility, legal ethics and practice management for new lawyers in their first two full years of practising law or providing legal services (new lawyer CPD) 1 development)	All attorneys	Same as above

MCLE requirements	Report period	Credit hours	Speciality credits required	Compliance	Program Formats
Oregon	3 years	45 hours per reporting period	5 hours of ethics or professionalism and 1 hour on lawyers' statutory duty to report child abuse. In alternate reporting periods, at least 3 additional hours must be in programs accredited for <u>access to justice (elimination of bias) under Rule 5.5(b)</u>	All attorneys report every 3 years	Same as above
Pennsylvania	1 year	12 hours per reporting period	1 hour of ethics for 2014 compliance deadlines; 2 hours of ethics beginning with 2015 compliance deadlines	Attorneys	Same as above
Puerto Rico	2 years	24 hours per reporting period	4 hours of ethics. For attorneys with active notary status, 6 hours of the total required hours must be notary credits.	Attorney	Same as above
Rhode Island	1 year	10 hours per reporting period	2 hours of ethics credit per reporting period	All attorneys report annually	Same as above
South Carolina	Same as above	14 hours per reporting period	2 hours of legal ethics or professional responsibility At least once every 3 annual	Same as above	Same as above

MCLE requirements	Report period	Credit hours	Speciality credits required	Compliance	Program Formats
			reporting periods, 1 of these 2 speciality hours must be devoted to instruction in substance abuse or mental health issues and the legal profession.		
Tennessee	1 year	15 hours per reporting period	3 hours of ethics and professionalism credit per reporting period	Same as above	Same as above
Texas	1 year for attorneys licensed two years or more.	Same as above	3 hours of legal ethics or legal professional responsibility credit per reporting period	Attorneys must report annually.	Same as above
Utah	2 years	24 hours per reporting period	3 hours of legal ethics or professional responsibility, with 1 of the 3 hours in the area of professionalism and civility	Attorneys	Same as above
Vermont	Same as above	20 hours per reporting period	2 hours of legal ethics credit per reporting period	All attorneys	Same as above
Virginia	1 year	12 hours per reporting period	2 hours of professionalism or legal ethics credit per reporting period	All attorneys report annually	Same as above
Virgin Islands (US)	Same as above	Same as above	2 hours of ethics or professionalism	All attorneys	Same as above

MCLE requirements	Report period	Credit hours	Speciality credits required	Compliance	Program Formats
Washington	3 years	45 hours per reporting period	6 hours of ethics and professional responsibility and 15 hours of law and legal procedure per reporting period, as of January 1, 2016.	Attorneys	Same as above
Wisconsin	2 years	30 hours per reporting period	3 hours of ethics and professional responsibility credit per reporting period	Attorneys	Same as above
Wyoming	1 year	15 hours per reporting period	2 hours of legal ethics credit per reporting period	All attorneys report annually	Same as above

*Note: Maryland, Massachusetts and Michigan do not have an MCLE requirement at this time.*

**Table 2: Different Model of CLE in the United States**

## Association for Continuing Legal Education (ACLEA)

### ACLEA's On Demand Learning Center



#### On Demand CLE Boot Camp

ACLEA offers 2 complimentary sessions, and a full on demand video training program for purchase.



#### Speaker Development

Improve your speakers' on-camera performance, and check out our trainer video series.



#### Session Recordings

Get a sample of ACLEA's Meeting content. Here are some of our recorded Meeting sessions.

ACLEA, the Association for Continuing Legal Education, is a dynamic organization devoted to improving the performance of CLE professionals. Those who try it, love it. Over 30% of their membership serves on committees and actively participates in the planning of programs and in the governance of the organization. While the members are primarily from the United States and Canada, they also hail from the United Kingdom, Australia, New Zealand, Africa, and Mexico. Administrators, trainers, managers, educators, publishers, programmers and meeting professionals are all members of ACLEA. [Source: <https://www.aclea.org>]

### 2.1.3. Canada Model

Outside the United States, lawyers in various jurisdictions (such as British Columbia in Canada) must also complete certain required CLE<sup>45</sup>. In 1978 the Federation of Law Societies of Canada held a Conference on Quality of Legal Services and in 1980 held a workshop on the same subject. It concluded that continuing legal education should be fostered but it was not prepared to recommend mandatory continuing legal education. Organised efforts at programs of continuing legal education are increasing in most provinces<sup>46</sup>.

#### Continuing Education for Lawyers - Alberta

The Law Society of Alberta's Continuing Professional Development (CPD) program is a regulatory program of the Law Society. It is a mandatory requirement for all active lawyers in Alberta to make a CPD Plan declaration annually. The goal of the CPD program is to enhance lawyer competence and be accountable to the public for the ongoing professional development and competence of lawyers.

The aim is to ensure that each lawyer in Alberta strives for excellence in their practice through the mandatory annual planning and implementation of an effective CPD plan. To this end, the Rules and Code of Conduct require every active lawyer to:

- annually prepare and make a record of a CPD plan in writing or electronic form;
- on or before March 15 of each year, make a declaration to the Law Society that their annual CPD plan has been made; and
- retain the written or electronic record of the CPD plan for five years and produce the CPD plan to the Law Society upon request.

Although there is no mandatory minimum hourly requirement, the annual planning, declaration and implementation of a CPD plan is mandatory for all active lawyers practising in Alberta. Each active lawyer is accountable for developing, implementing and declaring their CPD plan. Rule 67.2 requires that each lawyer record and keep their CPD plans for 5 years and provide their plans to the Law Society upon request.

In the upcoming year, the Law Society will develop a more robust regulatory framework to ensure that lawyers are held accountable for developing and implementing high-quality CPD plans. It is not necessary to have CPD activities accredited by the Law Society of Alberta. A lawyer should ensure that the CPD activities you undertake and incorporate into your CPD Plan meet Rule 67.1.<sup>47</sup>



Legal Education  
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<sup>45</sup> [https://en.wikipedia.org/wiki/Continuing\\_legal\\_education](https://en.wikipedia.org/wiki/Continuing_legal_education)

<sup>46</sup> <https://www.thecanadianencyclopedia.ca/en/article/legal-education>

<sup>47</sup> <https://www.ifebp.org/education/canadiancontinuinged/lawyers/Pages/Alberta.aspx>

### **Continuing Education for Lawyers - British Columbia**

Professional development remains voluntary in BC, but the Benchers urge lawyers to target a minimum of 12 hours of coursework and 50 hours of self-study each year. The Law Society requires that all practising BC lawyers complete and report completion online of at least 12 hours of continuing professional development (CPD) in accredited educational activities each calendar year.

At least two of the 12 hours must pertain to any combination of professional responsibility and ethics, client care and relations, or practise management. If one does not complete the CPD by December 31, a late fee of \$500 (plus tax applies) (Rule 3-18.4(1)). If one does not report completion of the CPD by December 31, a late fee of \$200 (plus tax) applies (Rule 3- 18.4(3)). If one does not complete and report completion by April 1 of the following year, you will be suspended until all required professional development is completed. Lawyers receive 60 days prior notice of the suspension (Rule 18.5)<sup>48</sup>

### **Continuing Education for Lawyers - Manitoba**

Since 2012, practising lawyers must complete one hour of eligible continuing professional development activities for each month in a calendar year during which they maintained active practising status in Manitoba. If a lawyer maintained active practising status for three or more months in the calendar year, one and a half hours of the total hours must relate to ethics, professional responsibility or practice management.

The Benchers of the Law Society approved Guiding Principles for Mandatory Professional Development. The following administrative policies will assist lawyers in meeting the requirements and will promote a consistent interpretation of the guidelines. To calculate eligible CPD hours:

- refreshment breaks may be included;
- lunch breaks may only be included when there is a luncheon speaker and only for the time allocated for the speaker's presentation;
- time may be rounded up to the nearest quarter of an hour;
- carryover of CPD Hours to the Immediate Next Year

The CEO of the Law Society has pre-approved the Federation of Law Societies' Family Law Program and Criminal Law Program for carryover of up to 12 hours of CPD to the immediate next year. This may include a carryover of up to 1.5 hours for ethics, professional responsibility and practice management. Individual lawyers do not need to request pre-approval for carryover. The actual presentation time will be multiplied by a factor of three to reflect preparation time. For example, 30 minutes of presentation time will be equal to 1.5 CPD hours. Writing hours can be credited based on the actual time to produce the final product to a maximum of six hours for each writing project. Credit is available for volunteer or part-time writing only and not for writing as part of the lawyer's regular employment. Credit is available for writing law books, articles, blogs intended for publication and relating to the study or practice of law for one or more of the following audiences:

- lawyers, paralegals, articling students and/or law school students; or
- other professions, including students in a licensing program for another profession; or
- students in another educational program; or

<sup>48</sup> <https://www.ifebp.org/education/canadiancontinuinged/lawyers/Pages/BritishColumbia.aspx>

- the public, but
- not for writing targeted primarily at clients.<sup>49</sup>

### **Continuing Education for Lawyers - New Brunswick**

Mandatory Continuing Professional Development (CPD) came into effect on January 1, 2010. All members with practising status must complete twelve (12) hours of mandatory continuing professional development annually (January 1 - December 31). These hours can be earned through various educational activities, including teaching, writing, group study and in-house educational sessions. For the first year of operation (2010), there will be no sanction for non-compliance<sup>50</sup>

### **Continuing Education for Lawyers - Nova Scotia**

Nova Scotia Barristers' Society CPD requirement consists of two components – a mandatory component and a recommended component. From June 1, 2012, each practising member of the Nova Scotia Barristers' Society will be required to complete 12 hours of continuing professional development annually and report that education on their Annual Lawyer Report.

During the first year of the new requirement, CPD may be taken in any area relevant to a lawyer's practice, delivered through an eligible CPD activity. In the second and subsequent years, it must include a minimum of two hours in each of three areas:

- Substantive Legal Education and Skills Development,
- Risk and Practice Management and
- Professionalism.
- The CPD Requirement Figure provides more information on the types of courses and means of learning acceptable for obtaining your 12 hours of required CPD.

Besides, the Society's CPD Handbook offers commonly asked questions and answers about the Requirement. There is wide latitude in terms of how the 12 hours can be achieved, emphasising accessibility and affordability. Society will not be accrediting programs. Instead, lawyers are free to choose an education that is the most relevant to their law practice. If you have questions about whether a particular offering is appropriate, email us at CPD@nsbs.org or leave a message on the Society's CPD line at (902) 422-1491 ext. 371. Someone will respond to your query within five business days.

The Society continues to recommend that members engage in at least 50 hours of self-learning/self-study annually, in addition to the new requirement, and that they prepare a yearly professional development plan. See the CPD Requirement Figure for more information.<sup>51</sup>

### **Continuing Education for Lawyers – Ontario**

The Law Society of Upper Canada's CPD Requirement says that lawyers and paralegals who have been practising law or providing legal services for more than 2 years must complete in each calendar year at least 12 CPD Hours in Eligible Educational Activities [PDF] consisting of a minimum of 3 Professionalism Hours on topics related to professional responsibility, ethics

<sup>49</sup> <https://www.ifebp.org/education/canadiancontinuinged/lawyers/Pages/Manitoba.aspx>

<sup>50</sup> <https://www.ifebp.org/education/canadiancontinuinged/lawyers/Pages/NewBrunswick.aspx>

<sup>51</sup> <https://www.ifebp.org/education/canadiancontinuinged/lawyers/Pages/NovaScotia.aspx>

or practice management and up to 9 Substantive Hours per year. The Law Society of Upper Canada must accredit only Professionalism Hours. The remaining 9 Substantive Hours need not be accredited. Substantive Hours may address substantive or procedural law topics or related skills. Non-legal subjects may also be eligible for Substantive Hours if they are relevant to the lawyer's or paralegal practice and professional development.

Lawyers and paralegals in the 100% fee-paying category are subject to the requirement. Besides, lawyers and paralegals in other fee categories providing legal services to clients, including on a pro bono basis or as a life member, are subject to the requirement. See Fee Categories for more information. Continuing professional development (CPD) is defined as maintaining and enhancing a lawyer's or paralegal's professional knowledge, skills, attitudes, and professionalism throughout the individual's career. It is a positive tool that benefits lawyers and paralegals and is an essential component of the commitment they make to the public to practise law or provide legal services competently and ethically. The Law Society has an important role in supporting the efforts of lawyers and paralegals to maintain and enhance that competence. It also must ensure that all persons who practise law or provide legal services in Ontario meet standards of learning, professional competence and professional conduct appropriate for the legal services they provide.

The CPD requirement recognises a range of Eligible Educational Activities [PDF], including attendance at CPD programs delivered in various formats. CPD programs are formal, instruction-based sessions and may be offered by organisations such as education providers, law associations, law firms, government associations and industry groups. As of April 26, 2012, lawyers and paralegals may claim the following types of participation in CPD programs toward the CPD requirement:

- Attendance in person, online or by telephone at live CPD programs and courses that provide an opportunity to interact with colleagues and instructors. This must include the ability to ask questions, directly or indirectly, e.g., the ability to email a question to the content provider during the online presentation
- Viewing or listening to recorded or archived CPD programs and courses with at least one colleague
- Viewing or listening to archived or recorded CPD programs or courses without a colleague for a maximum of 6 hours per year
- Participation in asynchronous, online CPD courses that prompt responses throughout the learning process, such as requiring participants to respond to questions before they can move to the next module or section for a maximum of 6 hours per year

Besides, a range of alternate educational activities are eligible for CPD Hours:

- participation as a registrant in a college, university or other designated educational institution program, including interactive distance education;
- Teaching (to a maximum of 6 hours per year). Actual teaching time will be multiplied by a factor of 3 to reflect preparation time;
- acting as a judge or coach in a mooting competition at the law school level;
- acting as an Articling Principal or mentoring or being mentored or supervising a paralegal field placement (to a maximum of 6 hours per year);
- writing and editing books or articles (to a maximum of 6 hours per year);
- participation in study groups of 2 or more colleagues;

Eligible activities will not be limited to subject matter dealing primarily with the practice of Ontario or Canadian law. Subject matter related to the law of other provinces and countries and non-legal subjects will be eligible if relevant to the lawyer's or paralegal's practise and development as a practitioner<sup>52</sup>

### **Continuing Education for Lawyers - Prince Edward Island**

In cooperation with the PEI Branch of the Canadian Bar Association, the Law Society of Prince Edward Island offers a Continuing Legal Education program to members and clerks about the ongoing practice of law. The Law Society also supports programs offered by other legal education providers by giving credit to members for attendance at approved CLE programs. The Society's Continuing Legal Education Committee organises at least four CLE's during the year<sup>53</sup>

The Comité automatically recognises training activities held outside the Province of Québec and approved by another Canadian bar or foreign bar as part of an MCLE program in that other bar. The member of the Québec Bar must declare in their annual statement the training hours spent and retain the proof of registration and participation<sup>54</sup>.

In Canada, rules vary by jurisdiction (i.e., provinces and territories). For example, Alberta has a mandatory Continuing Professional Development (CPD) program, requiring annual CPD plans. Lawyers develop their plans and declare to the Law Society of Alberta on an annual basis that these are complete. The Legal Education Society of Alberta provides tools to facilitate compliance with these requirements.

In Ontario, the Law Society of Upper Canada, beginning in 2010, instituted mandatory CPD hours for all lawyers in the province. In British Columbia, CPD is mandatory, and lawyers must annually report their continuing legal education activities to the Law Society of British Columbia. The Continuing Legal Education Society of BC provides tools to facilitate compliance with these requirements. Practising lawyers must complete a minimum of 12 hours of coursework and 50 hours of self-study annually<sup>55</sup>.

### **Third Party Continuing Professional Development (CPD) in Canada**



Women's Legal Education & Action Fund (LEAF) organises Personhood Speaker Series: "Gender Equality for Migrant Women and Gender-Diverse People in Canada – Reflections from the Middle of the Pandemic" to discuss what makes a 'person' and whose voices need centering in conversations about gender equality in 2021 and beyond. For Ontario lawyers, this panel has been accredited by the Law Society of Ontario and contains 1 hour and 30 minutes of content. For Nova Scotia lawyers, consider including this course as a CPD learning activity in your mandatory annual Continuing Professional Development Plan as required by the Nova Scotia Barristers' Society. [ [www.leaf.ca](http://www.leaf.ca) ]

<sup>52</sup> <https://www.ifebp.org/education/canadiancontinuinged/lawyers/Pages/Ontario.aspx>

<sup>53</sup> <https://www.ifebp.org/education/canadiancontinuinged/lawyers/Pages/PrinceEdwardIsland.aspx>

<sup>54</sup> <https://www.ifebp.org/education/canadiancontinuinged/lawyers/Pages/Quebec.aspx>

<sup>55</sup> [https://en.wikipedia.org/wiki/Continuing\\_legal\\_education](https://en.wikipedia.org/wiki/Continuing_legal_education)

### 2.1.4. France Model

#### Formation Professionnelle Juridique

Since January 1<sup>st</sup>, 2005, French Law has made it mandatory for the lawyers to update their professional expertise in compliance with a generic “duty of competence.” The Requirements are as follows:

- 20 hours a year (from January 1st to December 31st), or
- 40 hours in 2 consecutive years
- 1 CLE credit = 1 hour

If a lawyer fails to comply with the above requirements, he may face disciplinary proceedings<sup>56</sup>. According to the Code of Ethics applicable to French lawyers (“Règlement Intérieur National de la Profession d’Avocat – RIN”), each lawyer is required to provide its clients with up-to-date legal advice regarding applicable laws and regulations.

Moreover, article Law n ° 71-1130 of 31 December 1971 (a French law reforming the certain judiciary and legal professions) makes it mandatory for French lawyers to follow a continuous legal education program (“formation continue”). Article 14-2 of the law says that continuous legal education is compulsory for lawyers registered with a French bar.

Continuous Legal Education aims to ensure the updation of legal knowledge by practising French lawyers. All French lawyers are under a legal obligation to participate in or attend legal seminars or write and publish legal matters. The obligations of French attorneys regarding their continuous legal education are provided in a detailed manner in decision No. 2005-001 of the National French Bar Council.<sup>57</sup>

In addition to this, vocational training (formations professionnelles) is available to employees who need training during work. Vocational training includes the following components:

- intensive courses of short duration (between half a day and a week);
- specialised courses for skill development in particular areas;
- courses of long duration (six months or one year);
- distance learning online courses; and
- courses offered by phone;

Such courses cater to the needs of employees who are seeking promotion or considering professional expertise. Those looking for a job may also avail the courses and add skills and experiences in their resume, thus increasing their chances of being called by recruiters.

Vocational training is usually offered through the specialised centres established in various regions though sometimes the trainers agree to come to a company if several employees want to undergo the same training at the same time.<sup>58</sup>

One can identify many institutions that offer professional training throughout France. Different institutions offer different training. If one wants to undergo training, one may do some research by comparing the institutions that offer different courses. Different types of courses varying in

<sup>56</sup> <http://www.eccle.eu/european-center-for-continuing-legal-education/>

<sup>57</sup> <http://www.french-business-law.com/french-attorneys-and-continuous-legal-education-page20.html>

<sup>58</sup> [https://diplomeo.com/formation\\_professionnelle-juridique](https://diplomeo.com/formation_professionnelle-juridique)

duration are available to different types of audience. One can enumerate some courses that are taught to lawyers in France<sup>59</sup>

- techniques relating to negotiation and drafting of the contract
- organising an effective legal watch
- decrypting the accounts of a company
- conduction of a trial and proceeding preparation
- teaching legal English
- improving and mastering written communication
- skill development in making the best use of the legal function in the company

### 2.1.5. Australian Model

In Australia, the Continuing Legal Education Committee comprises lawyers from diverse backgrounds and practice areas with rich experience in lawyering. The Continuing Legal Education Committee caters to New South Wales Young Lawyers' need by contributing to The Law Society's Continuing Professional Development Program round the year. The Committees of New South Wales (NSW) Young Lawyers' participate in contributing to the Continuing Professional Development Program. The idea is to keep oneself abreast of the changes happening in law by imparting up to date knowledge to law professionals.

The Continuing Legal Education Committee's objective is to provide help in

- preparing Continuing Professional Development programs;
- networking and event opportunities for fresh lawyers;
- giving seminars to freshers to learn about the practical aspects;
- introducing lawyers to the basics of major practice areas;
- selecting presenters who are experts in their respective areas of practice;
- engaging with members in providing innovative events that cater to their changing needs<sup>60</sup>.

#### **Continuing Legal Education Association of Australasia (CLEAA),**

The Continuing Legal Education Association of Australasia (CLEAA), is a not-for profit organisation dedicated to the needs of professionals from Australia, New Zealand, Asia and the South Pacific who are involved in providing continuing legal education and professional development to the legal profession. CLEAA provides an essential forum for the exchange of ideas, insights, problems and information. Membership of CLEAA is open to any person involved or interested in the provision of continuing legal education and legal professional development throughout Australia, New Zealand, Asia and the South Pacific.

The membership is made up of Continuing Legal Education [CLE] professionals with diverse backgrounds including in law, education and from many industry and professional sectors including: Institutions, professional member associations and regulatory bodies including Law societies, Bar associations, Practical legal training organisations, University law schools, Law Firms, Government departments, Commercial providers of Continuing Legal Education and Professional Development. [ Source: <https://cleaa.asn.au/about-cleaa> ]

<sup>59</sup> [https://diplomeo.com/formation\\_professionnelle-juridique](https://diplomeo.com/formation_professionnelle-juridique)

<sup>60</sup> <https://www.lawsociety.com.au/legal-communities/NSW-young-lawyers/committees/CLE>

### 3. THE INDIAN CONTEXT

Though one hears the echo of the Continuing Legal Education in India also, this type of education has not yet been able to make its way in a full-fledged manner into the Bar and the Bench, as seen in Western countries. It seems that the Bench has felt the need for Continuing Legal Education (CLE) more urgently as the National Judicial Academy, established in 1993, resolved to provide CLE to judicial officers and ministerial officers of the courts<sup>61</sup>. The National Judicial Academy considers the CLE as a process of “creating solutions” and judicial education as a process of “creating solutions for strengthening the administration of justice.”<sup>62</sup> The Model National Judicial Education Curriculum of the National Judicial Academy comprises induction and continuing judicial education for judicial officers of all levels<sup>63</sup>. In the words of Justice R. C. Lahoti, “National Judicial Academy set up by the Supreme Court under support from the Department of Justice, Government of India has, in a short span of three years, evolved as a premier centre for judicial training and continuing education attracting the attention of judges not only of India but of other countries as well<sup>64</sup>.” According to N. R. Madhava Menon, the National Judicial Academy started its activities around 2003. Still, very soon, the Supreme Court, under the dynamic leadership of the then Chief Justice, made continuing education compulsory for judges and court staff.

It seems that the ripple effect of the initiative taken by the National Judicial Academy was felt by the Bar in June 2016 when in a two-day conference by the Bar Council of India attended by the Supreme Court Justice Dipak Misra and the Law Minister D V Sadananda Gowda, Professor Madhava Menon emphasised the “need of continuing legal education to the lawyers,” Justices Amreshwar Pratap Sahi (Allahabad high court), Ajay Kumar Tripathi and Chakradhari Sharan Singh (Patna high court) also stressed the urgency for the Continuing Legal Education. The Bar Council of India chairman Manan Kumar Mishra acknowledged the need for amendments in the Advocate Act concerning the Continuing Legal Education for “better training of lawyers” and wrote to the government in this regard. He also said the Bar Council of India wants all the non-practising lawyers disassociated from all Bar Associations<sup>65</sup>.

As of 2012, the Directorate of Legal Education, constituted by the Bar Council of India, among other things, aims to run, conduct, hold and administer the Continuing Legal Education<sup>66</sup>. In the last quarter of 2013, “drafted a brief overview of legislative and policy initiatives taken in the recent past to be taught at judicial academies in 22 states.” The step was undertaken to:

- Assist Judges to update their knowledge and hone their skills;
- Incorporate elements that improve the efficiency and productivity of the judiciary;
- Develop competence in speedy delivery of justice;
- Improve the performance of judges;
- Improve the quality of justice; and

<sup>61</sup> [http://www.nja.nic.in/Director's\\_Message.html](http://www.nja.nic.in/Director's_Message.html)

<sup>62</sup> <http://www.nja.nic.in/the-institution.html>

<sup>63</sup> <http://www.nja.nic.in/the-institution.html>

<sup>64</sup> [http://www.nja.nic.in/Journals\\_Publications\\_Newsletters/Journal%20of%20the%20National%20Judicial%20Academy%20Volume-1-C.pdf](http://www.nja.nic.in/Journals_Publications_Newsletters/Journal%20of%20the%20National%20Judicial%20Academy%20Volume-1-C.pdf)

<sup>65</sup> Madhava Menon, judges stress continuing legal education (CLE) to BCI, <https://www.legallyindia.com/lawschools/madhava-menon-judges-stress-continuing-legal-education-cle-to-bci-20160606-7680>

<sup>66</sup> <http://pib.nic.in/newsite/PrintRelease.aspx?relid=123644;>  
<http://www.barcouncilofindia.org/about/about-the-bar-council-of-india/directorate-of-legal-education/>

- Strengthen the justice delivery system.

It is now widely believed that the number of courts and judges will not solve all the problems related to the imparting of justice; what is most urgently needed is the proper training and continuing education for judges<sup>67</sup>. Despite the widespread recognition of the continuing judicial education as a sine qua non for improving the skills of judges, some experts are raising concerns about whether it is legitimate for the executive to prescribe the curriculum for judges because the executive might be crossing its jurisdiction in proposing the curriculum for an independent judiciary. Such a step may undermine the independence of the judiciary. Some are even saying that the executive may want to train judges along its line because of its own interests, proposing Continuing Legal Education for judges. Therefore, the executive's interference in matters relating to judicial education should not be allowed.

Another related concern is whether the executive, through its law ministry, is competent enough to prepare a course for judges<sup>68</sup>. In this regard, Pattabhi Ramarao Kovuru<sup>69</sup> draws our attention to a case decided by the Supreme Court in 1993. In *All India Judges' Association and others vs Union of India and Others*, the Court made the following observation:

Neither knowledge derived from books nor pre-service training can be an adequate substitute for the first-hand experience of the working of the court system and the administration of justice begotten through legal practice. The practise involves much more than mere advocacy. A lawyer has to interact with several components of the administration of justice. Unless the judicial officer is familiar with the working of the said components, his education and equipment as a judge are likely to remain incomplete. The court stressed the importance of court-craft and continuing judicial education with a pragmatic approach<sup>70</sup>.

It appears that the Court rightly stressed the inadequacy of bookish knowledge and pre-service training. There can be no substitute for the first-hand experience of the working of the court system and the administration of justice mediated by the legal practice. Learning the court-craft through continuing judicial education assumes great importance. But the question is whether continuing judicial education is synonymous with the first-hand experience or not. Is continuing judicial education just another name for the first-hand experience? The Court did not explicitly answer the question, but it used the word "pragmatic" that suggests that continuing judicial education is just another name for the first-hand experience.

In 2014, the Ministry of Human Resource Development, Government of India, launched the Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) Programme as part of the MOOC initiative. The educational programme is meant to offer online courses free of cost to citizens of India. The courses are prepared by institutions like IITs, IIMs, and universities funded by the central government. A nominal fee is also charged if a learner needs a certificate after the completion of the course<sup>71</sup>.

At present, Pramod Naoroibam Manipur University, Kashmir University, National Law University, Delhi, O. P. Jindal Global University, Dr Harisingh Gaur Vishwavidyalaya, Sagar, Savitribai Phule Pune University, are offering law courses offered online on subjects such as

<sup>67</sup> <https://www.epw.in/node/129083/pdf>

<sup>68</sup> <https://www.epw.in/node/129083/pdf>

<sup>69</sup> <https://www.epw.in/node/129083/pdf>

<sup>70</sup> <https://www.epw.in/node/129083/pdf>

<sup>71</sup> <http://pib.nic.in/newsite/PrintRelease.aspx?relid=109585>

human rights, constitutional law, family law, business law, intellectual property law, and criminal law<sup>72</sup>. The National Law University, Delhi, especially offers undergraduate and postgraduate level courses<sup>73</sup> on a wide range of subjects, including Research Methodology, Corporate Law, Constitutional Law, Environmental Law, Criminal Law, Information and Communication Technology, Intellectual Property, Criminal Justice Administration, and Access to Justice<sup>74</sup>. The duration of all these subjects is fifteen weeks<sup>75</sup>.

Established by the Kerala Bar Council in 2015, the M K Nambiar Academy is the first of its kind institution in India for continuing legal education for Advocates, Law Teachers and Law Officers. Aimed to improve legal services and justice delivery quality, the programmes are designed to educate and train legal personnel toward professional development in all its dimensions<sup>76</sup>.

M K N Academy is headquartered in Kinfra Park, Kalamassery (Kochi), under construction. When completed, the Academy will have residential facilities of up to 100 trainees with the necessary smart classrooms and practice infrastructure, including Arbitration/Mediation laboratories and support systems. Prof. (Dr.) N.R. Madhava Menon, who pioneered the Five Year Integrated LL.B. programme in the 1970s at the National Law School, Bangalore and later started Judicial education and training at the National Judicial Academy, Bhopal, is the Hony. Director of the Kerala Bar Council's M K N Academy for Continuing Legal Education<sup>77</sup>.

In 2016, M K Nambiar Academy for Continuing Legal Education, in association with the National Law School of India University, Bangalore, offered CLE programmes including subjects such as law teaching, research, crimes against women, legal aid agencies, children's right to education, skills required for prosecutors and defence lawyers, juvenile justice, child rights, family law, uniform civil code, induction training for fresh Advocates, ADR and clinical education, consumer rights advocacy, access to justice, cyber-crime, administration of criminal justice, environmental litigation, corruption, promoting good governance, intellectual property law practice, and public interest advocacy<sup>78</sup>. The courses offered were mostly free of charges, including boarding and lodging<sup>79</sup>.

From its inception, NLSIU has laid a firm foundation in the sphere of Continuing Legal Education programmes. The International Bar Association (IBA) has established an Endowment Chair in this regard. The NLSIU has conducted a series of Continuing Legal Education Programmes for young Lawyers, Judges, Administrators and Executives of Corporate establishments on identified subject areas. Besides, various paralegal and public legal education programmes are part of the teaching and research agenda of the NLSIU and the CLE Unit. In addition to this, IBA-CLE Unit undertakes the conduct of Continuing Legal Education Programmes on agreed terms<sup>80</sup>.

<sup>72</sup> <https://swayam.gov.in/courses/public>

<sup>73</sup> <http://nludelhi.ac.in/images/moocs/moocs-courses.pdf>

<sup>74</sup> <http://nludelhi.ac.in/moocs.aspx>

<sup>75</sup> <http://nludelhi.ac.in/images/moocs/moocs-courses.pdf>

<sup>76</sup> <https://www.nls.ac.in/resources/year2017/UGC2017env.pdf>

<sup>77</sup> <https://www.nls.ac.in/resources/year2017/UGC2017env.pdf>

<sup>78</sup> <https://nls.ac.in/resources/year2016/ibacle2016.pdf>

<sup>79</sup> <https://nls.ac.in/resources/year2016/ibacle2016.pdf>

<sup>80</sup> [https://www.nls.ac.in/index.php?option=com\\_content&view=article&id=71%3Ainternational-bar-association-continuing-legal-education-centre-iba-cle&catid=6%3Aacademic-programmes&Itemid=32](https://www.nls.ac.in/index.php?option=com_content&view=article&id=71%3Ainternational-bar-association-continuing-legal-education-centre-iba-cle&catid=6%3Aacademic-programmes&Itemid=32)

#### 4. STAKEHOLDER SURVEY

To consult stakeholders such as judges, lawyers, legal academicians, and others currently engaged in the legal profession, IIM Kashipur partnered with the Citizens’ Foundation for Policy Solutions - a Delhi-based think-tank - to conduct surveys holding consultative meetings in New Delhi. The background and findings of this survey are presented here.

The term “stakeholder” in this report denotes all those individuals or groups connected to the legal profession and the judiciary. This stakeholder survey is based on a questionnaire to gather information from various stakeholders about their preferences, constraints, views, knowledge, experience, and interests on various major issues of continuing legal education.

##### Classification of Survey Questions

Survey Questions	Nature of the Questions
Question 1: Name Question 2: Professional Affiliation Question 3: Year of joining the Bench/Bar/ Teaching/Advocate Enrolment Number Question 4: Address Question 5: Phone Number Question 6: E-Mail Address Question 7: Do you permit to use your personal information?	Personal Details (See box for research ethics followed)
Question 8: Have you heard about the concept of lifelong professional development online courses called Massive Open Online Courses (MOOCs)? Question 9: Are you familiar with self-learning MOOC courses such as Coursera, Udacity, EdX, and FutureLearn?	Correlated Close-Ended Questions
Question 10: Do you know that specialized MOOC programs are being offered under the SWAYAM initiative by the central universities and other institutions in India since 2014? Question 11: If yes, do you think these digital courses based on new educational technology might help improve your professional competence?	Correlated Close-Ended Questions
Question 12: Given your busy professional schedule, do you think that a MOOC is the ideal open learning solution to increase your competency?	Close-Ended
Question 13: Have you ever signed up for any MOOC after completing your education? Question 14: If yes, please provide the details. Question 15: Do you think that your participation improved your performance in the profession? If yes, how? Question 16: If yes, do you think that these courses sharpened your skills only or subject knowledge also?	Correlated Questions (Open-Ended and Close-Ended)

Survey Questions	Nature of the Questions
Question 17: Do you think that the introduction of MOOCs is a good step for law professionals in India? Question 18: If yes, should it be compulsory, or minimally compulsory or optional? Why? Question 19: If no, what are your reasons for not supporting any of these alternatives or MOOC as a whole?	Correlated Questions (Open-Ended and Close-Ended)
Question 20: For which class of lawyers or justice actors do you think MOOCs should be compulsory or minimally compulsory?	Open-Ended
Question 21: What should be the duration of MOOC programs for law professionals?	Open-Ended
Question 22: Which substantive areas/skills are most required?	Open-Ended
Question 23: Should MOOC programs be assessed, in your opinion?	Open-Ended
Question 24: Should MOOC programmes be imparted free of charge or not? Why?	Open-Ended
Question 25: In your opinion, do we need any new MOOC providers or the prestigious private or public institutions are sufficient for imparting MOOCs?	Open-Ended
Question 26: Do you see any obstacles in the implementation of MOOCs in India?	Open-Ended
Question 27: What are your suggestions to meet those obstacles?	Open-Ended
Question 28: Any other suggestions/observations.	Open-Ended

*Table 3: Nature of Questions (Stakeholder Survey)*

### Research Ethics and Informed Consent

During the survey, the standard rules of research ethics (University of Connecticut) were followed. All research participants have given an “informed” consent to participate. Research participants with sufficient information about the study to make an “informed” decision about participating in our research. The code of ethics that includes the following protections for subjects:

- Protected from physical or psychological harm (including loss of dignity, loss of autonomy, and loss of self-esteem)
- Protection of privacy and confidentiality
- Protection against unjustifiable deception

## 5. ANALYSIS OF RESPONSES

The stakeholders' survey asked Americans dozens of questions on participants attitudes toward continuing legal education (CLE) and their opinion, views and perceptions about the need, implications, and opportunities to avail CLE. This section provides an overview and summary of key analytical points of the survey. As we found in the participants of this research – lawyers, law academics, judges, law firm representatives have diverse perspectives on CLE implementation in India. At the moment, they are unanimous about the need and importance of CLE. Still, we found that they have a very basic understanding of the emerging platforms of Massive Open Online Courses (MOOC), their functions, and their connections to the professional development of advocates in general. Our analysis of the survey data identifies key points about the participants' attitudes toward the CLE that will inform how we can promote CLE in India.

### Question 8: Have you heard about the concept of lifelong professional development online courses called Massive Open Online Courses (MOOCs)?

The response below has been classified as per the background experiences of the responses.

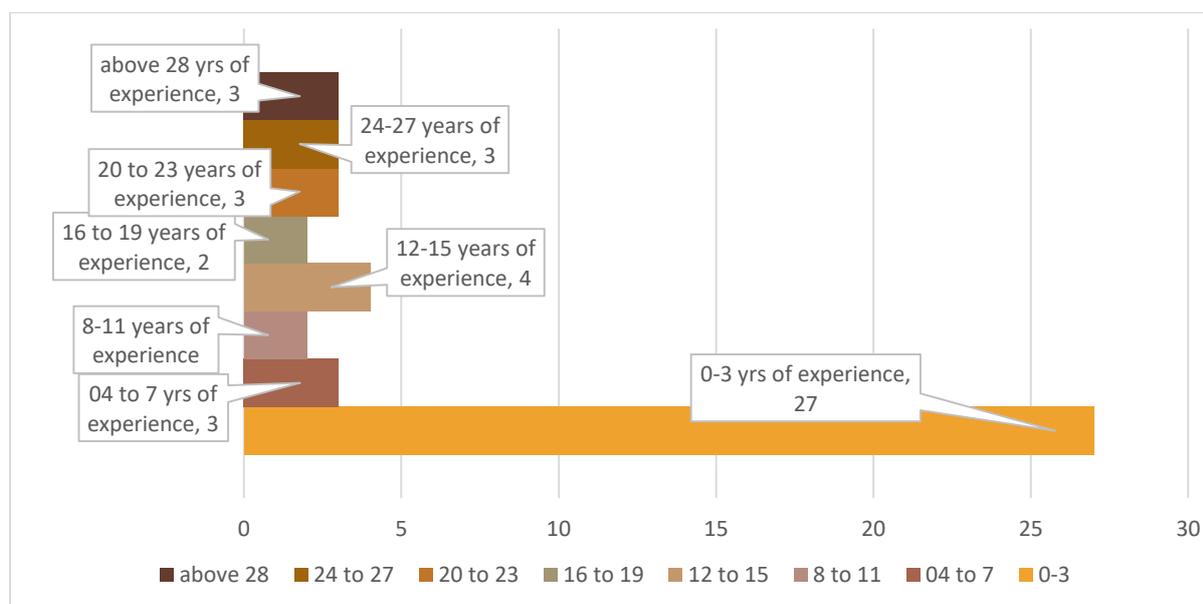
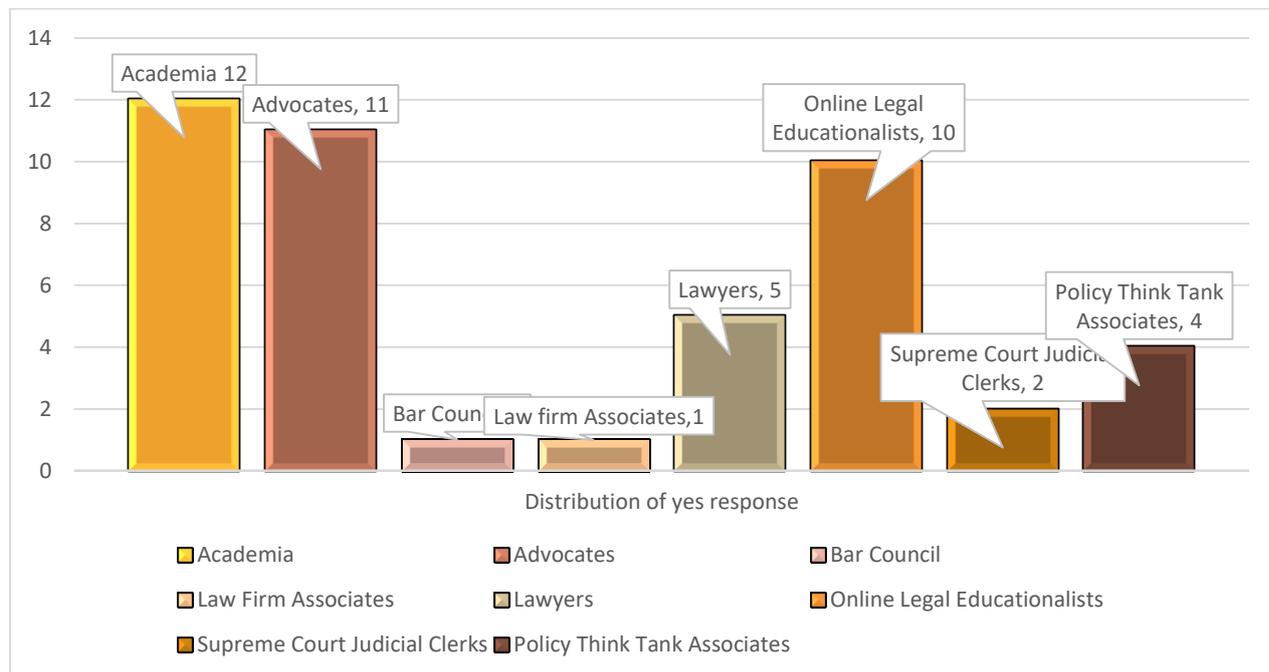


Figure 4: Experience wise response regarding the awareness of MOOC

Analysing the data received from responses, we find that the maximum percentage of 'Yes' responses came from young professionals. This demonstrates that fresh law graduates have a higher awareness level of technological innovation in legal education. This is not surprising, given that not only have young professionals received computer education in schools, but have also often used computer-based legal databases right from the inception of their careers. On the other hand, participants having greater experience demonstrate lower awareness levels. Beyond the 20-year threshold level, many participants felt more comfortable using traditional research sources, such as physical copies of law journals, segregated by years.

Further, the affiliation-wise distribution of positive (yes) responses is as follows:



*Figure 5: Affiliation-wise Positive Response Regarding the Awareness about MOOC*

Legal academicians recorded the highest awareness levels of MOOCs (80% of total academicians surveyed). Awareness levels are higher because many law faculties have been involved in the conceptualisation and imparting of MOOCs, whether through the SWAYAM initiative or for distance learning courses under the flagship of their universities. Judges recorded the least awareness levels.

### **Question 9: Are you familiar with self-learning MOOC courses such as Coursera, Udacity, EdX, and FutureLearn?**

Thirty-four per cent (34%) of the total sample size affirmed their awareness of MOOCs in general and specific MOOC platforms. 11% of those surveyed acknowledged awareness of MOOCs in general but denied knowing specific platforms such as Coursera, Udacity, EdX and FutureLearn. 7% of the participants had heard of specific MOOCs but were not familiar with the term 'MOOC' (See Figure 3).

Among all the sub-groups, practising advocates were found to have the least awareness of specific MOOCs. Predominantly traditional means of gathering technical know-how was most popular in this sub-group, with advocates contending that these courses would not help with their practical day-to-day functioning in district courts.

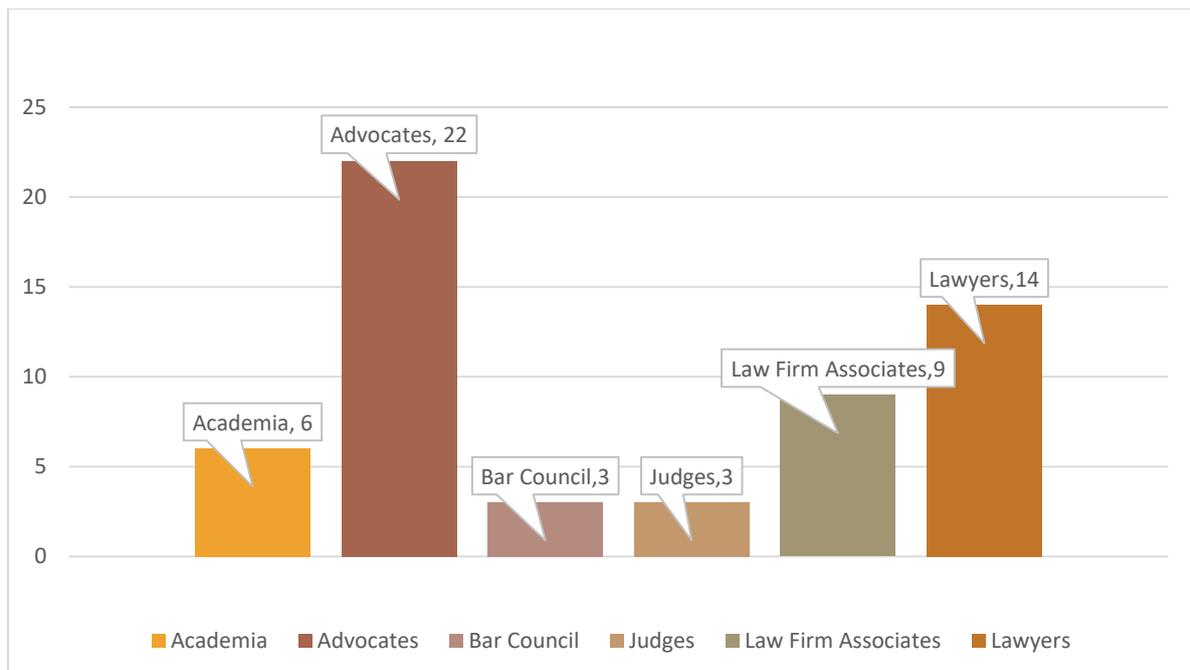


Figure 6: Affiliation-wise awareness of MOOC Courses available online

**Question 10: Do you know that specialised MOOC programs are being offered under the SWAYAM initiative by the central universities and other institutions in India since 2014?**

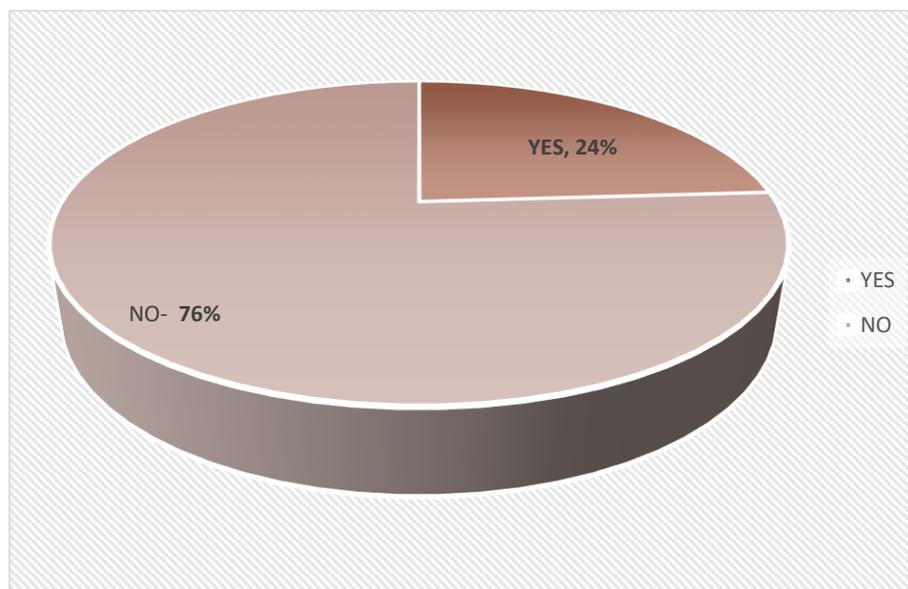
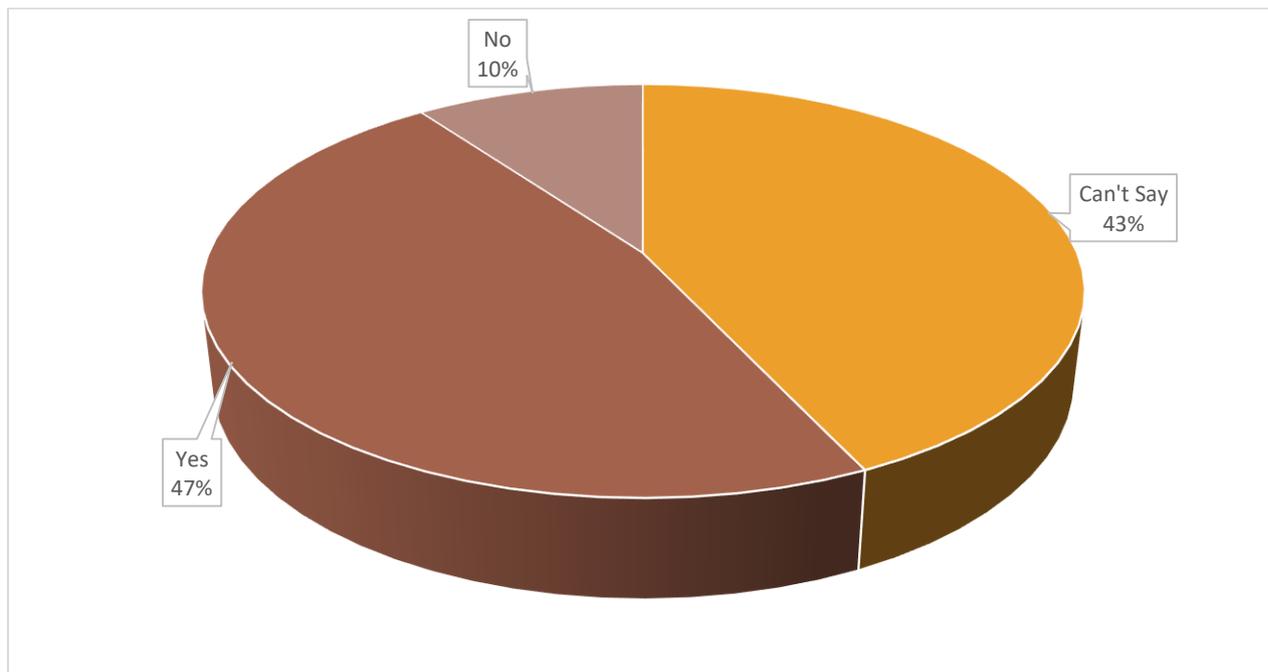


Figure 7: Awareness about MOOC (SWAYAM) Initiative

Seventy-six per cent (76%) of the participants had not heard of the SWAYAM initiative. Legal academicians had more awareness of the initiative, some of them having been involved in its conceptualisation and implementation of the initiative from inception.

**Question 11: If yes, do you think these digital courses based on new educational technology might help improve your professional competence?**

Ninety-one (91%) of participants who had an affirmative response to Question 8 believe that such digital courses would indeed enhance their professional competence. Out of this group, some qualified their response by expressing concerns about the implementation of such courses.



*Figure 8: Digital courses for improving professional competence*

Some pertinent concerns about MOOCs have been specifically identified by the participants as follows:

- MOOCs should impart learnings integral to the professional's field of work.
- These should not replace the traditional one-to-one interactions between professors and students.
- They should be subject to quality standards.
- Courses should offer time flexibility in terms of deadlines.

**Question 12: Given your busy professional schedule, do you think that a MOOC is the ideal open learning solution to increase your competency?**

Most non-litigating lawyers believe that MOOCs would be the ideal open learning solution to increase professional competence. As career options diversify from the more traditional fields, such as litigation or the judiciary, updating technological and other professional skills becomes increasingly necessary. New fields require new skills - whether subject matter-based or soft skills-based. Hence, it follows that law graduates involved in new work fields are more receptive to alternative means of education.

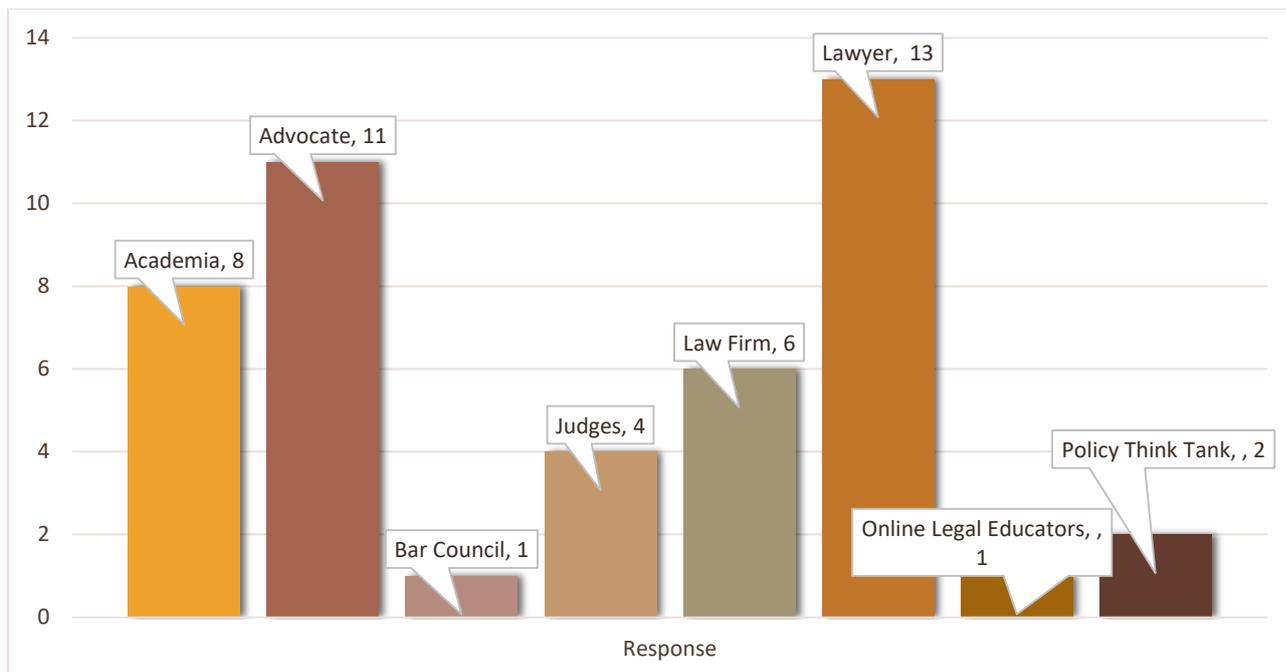


Figure 9: MOOC as an ideal open learning solution for competence building

**Question 13: Have you ever signed up for any MOOC after completing your education?**

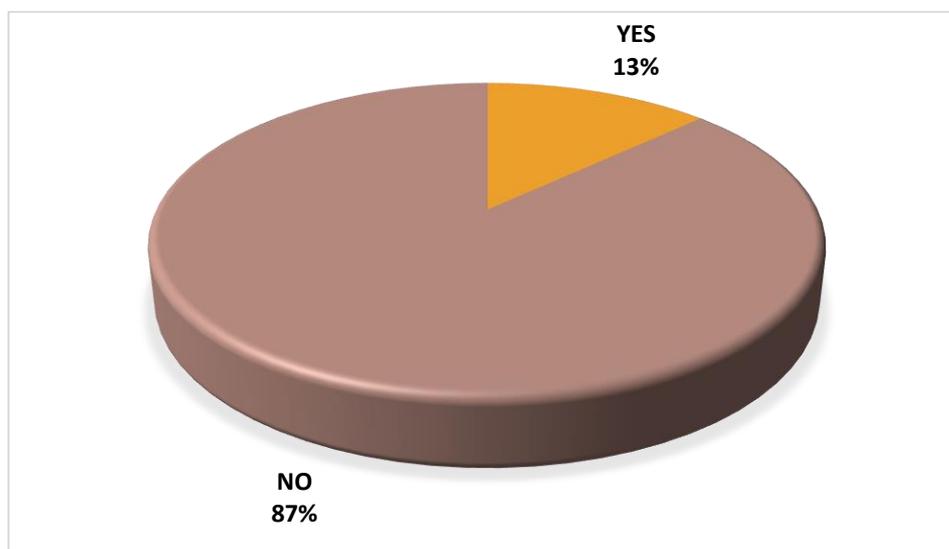


Figure 10: Adoption of MOOC after completing Formal Legal Education

A majority (87%) of the participants had not signed up for any MOOC after completing their education. It is pertinent to note here that although 45% of the participants affirmed their awareness of MOOCs as a concept, the conversion from awareness to actual registration for MOOCs is abysmally low. So, even though awareness regarding the course needs to be encouraged, the actual registration for MOOCs requires separate attention by encouraging legal academicians and professionals to realise the true worth of MOOCs.

**Question 14: If yes, please provide the details.**

Out of those who confirmed having signed up for MOOCs, some popular picks are listed below:

- SWAYAM – Course on Women and Law, Course on Innovation in Education
- WIPO (World Intellectual Property Organisation) Course on intellectual property
- UDEMY Courses
- Law Courses on [www.enhelion.com](http://www.enhelion.com)

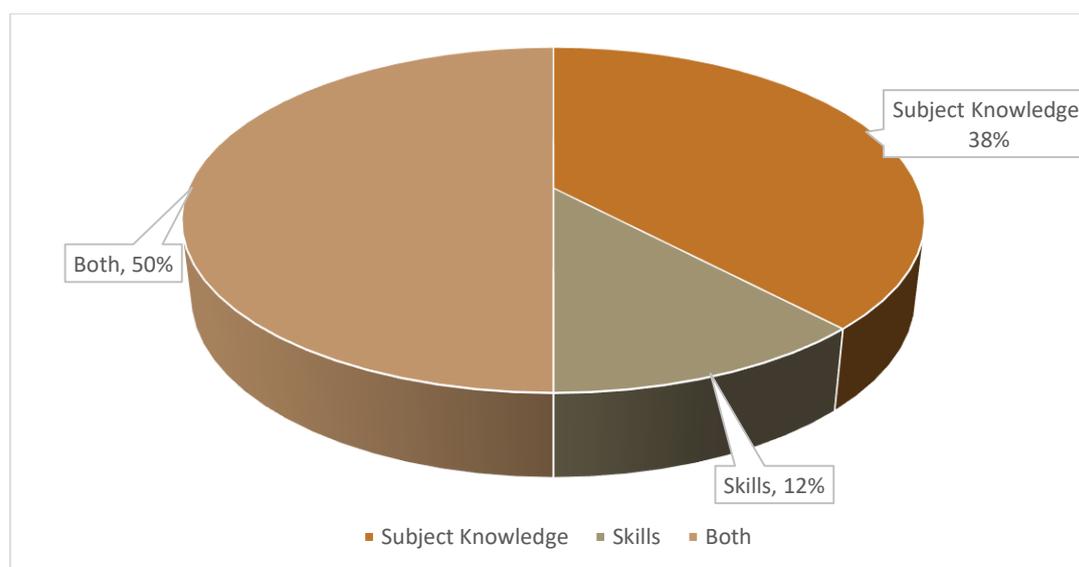
**Question 15: Do you think that your participation improved your performance in the profession? If yes, how?**

Sixty-nine (69%) of those participants, who had signed up for MOOCs after completing their education, believe that their participation improved their performance in the profession. Some benefits that participants experienced from MOOCs are listed below.

- It helped in the dissemination of knowledge in the classroom for professors of law.
- Helped complement learning concerning theoretical concepts of interdisciplinary areas of study.

**Question 16: If yes, do you think that these courses sharpened your skills only or subject knowledge also?**

Most MOOC-learners felt that the courses sharpened their skills as well as their knowledge of the subject matter. This is followed by those who confirmed having enhanced their knowledge without any upskilling being involved. This points to the greater availability of MOOCs on subject-based knowledge rather than skills (whether managerial, personal or technological)



*Figure 11: Effect of MOOC*

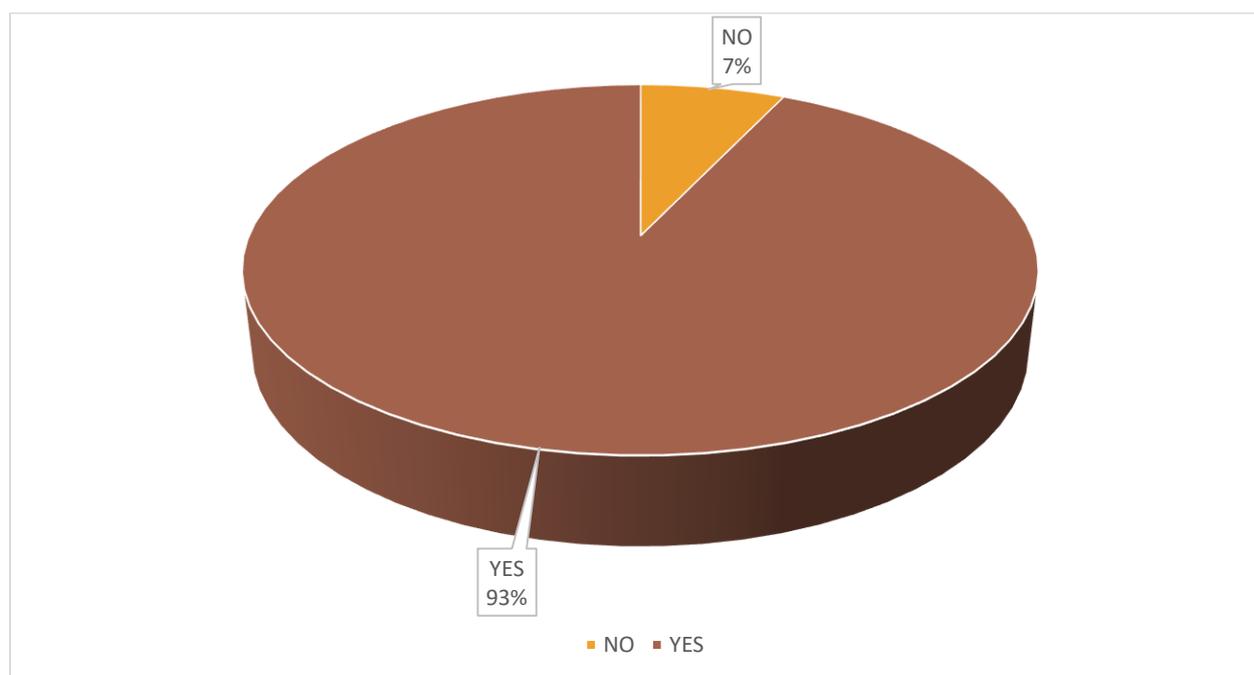
**Question 17: Do you think that the introduction of MOOCs is a good step for law professionals in India?**

**Question 18: If yes, should it be compulsory, or minimally compulsory or optional? Why?**

**Question 19: If no, what are your reasons for not supporting any of these alternatives or MOOC as a whole?**

An overwhelming majority of the participants accepted that the introduction of MOOCs for law professionals would be a good step. Most participants believed that any such courses should be optional due to the hectic time schedules of lawyers. Also, professionals should be able to select courses based on their field and interests. A lesser number believed that such courses should be kept minimally compulsory, as CLE is an important means of learning while working. However, at the same time, course-takers should have the option of choosing their subjects of interest.

A few participants also felt that initially, the programme should be optional to gauge the receptivity of the target group. After the initial stage, they can be made minimally compulsory.



*Figure 12: MOOC in CLE as a good step forward?*

Out of those who felt that the introduction of MOOCs would not be a good idea, some felt that classroom teaching employs better pedagogical standards, while some argued that the field of law requires practical skills, which can be learnt through experience and not through CLE.

**Question 20: For which class of lawyers/justice actors do you think MOOCs should be compulsory or minimally compulsory?**



*Word Map 1: Question 18 and 20*

Out of those participants who felt that MOOCs should be made compulsory or minimally compulsory, most said that the target group should be all lawyers. In contrast, some said it should be compulsory for those new to the legal profession. Also, most felt that senior advocates and judges should be excluded from the compulsory application of such courses.

**Question 21: What should be the duration of MOOC programs for law professionals?**

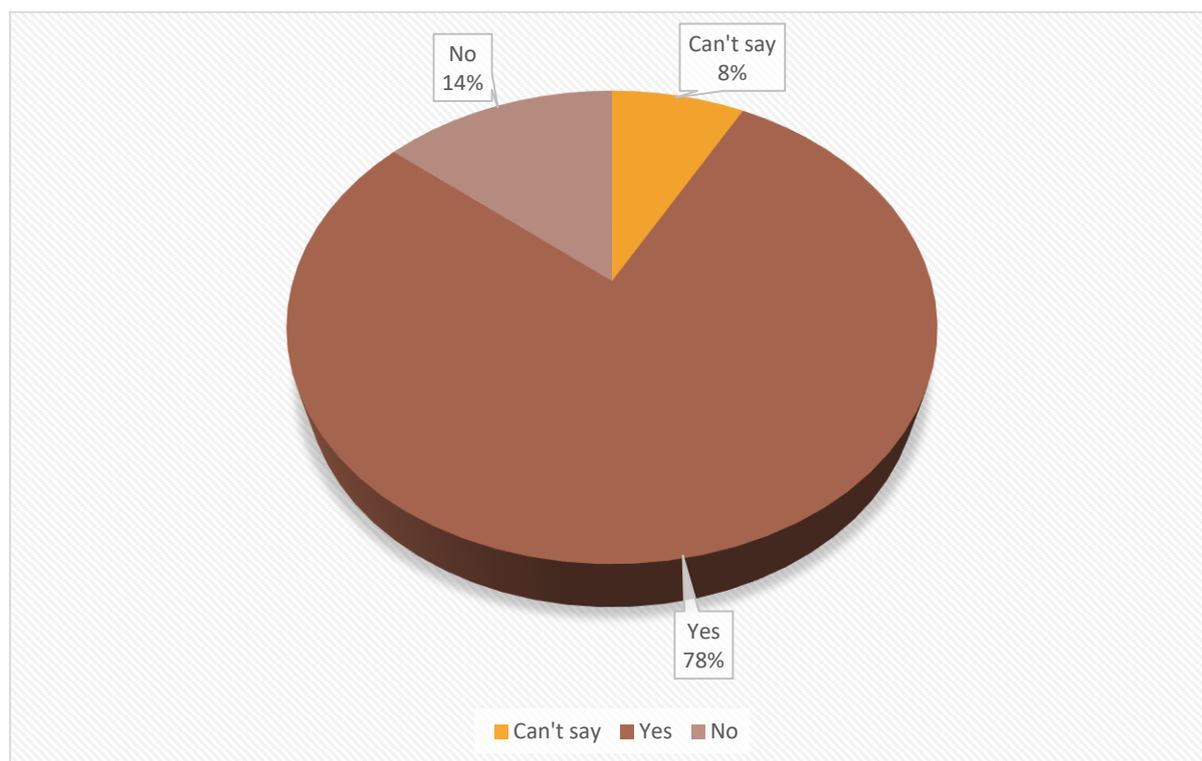


*Word Map 2 Duration of MOOC Programmes (Question 21)*

Responses to the question ranged from weekly lessons to courses spanning two months to one year. Some participants were in favour of a life-long commitment, whereas others believed that self-paced lessons are the best method of imparting MOOCs



**Question 23: Should MOOC programs be assessed in your opinion?**



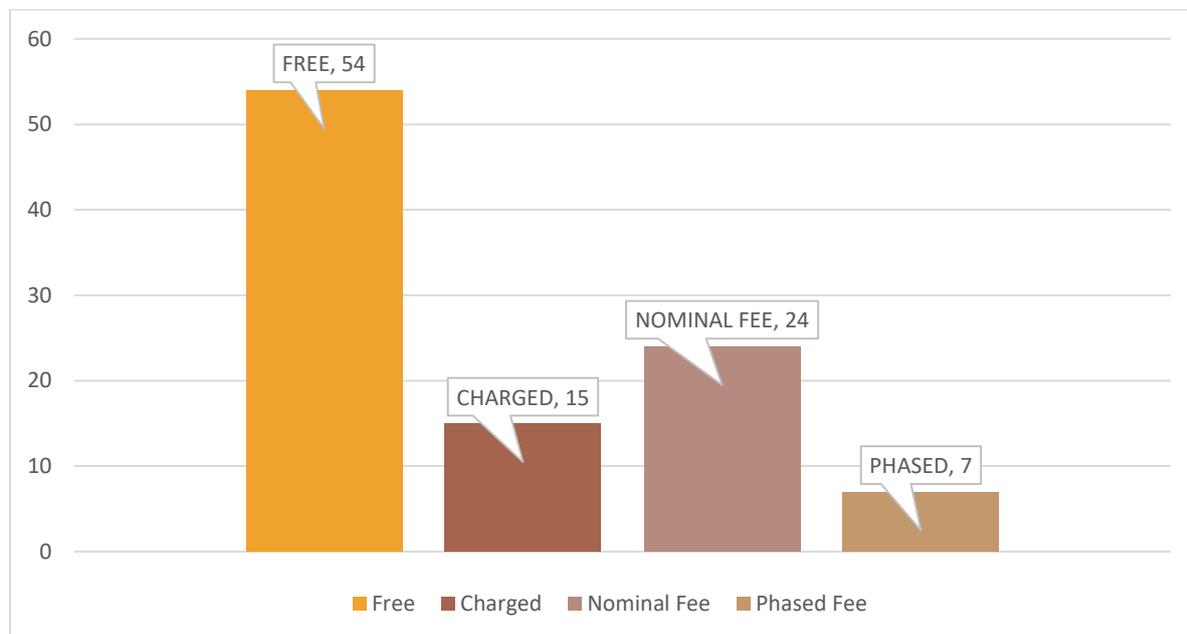
*Figure 13: Choice for Assessment Component in MOOC Programmes*

Evidently, most participants were found to favour the assessment of MOOCs. However, some responses expressed to the rider that the assessment should be objective-type (Multiple-Choice Questions) and should not be graded formally.

Some inputs regarding assessment have been compiled from the responses and listed below.

- The questions may be objective-type.
- Both objective-type and subjective-type questions may be asked.
- Short, multiple-choice questions (MCQs) should be included at the end of every lesson to test the retention of course-takers.
- It may be kept optional and required to be taken only for certificate courses.
- Certifications may be provided depending on grades achieved in course assessments.

**Question 24: Should MOOC programmes be imparted free of charge or not? Why?**



*Figure 14: Options of Free or Fee-based MOOC programmes*

Some insights offered regarding fee are listed below.

- Should be free to increase accessibility for people of all economic strata.
- The nominal fee should be charged because people don't value what comes for free.
- Should cover government expenses in running the course.
- Minimal costs should be charged; otherwise, it can be a barrier to professional growth for those who can't afford it or ill-afford it.
- Basic levels can be made free of cost, and if one wants to pursue higher levels, it should be chargeable.
- Certification courses should be chargeable.

**Question 25: In your opinion, do we need any new MOOC providers or the prestigious private or public institutions are sufficient for imparting MOOCs?**

Most participants asserted that public-private partnerships in the field of online legal education would be desirable, increasing the variety of courses on offer.

**Question 26: Do you see any obstacles in the implementation of MOOCs in India?**

The concerns raised by participants may be broadly summarised under three heads as under:

- Inadequate diffusion of computers and the internet in smaller towns and villages.
- Challenge in bringing behavioural change in the lawyers to accept MOOCs is a genuine form of skill development and knowledge dissemination.
- Standardisation of evaluation of MOOCs.

**Question 27: What are your suggestions to meet those obstacles?**

Some pertinent suggestions to overcome obstacles to implementing MOOCs, as offered by the participants, are listed below.

- District Bar Associations should be provided with adequate funding and infrastructure to set up cyber labs accessible to members of the Bar.
- Design the course outlines of minimally compulsory MOOCs with widespread consultation with the legal community.
- Mass awareness programmes should be conducted.

**Question 28: Any other suggestions/observations**

Some useful suggestions are listed below:

- The MOOC should be multi-lingual as not all lawyers are comfortable with English.
- Law firm-sanctioned courses should get UGC sanction.

### Continuing Legal Education for Lawyers in Mainstream Law Universities



Given the explosion in knowledge and the demand for specialized skills for better delivery of legal services, continuing legal education (CLE) has become a felt need for advocates as well as law teachers. There is as yet no institutionalized arrangement for CLE though there is increasing demand for it. The National Law School of India University (NLSIU), Bangalore has a CLE Chair Professorship organises programmes to help improve the standards of legal education and the legal profession through individualized training directed towards developing capacities of professionals and professional institutions. It is organized through residential training programmes of one or two weeks' duration in different cities in association with law schools and professional bodies of the region. The focus is on young professionals seeking to mould their career on strong foundations of professionalism and best practices.

Another object is to produce standardized training materials, trained trainers and infrastructure facilities so as to help law schools and bar councils to institutionalize CLE on professional lines. A network of CLE centres across the country will contribute to the advancement of professional standards and hopefully the quality of legal services available to the common people. Their programmes for lawyers included: Professional Development Training (PDT) For Young Advocates and Professional Advancement Training For Specialized Legal Practice.

[Source: <https://www.advocatekhoj.com/>]

## 6. INPUTS FROM VALIDATION WORKSHOP

Indian Institute of Management Kashipur, in collaboration with Uttarakhand Judicial and Legal Academy, Bhowali, Uttarakhand Judiciary and Legal Association, organised a validation workshop on 17<sup>th</sup> December 2019. More than 35 participants attended the workshop.

Dr G K Sharma, the Director of Uttarakhand Judicial and Legal Academy, Bhowali, gave a brief lecture on the role of Advocates in the Indian Justice Delivery System. He cited illustrations from the contemporary incidents of Custodial Murder in Hyderabad Rape Incident and Babri Masjid resolution case to emphasise the legal proceedings and significance of the legal system in our country. He emphasised the complex galaxy of cases that a lawyer needs to address throughout their career and how successful could s/he be in this regard.

The failures at maintaining safety and security for females in the country, security and assurance to the minorities in the nation, etc., were emphasised upon delayed or failed justice. Emphasising several remedial measures in this regard, he concluded his lecture with the following assertion:

The advocates should have a mindset that they are a tool of legal research, and they contribute to the process of law-making. They have to apprise the court on the true public opinion of a particular law and applying same as per the public opinion. The contribution of advocates in the law-making process and even judicial adjudication is well known.

The plenary session progressed with an introduction on the ongoing action research project by Prof K M Baharul Islam, the Project head and Dean, Indian Institute of Management Kashipur. This was further expounded by Prof Arshad Hussain, the resource person for the session and an Associate Professor from Kumaon University.

Prof Arshad Hussain, from Kumaon University, Uttarakhand, was the resource person for the session. He talked about the growth and emergence of the Indian legal profession over a short period of fewer than 70 years to become the world's largest and most influential governing body of the largest democracy in the world, India. The diversity of Indian society is marked by its caste structure, inequalities and urbanised delivery of services depending upon the market forces. In most advanced countries, the legal profession has changed its character from litigation centric to arbitration and consultation based services.

The legal profession, being a private monopoly, is organised like a pyramid in which the top 20% command 80% of the paying work, the middle 30% managing to survive by catering to the needs of the middle class and government litigation whole, the bottom 50% barely survive with legal aid cases and cases managed through indescribable and exploitative methods. Overcrowding flowers in the bottom 50% of the profession fighting for a piece of cake.

Perhaps, the so-called leaders of the profession who have abundant work, unlimited money, respect and influence who did not bother to look into what was happening to the profession allowed it to go its way of inefficiency, strikes, boycotts, and private ridicule. This is the tragedy of the Indian bar today, which otherwise has a noble tradition of being at the forefront of the freedom struggle and maintaining the rule of law and civil liberties even in difficult times. The continuing education for legal professionals recognised in most advanced countries

for quite a long is gaining attraction in India. Legal professionals are increasingly being exposed to the challenges of a globalised knowledge dissemination system. The rapid changes taking place in the country's social and economic life also necessitated upgrading the knowledge base of every professional.

Continuing legal education is a mandatory requirement in countries such as the United States, Canada, Australia, etc. Such a type of continuing legal education has a tremendous scope in a country like India. Continuing legal education (CLE) also known as mandatory or minimum continuing legal education or continuing professional development.

In the US, It consists of professional education for attorneys after their invited admission to the bar. They maintain their licenses to practice; they are required to complete certain CLE. In Canada, the attorney must also complete certain required CLE. In Australia, In New South Wales, Continuing legal education is regulated by the law society of New South Wales.

In the Philippines, Continuing legal education in Philippines is regulated by an integrated bar of Philippines to ensure that they keep abreast of law and jurisdiction throughout their career, maintain ethics of the profession, and enhance the standard of law practice.

Amid such drift and mediocrity, the world around, including the legal environment, change and opportunities for legally trained persons, grew phenomenally, thanks to globalisation, technological revolution and economic liberalisation. It gives hope to the professionally skilled that they too could achieve higher ranks. This is where CLE is to be appropriated for professional development and better delivery of local service.

CLE is also a measure of the accountability of the profession. The days of the general practitioner have gone, and specialists have entered the scene. The competence of the legal practitioner is critical for clients, and any dilution in the quality of services rendered is bound to be counter-productive.

CLE is a major instrument of all professions to ensure minimum competence in the delivery of service. It enhances professionalism, accountability and public respect for the profession. It is the sphere of up-gradation of knowledge, particularly in emerging legal practice areas, where CLE can help the most. Knowledge is not just an awareness of rules; it includes comprehension, application, analysis, synthesis, and evaluation. Therefore there is a tremendous vacuum in the professional training which is waiting to be addressed through CLE.

Finally, professional competence in law is the outcome of a skilled application of knowledge in which proper skills are decisive to the outcome. These include interviewing and counselling skills, negotiation, mediation skills, research and writing skills, communication and advocacy skills, drafting skills, facts gathering and articulation skills, time and stress management skills, etc., all of which can be acquired through supervised practice guided theoretical learning. CLE is the best mechanism for acquiring it all the time.

For the first time in the history of legal education, the National Law School of India University Bangalore has established a chair on continuing Legal Education with support from the International Bar Association, the Food Foundation and the Menon Institute of Legal Advocacy training.

A government-funded study by IIT Kharagpur recommended introducing mandatory continuing legal education for lawyers every year to be eligible to practice in any court. Funded by the law ministry to suggest ways to arrest the declining ethical standard and professionalism among advocates, the study had suggested designing CLE where newly inducted lawyers at the

bar must get clear 16 CLE credits every year comprising 15 hours of classroom studies and workshop training in ethics and professionalism.

For lawyers with more than five years of practice, the minimum CLE credits suggested were 12 every year with an optional self-study of 50 hours, including study in substantive and procedural law, professional ethics and emerging areas of law. Continuing legal education ensures that legal and judicial reform contributes to changing the attitude and behaviours of lawyers and citizens. For this reason, CLE should be an integral part of the legal and judicial reform strategies that are anchored on the rule of law and reflect the country's social values.

Continuing Legal Education is the need of the hour, and legal education should be dynamic rather than static. To keep lawyers abreast of the changing law, there is a need to organise seminars, conferences, workshops, etc., regularly and make it mandatory for professional lawyers to attain the same. This can go a long way in enhancing the two standard and quality of the profession. The participants provided the following suggestions fuelling the further course of research.

- Some financial assistance may be given to professionals for attending seminars, workshop or training programs.
- The state bar council or BCI may provide thin financial assistance
- For checking these certificates, the state bar council can be authorised some members of the concerned state bar council.

### **5.1. Discussion Points from the Validation Workshop**

The participants that the validation workshop was divided into different working groups and was requested to elect a under group leader who presented the summary of the group's input at the end of the session to all the participants. Drawing from the expert inputs from the resource persons and participants (Judge / Advocate / Researcher) further provided suggestions on the different points (given to them). Copies of the draft report of the stakeholders' survey were also circulated among the groups for reference. The questionnaire for discussion can be seen in Annexure-3 of this report. At the end of the workshop, the following major issues were raised, which are discussed in the flowing sections.

#### **Question 1: Is Continuing Legal Education most essential for practice as an Advocate today?**

Almost Everyone agreed to the idea and showed a positive response, with 30 out of 35 respondents indicated an extremely urgent introduction of the course while 5 encouraged the idea. There was no negative response whatsoever.

#### **Question 2: Can we make a certain amount of CLE “Compulsory” to continue as a practising advocate?**

The respondents had a mixed opinion on what level and background should be included in availing of a compulsory CLE course. Some of them opined that the judiciary and advocates should be made involve with the CLE compulsorily. A few of them emphasised early awareness for someone pursuing law and being sure their academic stream should go for CLE from the early stages. Few of them disagreed on the notion of compulsory introduction since the local situation of the profession, technology, facilities and background plays an important role in introducing such practices.

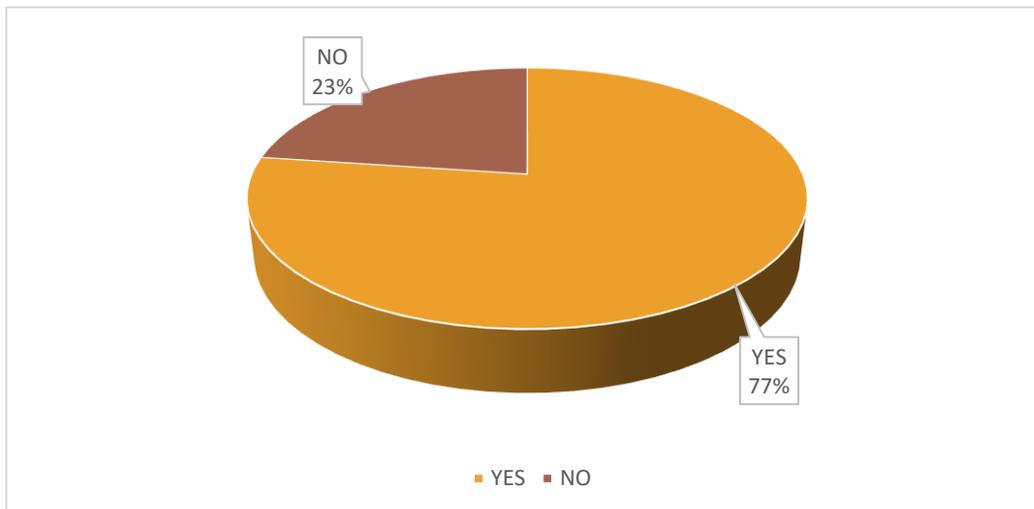


Figure 25: Participants’ Opinion on CLE as a Mandatory Requirement

77.13% of the respondents thought CLE was a compulsory introduction for practising advocates, whereas 22.8% denied a compulsive attribute to such courses. The reason being rural locale, lack facilities, technology and other hindrance.

**Question 3: Will it be suitable for Advocates to undergo CLE through Online Programmes? What should be the length (week/month/year) and nature of the programmes- (Certificate/ Diploma/Degree**

While technological and linguistic hindrance leads to some negative responses in availing CLE through online medium. Everyone almost agreed to a monthly certification course and strictly refused a diploma or a degree course in this regard. Everyone emphasised the importance of certification.

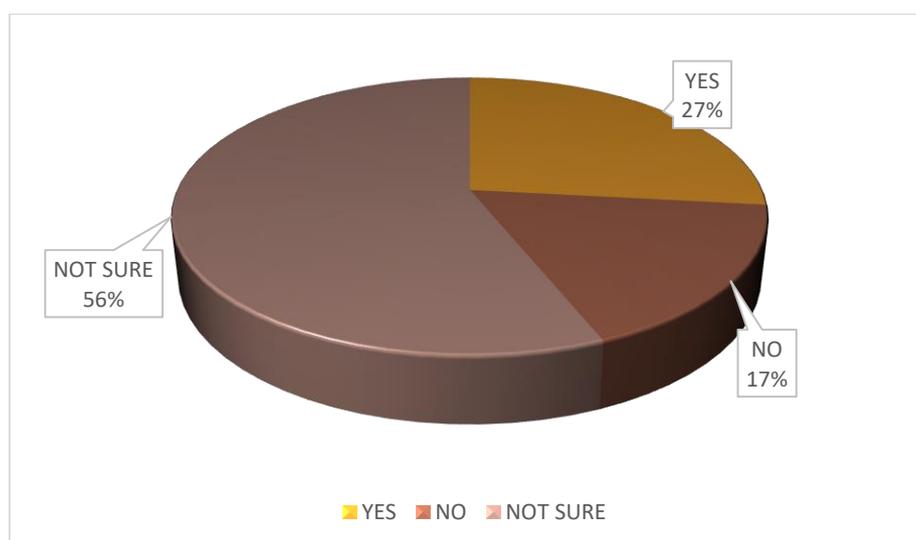


Figure 3 Online and offline Options in CLE

#### Question 4: Who should offer CLE Online Programmes? Universities, Law Departments in other universities, Private Organisations/NGOs, Foreign Universities?

To the question above, a mixed response was generated. Some voted for a separate section under the Ministry of Law to help in designing CLE courses. Other options in this regard include state universities, central universities or national law school; a few opted for global bodies, but due to the limited technological resources, not many were optimistic about the option and thought NGOs to be a conducive option designing CLE Online programs.

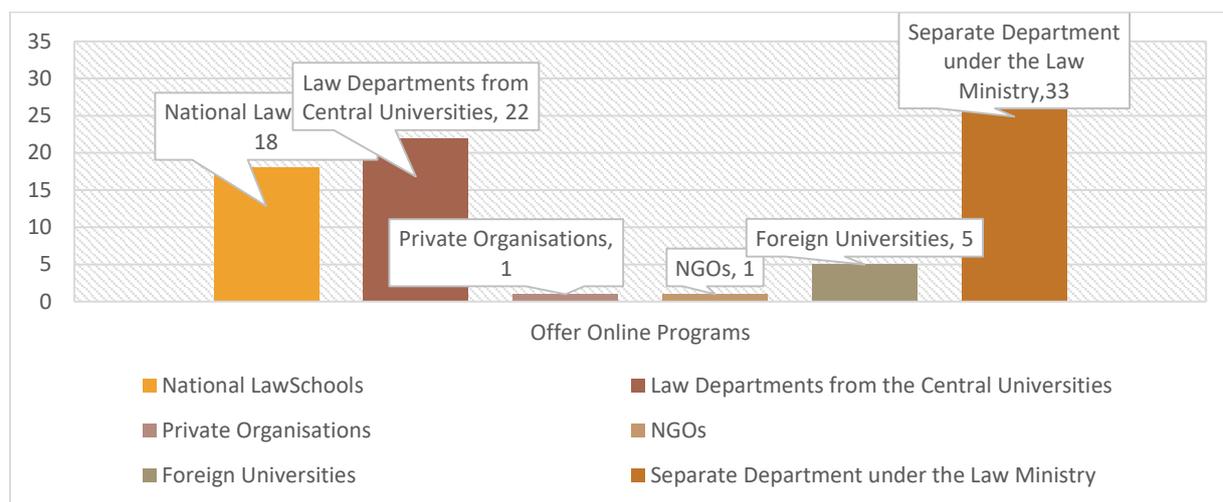


Figure 4 Who should offer CLE online programmes?

#### Question 5: Should the CLE Online Programmes be free? Or it should be paid as, and a minimal fee should be charged for conducting online exams and issuing certificates

Some of the respondents thought that there should be free courses owing to the economic hardships faced by students from underprivileged areas. Adding to the reason, the respondents cited the significance of free courses lest money should make it a commercial venture. Whereas many of the respondents thought that a minimal amount for the Maintenance of course material and certification could be charged since things that come for free are not valued much.

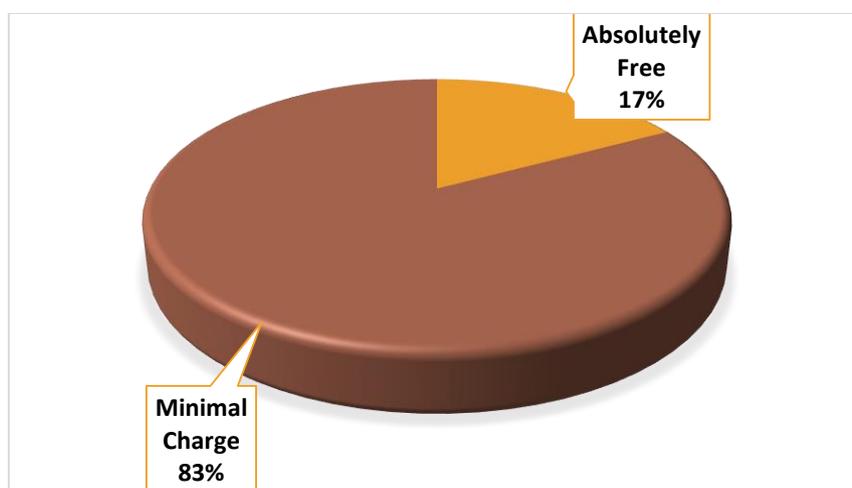


Figure 18: Chargeable/ non-chargeable CLE Courses

## 7. CONCLUSIONS AND RECOMMENDATIONS



*“Education is the manifestation of perfection already in man.”*  
Swami Vivekananda

Law is the ultimate instrument of change in our society; it governs and strengthens, regulates and empowers and is present as the last bleak of hope for the commoners. Its potential remains unmatched, and it reforms and educates a society. The primary function of law is to protect its members, provide them with justice and maintain peace and order while considering the fundamental rights and duties. A democracy depends on the legal system of its country to function smoothly. The legal system shapes a nation.

The law commission of India defines legal education as a science, which imparts to its student knowledge of certain principles and provisions of law to enable them to enter the legal profession. Legal education is thus a platform for the rightful settlement of disputes and clashes. Hence legal education becomes important for developed, underdeveloped and developing countries alike. High-quality legal education will yield high-quality legal practitioners, judges and government law officers. The formal legal education needs to be appended, with revisions in curriculum and methodologies of law course. Hence, legal education becomes a crucial subject of evolution; both law and state stand supplementary and complementary to each other. Legal institutions qualify to the core of all social discipline. Legal education focuses on developing good lawyers educated in human values and human rights, besides the law itself.

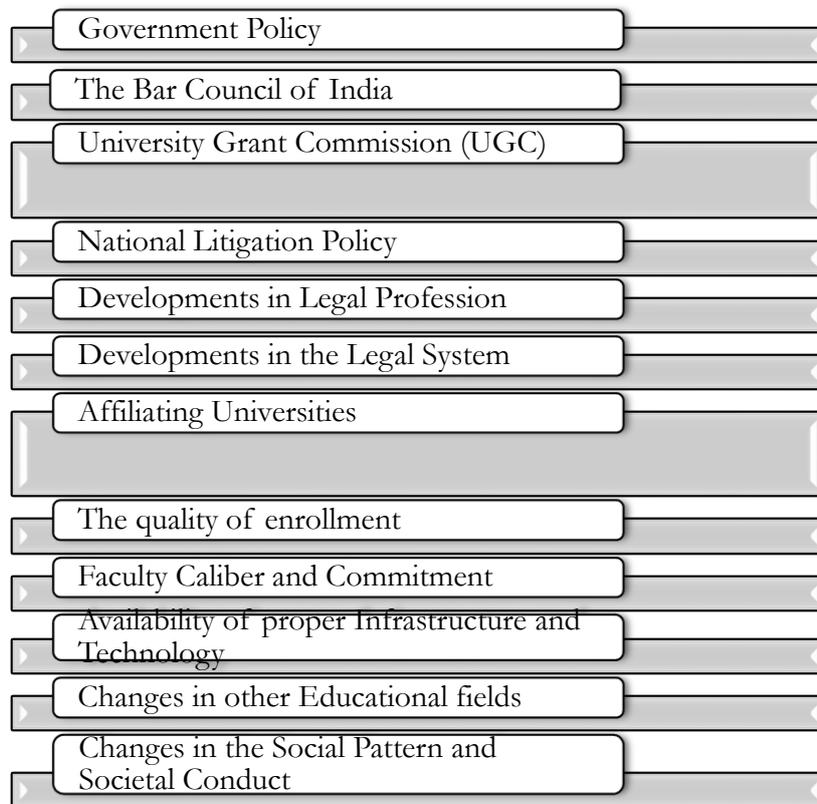
The changes in development and cultural milieu lead to the framing of new laws. New laws and policies regarding gender, social, minority, empowerment and several other issues are framed to synchronise with the social consciousness. As a multicultural, multilingual and multi-ethnic diverse nation, India serves as a challenging nation when it comes to introduction, implementation, and awareness of new laws.

Besides the diversity, several factors influence Legal Education in India (Fig 19). Some challenges and issues surround legal education and policies related to it. There has been a dramatic unplanned rise in the number of colleges imparting legal education; as of the post-1970's record,<sup>81</sup> there are 302 law colleges with over 2,50,000 students on their rolls in the country. Like the medical profession, legal education is now perceived as a commercial venture and not a matter of scholarship and service. The involved legal bodies kept increasing the number of colleges without even a proper infrastructure or other material requirement fulfilled. As a result, the entrance procedure and admission systems were severely damaged, accommodating anybody or everybody. These students served as a maximum profit for the entrepreneurial scheme involved in the process. The profession suffered through all blocks, the

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<sup>81</sup> Challenges of Legal Education in the 21<sup>st</sup> century: Mayank Shekhar, Legal Bites, July 6,2017.

prestige of academia declined, and as a result, faculties and teaching techniques did not match the standard. The lack of a proper system demotivated students from taking proper exams and qualifying for an aptitude level entrance.



*Figure 19: Factors Affecting Legal Education in India*

Once the formal legal education system smoothens its pace, the policymakers and people from the legal fraternity will take into consideration Continuing Legal Education as a necessary goal:

- Continuing Legal Education is important
- A continuing dialogue with the academicians, practitioners, judges, licensing authorities, and the general public regarding changing socio-cultural perceptibility are necessary to build awareness among lawyers and advocates.
- A content-focused curriculum should be replaced with an outcome-focused program, concentrating more on the profession's practical and skill honing aspect.
- Continuing Legal Education should develop competence and help in efficient and responsible realisation of problems.
- CLE should lead to the overall development of life-long skills like self-reflection, intellectual and analytical comprehension, and teaching sound professionalism and professional skills among law practitioners.
- A curriculum that assembles theories, doctrines and pervasive professionalism to develop knowledge, skills and progressive values should be the design ahead.
- Context-based teaching methods will help a learner grasp more easily the contemporaneity and hence will assist CLE positively.
- A diploma or certificate course for law teachers can also be implemented to fill in the skill gaps that a teacher may require overtime.

Law is an essential medium of a revolution that strengthens our society. The lawyers bear the burden of the entire society and their problems. Lawyers should always be updated, upgraded and aware of the changes in and around; continuing legal education is the need of the hour. This will facilitate healthy growth and add to the prestige of this profession.

Although awareness and participation in MOOCs leave more to be desired, the survey shows a positive trend in legal professionals. The increased receptivity of alternative means of legal education ensures that there is a demand for CLE courses. Most participants agreed that MOOCs would be beneficial to the career interests of legal professionals. Courses offering certification or credentials are being especially perceived as an effective way of enhancing one's employability. As a way forward, widespread promotion of MOOCs and pointing its benefits over the long term would be advisable.

## 6.1. Recommendations

### a) Incentivising CLE

We have found that mandatory stipulation of any CLE for the continuation of practising license like other countries is not preferred by the stakeholders in India. It will require some awareness and advocacy campaign among the stakeholders before such provisions are made in the Advocates Act of 1961 and implemented by all concerned in right earnest. However, because the need and value of CLE are well recognised, and as such, an alternative way to popularise the CLE will be to provide non-monetary incentives to the advocates who complete CLE programmes. It will lead to the voluntary adoption of CLE by advocates in India. A few suggested ways of incentivising CLE may be as follows:

- **Public recognition or Award Competitions:** Regular legal knowledge and skill-based competitions can be arranged at district, state and national levels by a collaboration between Bar Associations, Bar Council of India and Law colleges/universities. Champions may be identified in specific areas of specialisations like environment laws, technology laws, gender laws, etc., which will nudge the participants to go for the additional knowledge-based CLE available online or in local institutions. The praise or recognition is a non-financial incentive that satisfies a lawyer's public brand among the public and potential clients alike. Sometimes such recognition becomes more effective to put their extra effort to upgrade their knowledge base on an emerging area of law than any other incentive. If they see the recognition as a reputation building exercise, especially the young or mid-level experience ones, the advocates will see the value of CLE in the long run.
- **Professional Certification:** In collaboration with Law colleges/universities, Bar Associations, Legal Publishers, Legal web-portals etc., a set of special *professional certification programmes* can be launched for the advocates. In an era of specialisation, even in the legal profession, litigants often look for the expertise of an advocate to fight their cases. At present, an advocate's word of mouth reputation in a Bar is what mostly drives new clients to the lawyers. The new lawyers are obviously at a disadvantage here before they spent years in the corridors of courts to build that public reputation. An alternative way to launch a set of CLE *Certificates Programmes* in law schools is to offer evening or open or distance courses (including MOOC). Several courses are already available in some universities (See box on NLSIU Bangalore). A handbook has been

developed as a part of this project that lists short term and long term programmes available online. This handbook can be distributed among the Bar members to sensitise them about the opportunities available to them to get CLE certifications at their own pace.

#### b) Promotion of CLE among corporate law professionals

- **Professional Development Programmes:** Professional development programmes can be recommended to reputed corporate law firms in India. They can work with national law universities and other reputed law schools to develop such programmes. These can provide on-site or remote CLE programs for practitioners, fresh law graduates, in-house counsels from industry, other attorneys, and para-legal professionals. A set of customized programmes can be developed on a pilot basis to illustrate a simple, cost-effective, and efficient way for lawyers to obtain valuable CLE in legal ethics, technical competency, and professionalism. It will also provide an opportunity for industry-academia interaction for the formal legal education sector.
- **Award Competitions among Law Firms:** Through collaboration between laws firms, universities and Bar association, regular inter-firm completions can be organised where law firms will gain public visibility, especially the younger ones, and in the process, the emerging legal subject-specialisations will also become popular among the advocates working in corporate law sectors that will again drive them towards CLE avenues.
- **Rankings:** There examples of different competitions like *Forbes India Legal Powerlist* [see <https://www.forbesindia.com/legalpowerlist2020>] that focuses on reflecting those lawyers in the profession who has recognised strengths in business practices. Leading corporate lawyers (individuals and firms) are expected to demonstrate strong foundations in key commercial-legal issues. Such competitions “aims to identify and felicitate young lawyers who exemplify distinction, quality service delivery, and those who demonstrate superior leadership, reputation, influence, stature and profile as Indian lawyers.” More such competitions will drive the practising advocates to gain some additional knowledge base in the legal profession to compete in such lists. It will again directly drive demand for suitable CLE programmes in the country.
- Unlike the coverage provided in some national guides, this Global-Wide section considers firms' capabilities across both transactional and contentious sides of the market, including; cartel and other government investigations, antitrust litigation, M & M&A-related competition work, advice, and competition strategies for businesses.

- c) **Recognising Champions of CLE:** There are several unsung heroes in our law colleges, faculties, departments, law universities and bar associations who strongly support, propagate and conduct CLE programmes at different levels. If these champions are identified, supported and “Awarded” by concerned authorities (Ministry, Bar Council, Courts etc.) through suitable schemes, then the CLE awareness will gain further momentum in the county. Three categories of champions of CLE can be considered:

**The Institutional Champion:** This will be awarded to an institution, a Bar association or a group of institutions for very significant achievements or contributions to the CLE. This

relates particularly to institutional leadership and innovation through mainstream CLE Courses developments, contributing to the continuing enhancement of open, flexible CLE across the country.

**The Individual Champion:** This can be an award for significant contributions to the field of CLE in any law school. The idea will be to focus on rewarding innovation and progress in the CLE field and the very significant efforts of an individual in pursuing the legal community to adopt CLE. The Individual Champion may also be individuals who have shown great leadership and excellence in the CLE work within an educational institution and fostering collaboration with practising advocates.

**Lifelong Contribution to CLE:** In the long run, individual and law schools can be recognised for significant lifelong contributions to the promotion of CLE. These lifelong achievements should represent significant contributions to the legal community, legal education system, and the field of CLE itself.

#### d) The flexibility of the CLE

- a) In tandem with the National Education Policy (NEP) 2020, a multiple entry/exit system (MEES) in legal education can be introduced. Law schools in the country can be invited to develop such customised LLM or even Doctoral programmes that will allow advocates to earn higher education in law while continuing to practice. Such programmes enable them to choose from the full range of modules (certificate courses), incrementally earn credits and finally move towards a higher degree.

An advocate-student can choose particular modules to acquire a certificate, diploma, or LLM degree in such a scheme. Top laws schools worldwide offer similar courses as CLE for advocate (See Box on *Cardiff University* under Section 2.1.1.). Such CLE programmes leading to LLM will allow an advocate to choose from several modules, covering a wide range of topics already being offered in a law school/university. One can customise their LLM according to their professional interests and career goals and gain a diverse legal education or focus on a specific area of law.

- b) University Grants Commission (UGC) has already allowed students to gain 20% credits in graduate courses from the courses offered under SWAYAM programmes online.<sup>82</sup> Now, it is proposed to be increased to 40%. UGC has already issued the UGC (Credit Framework for online learning courses through SWAYAM) Regulation 2016 advising the Universities to identify courses where credits can be transferred to the student's academic record for courses done on SWAYAM. AICTE has also put out a gazette notification in 2016 and subsequently adopted these courses for credit transfer. However, in the latest (Jan 2021) list, only 3 (three) Legal courses are offered in SWAYM out of 76 courses. There are only 6 (six) SAWYAM Coordinators for law schools out of 228 in the list of law institutes (NLU Patna, ILI, NLU Delhi, NLU

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<sup>82</sup> Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM) is a programme initiated by Government of India and designed to achieve the three cardinal principles of Education Policy viz., access, equity and quality. The objective of this effort is to take the best teaching learning resources to all, including the most disadvantaged. SWAYAM seeks to bridge the digital divide for students who have hitherto remained untouched by the digital revolution and have not been able to join the mainstream of the knowledge economy.

Odisha, NLU Jodhpur, and NLU Punjab]. A circular issued in February 2021 by UGC doesn't mention "Law" subjects. In this arena, the law schools can work more intensively with UGC to offer more law courses that the advocates can access as CLE programmes.

## 8. An Action Plan: The Way Forward

One time perpetual registration (licensing) system in India has somewhat disincentivised CLE among advocates (except the monetized and competitive corporate law sector). Whereas it is most advanced nations that licensed legal professionals must continue their legal education throughout their careers to remain eligible to practice law. Policy frameworks like Mandatory Continuing Legal Education (MCLE) in such countries play a critical role in defining and determining compliance with the minimum education requirements for lawyers. Of course, many flexibilities are often built into the scheme of things to facilitate CLE, such as:

- Lawyers do not have to attend live or real-time classrooms to earn CLE credits. They may earn CLE credits by attending online courses, viewing or listening to recorded events such as webinars, MP3s, or DVDs.
- Lawyers can now earn free and low-cost CLEs related to the COVID-19 pandemic.
- Lawyers who cannot afford to attend full-time classes, webinars, or online CLE courses can access free and low-cost CLEs offered by many institutions.
- Lawyers can even earn CLE credits by providing pro bono services.

Given the above and based on the findings of this study, we propose the following action plan as a way forward:

- a) A national-level consultation may be organised or facilitated by the Ministry of law and Justice, Government of India, to discuss how ‘non-mandatory CLE can be popularised in the country through the active collaboration of all the stakeholders.
- b) The absence of a CLE / Lifelong Learning environment harms the poor and rural communities. Mishandling of cases by lawyers, undue delay tactics adopted by many in closing a case not only harm the poorest litigants in small towns but also overburdens the lower judiciary with pendency cases. CLE can focus on professional practices and increase the efficiency of practising lawyers. Bar Associations need to be sensitised on this issue and adopt various non-monetary incentive schemes suggested in the previous section of this report. To launch and monitor such a drive, a national multi-stakeholder committee – **National Committee on Continuing Legal Education** - can be set up by the ministry where professional bodies, corporate representatives and law schools can initiate a nationwide CLE advocacy campaign.
- c) As ‘experience on the job’ does not work seamlessly in the legal profession due to unequal opportunities available to a new lawyer, CLE can be used to introduce the fast-changing technological environment like computer-assisted case management, drafting and the legal reforms that are envisaged under emerging applications like Artificial Intelligence (AI) and 5G systems.
- d) CLE needs a kick start – a national mission (given the challenges of the legal practice in India) – needs at least five years to place CLE in the professional environment. The suggested national-level committee can be entrusted with this task by giving it financial support and a time-bound list of deliverables. Ministry can create this national committee as a platform, identify champions, bring stakeholders together to show the win-win in CLE for all parties.

- e) The piecemeal approach generally does more harm than good regarding standardisation, benchmarking, certifications, and branding. The same is true about any CLE drive also. Regulatory authorities like BCI and UGC should partner in this mission from the very beginning to ensure buy-in from the stakeholders and develop a realistic standard and model implementation framework for CLE.

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## **ANNEXURES**



ANNEXURE 1Uttarakhand Judicial and Legal Academy, Bhowali, Distt.- NainitalList of Participants

**WORKSHOP-CUM-VALIDATION SEMINAR ON  
GLOBAL PRACTICES IN CONTINUING LEGAL EDUCATION:  
EMERGING PLATFORMS FOR PROFESSIONAL DEVELOPMENT  
AT UJALA ON 17.12.2019 (Tuesday)**

List of Participants

<b>Sr. No.</b>	<b>Name of Judicial Officer</b>	<b>Designation</b>
1.	Dr G.K. Sharma	Director, Uttarakhand Judicial and Legal Academy, Bhowali, Distt. Nainital
2.	Shri Ambika Pant	Additional Director, Uttarakhand Judicial and Legal Academy, Bhowali, Distt. Nainital
3.	Shri Ashutosh Kumar Mishra	Additional Director, Uttarakhand Judicial and Legal Academy, Bhowali, Distt. Nainital
4.	Ms Ritika Semwal	Joint Director, Uttarakhand Judicial and Legal Academy, Bhowali, Distt. Nainital
5.	Shri Ashwini Gaur	8th Additional District & Sessions Judge, Dehradun
6.	Shri Vikram	2 <sup>nd</sup> Additional District & Sessions Judge, Roorkee, District Haridwar
7.	Ms Anjali Noliyal	5 <sup>th</sup> Additional District & Sessions Judge, Haridwar
8.	Shri Mohd. Yusuf	Officer on Special Duty (OSD)/Deputy Secretary, Uttarakhand State Legal Services Authority, Nainital
9.	Shri Imran Mohd. Khan	Member Secretary, District Legal Services Authority, Nainital
10.	Shri Bhupendra Singh Shah	Civil Judge (Jr. Div.), Narendra Nagar, Tehri Garhwal
11.	Ms Minakshi Dubey	Civil Judge (Jr. Div.), Kashipur, Distt.-Udham Singh Nagar
12.	Ms Bhawna Pandey	Judicial Magistrate-I, Haldwani, Distt. Nainital
13.	Shri Vivek Singh Rana	Civil Judge (Jr. Div.), Kotdwar, Distt.-Pauri Garhwal
14.	Ms Shikha Bhandari	Judicial Magistrate, Kotdwar, Distt- Pauri Garhwal
15.	Shri Rizwan Ansari	Civil Judge (Jr. Div.), Chakrata, Distt. Dehradun
16.	Ms Kanchan Chaudhary	Judicial Magistrate-I, Hardwar
17.	Ms Shalini Dadar	Judicial Magistrate-II, Udham Singh Nagar

18.	Ms.Nisha Devi	Civil Judge (Jr. Div.), Doiwala, Distt. Dehradun
19.	Ms Shivani Nahar	Civil Judge (Jr. Div.), Sitarganj, Distt. U. S. Nagar
20.	Shri Rohit Joshi	Civil Judge (Jr. Div.), Joshimath, Distt- Chamoli
21.	Shri Shambhu Nath Singh Athwal	Judicial Magistrate-II, Hardwar
22.	Shri Laval Kumar Verma	Civil Judge (Jr. Div.), Ukimath, Distt.- Rudraprayag
23.	Shri Kuldeep Narayan	Civil Judge (Jr. Div.), Lansdowne, Distt.- Pauri Garhwal
24.	Shri Anil Kumar Kori	Civil Judge (Jr. Div.), Gangolihat, Distt.- Pithoragarh
25.	Shri Sohan Tiwari	Advocate, Nainital
26.	Shri Rajendra Lohani	Advocate, Nainital
27.	Shri Girish Chandra Joshi	Advocate, Nainital
28.	Shri Naveen Chandra	Advocate, Nainital
29.	Shri Harendra Singh Bora	Advocate, Nainital
30.	Shri G.B. Kapri	Administrative Officer, Uttarakhand Judicial and Legal Academy, Bhowali, Distt. Nainital
31.	Shri Kamlesh Kumar Suyal	Accountant, Uttarakhand Judicial and Legal Academy, Bhowali, Distt. Nainital
32.	Shri Gaurav Tewari	Research Officer, Uttarakhand Judicial and Legal Academy, Bhowali, Distt. Nainital
33.	Shri Harish Bora	Assistant Accountant, Uttarakhand Judicial and Legal Academy, Bhowali, Distt. Nainital
34.	Shri Ravindra Kumar Shah	Junior Assistant, Uttarakhand Judicial and Legal Academy, Bhowali, Distt. Nainital
35.	Shri Sandeep Singh Rawat	Junior Assistant, Uttarakhand Judicial and Legal Academy, Bhowali, Distt. Nainital
36.	Shri Nandan Singh Bohra	Junior Assistant, Uttarakhand Judicial and Legal Academy, Bhowali, Distt. Nainital
37.	Shri Surendra Singh	System Officer, Uttarakhand Judicial and Legal Academy, Bhowali, Distt. Nainital

## ANNEXURE 2:

**QUESTIONNAIRE  
(CHAPTER 4: SURVEY AND ANALYSIS, DELHI NCR)****Basic Information**

1. Name
2. Affiliation
3. Year of Joining the Bench/Bar/Teaching/Adv Enrolment Number
4. Address
5. Phone Number
6. Email

Do you permit to use your personal information?

- I. Yes
- II. No

**Relevance of MOOC**

7. Have you heard about the concept of lifelong professional development online courses called Massive Open Online Courses (MOOCs)?
8. Are you familiar with self-learning MOOC courses such as Coursera, Udacity, EdX, and FutureLearn?
9. Do you know that the specialised MOOC programs are being offered under the SWYAM initiative by the central universities and other institutions in India since 2014?
10. If yes, do you think that these digital courses based on new educational technology might help improve your professional competence?
11. Given your busy professional schedule, do you think that MOOC is the ideal open learning solution to increase your competency?
12. Have you ever signed up for MOOC after completing your education?
13. If yes, please provide the details.
14. Do you think that your participation improved your performance in the profession? How?

15. If yes, do you think that these courses sharpened your skills only or subject knowledge also?
16. Do you think that the introduction of MOOC would be a good step for law professionals in India?
17. If yes, should it be compulsory, or minimally compulsory or optional? Why?
18. If no, what are your reasons for not supporting any of these alternatives or MOOC as a whole?
19. For which class of lawyers/justice actors, do you think that MOOCs should be compulsory, or minimally compulsory?

#### **Methods of imparting MOOCs**

20. What should be the duration of MOOC programs for law professionals?
  - I. 1 year
  - II. 2 year
  - III. 3 year
21. Which substantive areas/skills are most required?
22. Should MOOC programs be assessed?
  23. Should MOOC programs be imparted free of charge or not? Why?
  24. Do we need any new MOOC providers or the prestigious private or public institutions are sufficient for imparting MOOCs?

#### **Issues and Suggestions**

23. Do you see any obstacles in the implementation of MOOC in India?
24. What are your suggestions to meet those obstacles?
25. Any other suggestions/observations.

## ANNEXURE 3

QUESTIONNAIRE FOR VALIDATION WORKSHOP  
(CHAPTER 7: ANALYSIS AND SURVEY, UJALA VALIDATION WORKSHOP)



**VALIDATION WORKSHOP**

Global Practices in Continuing Legal Education:  
Emerging Platform for Professional Development of Advocates  
**17 December 2019: Uttarakhand Judicial and Legal Academy, Bhowali, Nainital**

**GUIDELINES FOR THE GROUPS:**

1. Select a Group Leader / Moderator who will also present the summary of the Group's input at the end of the session to all the participants.
2. In the light of the speeches of the resource persons, and in your own experience as a Judge / Advocate / Researcher, please provide suggestions on the points given below. You can also use ref to the feedback received during the survey (report copy circulated).
3. Please be brief and to the point in giving your opinion. After all the Group must respond to

**DISCUSSION POINTS:**

QS. 1: Is continuing legal education (CLE) "most essential" for practice as an Advocate today?

QS 2: Can we make a certain amount of CLE as "Compulsory" to continue as a practising advocate?

QS 3: Will it be suitable for Advocates to undergo CLE through Online Programmes? What should be the length (week/month/year) and the nature of the programmes – Certificate / Diploma / Degree?

QS 4: Who should offer CLE Online Programmes? National Law Universities, Law Departments in other universities, Private Organisations/NGO, Foreign Universities?

QS 5: Should the CLE Online Programmes be free? Or it should be paid as and a minimal fee should be charged for conducting online exams and issuing certificates.

## ANNEXURE 4

**Glimpses from the Validation Workshop at Uttarakhand Judicial and Legal Academy  
(17<sup>th</sup> December 2019)**

*Image 1: Participants at the Validation Workshop- UJALA, 17<sup>th</sup> December 2019*



*Image 2 Validation Workshop – Expert session in Progress*



*Image 3 Right to Left: Dr G K Sharma, Director, UJALA addressing the participants*



*Image 4 Participants delivering their ideas regarding MOOC, its implementation and needs.*

ANEXURE 5

# Lawyers' Handbook

## CONTINUING LEGAL EDUCATION



Self-Learning Opportunities for  
available in MOOC platforms like  
Coursera, Udacity, edX and  
Open2Study

SCHEME FOR ACTION RESEARCH AND STUDIES  
ON JUDICIAL REFORMS  
MINISTRY OF LAW AND JUSTICE  
GOVERNMENT OF INDIA



## ONLINE COURSES FOR LAW SUBJECT

<b>SHORT TERM COURSES (NATIONAL)</b> .....	1
Indian Academy of Law and Management .....	1
National Law University, Delhi .....	1
Tezpur University .....	1
Indira Gandhi National Open University .....	2
IIT Madras .....	2
Indian Academy of Law and Management .....	3
Indian Law Institute .....	3
Indian Academy of Law and Management .....	4
Indian Law Institute .....	4
Indian Academy of Law and Management .....	5
Indian Academy of Law and Management .....	5
English and Foreign Languages University, Hyderabad.....	6
Law Skills .....	6
MyLaw Learning Resource Pvt Ltd.....	7
MyLaw Learning Resource Pvt Ltd.....	7
MyLaw Learning Resource Pvt Ltd.....	8
MyLaw Learning Resource Pvt Ltd.....	8
MyLaw Learning Resource Pvt Ltd.....	8
MyLaw Learning Resource Pvt Ltd.....	9
MyLaw Learning Resource Pvt Ltd.....	9
MyLaw Learning Resource Pvt Ltd.....	9
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MyLaw Learning Resource Pvt Ltd.....	10
MyLaw Learning Resource Pvt Ltd.....	11
MyLaw Learning Resource Pvt Ltd.....	11
MyLaw Learning Resource Pvt Ltd.....	11
MyLaw Learning Resource Pvt Ltd.....	12
MyLaw Learning Resource Pvt Ltd.....	12
MyLaw Learning Resource Pvt Ltd.....	12
The West Bengal National University of Juridical Sciences .....	13
The West Bengal National University of Juridical Sciences .....	13
The West Bengal National University of Juridical Sciences .....	14
LawSikho .....	14

National Institute of Open Schooling (NIOS).....	15
LawSkills .....	15
LawSkills .....	16
LawSkills .....	17
LawSkills .....	18
Law Skills .....	18
Law Skills .....	19
LawSkills .....	19
LawSkills .....	20
<b>Long Term Courses (International) .....</b>	<b>21</b>
The University of Law, Hong Kong .....	21
The University of Law , UK .....	21
BPP University, UK.....	22
Abraham Lincoln University .....	22
University of Law, UK .....	23
Arden University, UK.....	23
University of Essex Online .....	24
Loyola Law School .....	25
Universitat de Lleida, Spain.....	25
American University Washington College of Law .....	26
Seneca College of Applied Arts and Technology (Seneca) - Canada.....	26
MacEwan University - Canada .....	26
Queen Mary University of London.....	27
International Career Institute (ICI) - UK .....	27
International Career Institute (ICI) - USA .....	27
International Career Institute (ICI) - UK .....	28
International Career Institute (ICI) - UK .....	28
Doane University .....	29
International Career Institute (ICI) - UK .....	29
Utica College .....	29
South Dakota State University.....	30
National and Kapodistrian University of Athens studies.....	30
Anglia Ruskin University, UK.....	31

## SHORT TERM COURSES (NATIONAL)

<b>Institute/University</b>	Indian Academy of Law and Management
<b>Course</b>	Corporate Contracts
<b>Duration</b>	3 Months
<b>Course Fee</b>	7500
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	NA
<b>Course Link</b>	<a href="https://www.ialm.academy/">https://www.ialm.academy/</a>
<b>Course Details</b>	<p>The corporate sector has seen an exceptional growth in the last few decades resulting in an increase in vast opportunities for the Corporate Law Professionals not only in India but across the Globe. Again with an increase in the demand of Corporate Professionals, there's a considerable increase in the demand as well as scope of Corporate Law Courses. This is an online course with an objective to guide young lawyers, law students, corporate, company secretaries, paralegals on the methods of drafting contracts for Companies, individuals and other legal entities. This will enable students to quickly draft all kinds of Contracts. The art of drafting has been explained in a simple manner to avoid huge legal jargon and to enable people to draft effective and clear contracts.</p>

<b>Institute/University</b>	National Law University, Delhi
<b>Course</b>	Corporate Law
<b>Duration</b>	15 Weeks
<b>Course Fee</b>	Free
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Postgraduate
<b>Course Link</b>	<a href="https://swayam.gov.in/nd2_cec20_hs23/preview">https://swayam.gov.in/nd2_cec20_hs23/preview</a>
<b>Course Details</b>	<p>India has witnessed tremendous growth in the corporate sector in the last few decades. In view of this, it becomes important for students of law and commerce to understand the legal dynamics of the corporate sector. The course covers all important recent developments in this area. The course of Corporate Law has been specifically designed to provide not only an overview but also an in-depth knowledge about incorporation, raising capital by companies, borrowings and investments by companies, foreign direct investment in Indian companies, corporate restructuring, corporate insolvency and other related important issues.</p>

<b>Institute/University</b>	Tezpur University
<b>Course</b>	Direct Tax - Laws and Practice
<b>Duration</b>	15 Weeks
<b>Course Fee</b>	Free

<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Postgraduate
<b>Course Link</b>	<a href="https://swayam.gov.in/nd2_cec20_hs23/preview">https://swayam.gov.in/nd2_cec20_hs23/preview</a>
<b>Course Details</b>	No government can run a country without revenue. One of the major sources of revenue is taxation. Taxes can be classified as Direct and Indirect Tax. Direct taxes encompass those taxes where impact and incidence falls on the same person. Income Tax Act, 1961 is the prime legislation in the area of direct taxes in India. It is very interesting to know various facets of this Act. The Act makes ample scope for tax planning and tax management by utilizing various provisions which are enshrined therein. A tax payer can reduce her tax liability by taking advantage of various incentives that are provided in the Act. It creates a win-win situation. This PG Level 4 credit course is inter-disciplinary in nature and any graduate who wishes to learn about Indian income tax system, can enrol.

<b>Institute/University</b>	Indira Gandhi National Open University
<b>Course</b>	Food laws and standards
<b>Duration</b>	16 Weeks
<b>Course Fee</b>	Free
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Diploma
<b>Course Link</b>	<a href="https://swayam.gov.in/nd2_cec20_hs23/preview">https://swayam.gov.in/nd2_cec20_hs23/preview</a>
<b>Course Details</b>	<p>The course has been designed to acquaint with the national and international food laws. The course is meant for all the stakeholders of the food chain i.e. producer, procurer, transporter, processor, distributor, retailer, exporter/importer and regulator. The country took a revolution in Food Safety and Quality with the new scientific based food laws and standards designated as Food Safety and Standard Act 2006 followed by its Rules and Regulations, 2011. The continuous improvement in enforcement and their harmonization with Codex standards have laid the foundations and templates for safe and hygienic food.</p> <p>The course has four major components: Indian Food Regulatory Regime; Global Scenario; Export and Import Laws and Regulations and Other Laws and Standards Related to Foods.</p> <p>The Indian Food Regulatory Regime covers the salient features of New Act Food safety and Standard Act, 2006 and its Regulations, 2011. The Global Scenario deals with international standards setting bodies like Codex Alimentarius Commission and WTO implications. The salient features related to Export and Import Laws and regulations; BIS and AGMARK are also covered.</p>

<b>Institute/University</b>	IIT Madras
<b>Course</b>	Patent Law for Engineers and Scientists
<b>Duration</b>	12 Weeks

<b>Course Fee</b>	Free
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Undergraduate/Postgraduate
<b>Course Link</b>	<a href="https://swayam.gov.in/nd1_noc20_hs26/preview">https://swayam.gov.in/nd1_noc20_hs26/preview</a>
<b>Course Details</b>	The course shall give an in-depth understanding of patent law to engineers and scientists. This course will help person with a science background to understand the fundamentals of patent law, know the requirements of patentability, learn how to read and interpret patent specifications, analyze patent office procedures and court cases and develop the basic understanding for drafting a patent specification. This course will cover the syllabus of Paper 1 of the Patent Agent Examination conducted by the Intellectual Property Office, Government of India.

<b>Institute/University</b>	Indian Academy of Law and Management
<b>Course</b>	Cyber laws
<b>Duration</b>	2 Months
<b>Course Fee</b>	7500
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	NA
<b>Course Link</b>	<a href="https://www.ialm.academy/">https://www.ialm.academy/</a>
<b>Course Details</b>	This course will make you familiar with the meaning of Cyber Crime and the legislation in India dealing with offences relating with the abuse of computers and other electronic gadgets. The <b>Cyber Law Certification</b> course also deals with the Information Technology Act 2000, the I.T. Amendment Act 2008, Computer & Web Technology, Investigation of Cyber Crimes, E-Commerce and Net-Neutrality.

<b>Institute/University</b>	Indian Law Institute
<b>Course</b>	Intellectual Property Rights
<b>Duration</b>	3 Months
<b>Course Fee</b>	7500
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	N/A
<b>Course Link</b>	<a href="http://ili.ac.in/e-learnIPR.htm">http://ili.ac.in/e-learnIPR.htm</a>
<b>Course Details</b>	Intellectual Property Law is a law specialisation wherein innovative as well as marketable work of individuals is protected. Intellectual property law is that field of law which deals with legal rights related to creative work and inventions. Laws related to Intellectual Property control who can use creations such as new products, artistic works as well as designs. The reason why intellectual property laws were formulated was to allow individuals who create/ invent things to genuinely profit from their creation/ work.  Some popular areas where Intellectual Property Laws are applicable are Copyright, Patents, and Trademarks, Industrial Design Rights, Plant Variety Rights, Trade Dress, Trade Secrets and the likes.

<b>Institute/University</b>	Indian Academy of Law and Management
<b>Course</b>	Labour Laws and Employment Compliance
<b>Duration</b>	3 Months
<b>Course Fee</b>	10000
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	NA
<b>Course Link</b>	<a href="https://www.ialm.academy/">https://www.ialm.academy/</a>
<b>Course Details</b>	<p>Labour Laws constitute an essential component of Labour Policy in India aimed at imparting certain basic rights to workers as enshrined in our constitution. Labour laws give structure to the workplace, define what employees and employers are responsible for and, in some cases, outline regulations to give both parties necessary direction for resolving workplace conflict.</p> <p>This Online practical guide to labour laws will give you details of important labour laws and its compliance strategies for organizations in India. These <b>Labour Law Courses in India</b> is very useful for Industrial Relations Professionals, Employment Lawyers and Practitioners, Labour Union Leaders, Law Students, Law Graduates, Lawyers, HR managers and managers, or anyone who wants to do establish and run business in India.</p>

<b>Institute/University</b>	Indian Law Institute
<b>Course</b>	Cyber Law
<b>Duration</b>	3 Months
<b>Course Fee</b>	7500
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	N/A
<b>Course Link</b>	<a href="http://ili.ac.in/e-learnCL.htm">http://ili.ac.in/e-learnCL.htm</a>
<b>Course Details</b>	<p>The development of information technology has improved the communication, has facilitated the growth of trade and commerce and thus, has made the over all life comfortable. The technology has fastened the online banking and other commercial transactions. It has now become easy to do cash-less transaction with the help of plastic money. The technology has improved the quality of governance and general administration by empowering people and bringing in speed, transparency and accountability. However, bigger the power, bigger is the responsibility. The people using the technology have to be aware of the banes of technology. The same technology, which has so many advantages, has brought with it certain disadvantages. It has facilitated the online frauds and other criminal activities such as defamation, theft, obscenity, pornography, phishing and violence etc. The biggest advantage for the offender committing online crimes is that they can remain anonymous. This possibility to remain anonymous has made the investigation into these activities difficult. After investigation, the courts also face the problems concerning conflict of law relating to jurisdiction and application of appropriate law. Given these</p>

	<p>difficulties of the legal regime, it becomes the responsibility of the people to be aware of the dis-advantages of the technology so as to wane away cheating and other mis-happenings. People should be equipped to protect their rights in online transactions. They should be able to differentiate between the relevant and non-relevant information in this era of information flooded society. Development of Cyber law is a recent phenomenon. It is still in a nascent stage and continuously evolving every passing day. Even the most learned legal luminaries find it difficult to solve the legal problems posed by technology. The Online Certificate Course offered by the institute, intends to spread awareness among the general public about the cyber law, it is specifically beneficial to the lawyer community and the judges in the subordinate judiciary, who face cases on the daily basis.</p>
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<b>Institute/University</b>	Indian Academy of Law and Management
<b>Course</b>	International Environmental Law and Policy
<b>Duration</b>	2 Months
<b>Course Fee</b>	5500
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	NA
<b>Course Link</b>	<a href="https://www.ialm.academy/">https://www.ialm.academy/</a>
<b>Course Details</b>	This Course gives you an insight into various laws related to the Environment especially the Environment Protection Act, 1986. Environment Protection Act, 1986 is an Act of the Parliament of India enacted under Article 253 of the Constitution in the wake of the Bhopal Tragedy. Environmental laws address the effects of human activities on the environment

<b>Institute/University</b>	Indian Academy of Law and Management
<b>Course</b>	Taxation Laws
<b>Duration</b>	2-3 Months
<b>Course Fee</b>	7500
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	NA
<b>Course Link</b>	<a href="https://www.ialm.academy/">https://www.ialm.academy/</a>
<b>Course Details</b>	Taxation is one of the important field of study. It covers the rules, policies and laws that oversee the tax process. It involves charges on estates, transactions, property, income, licenses and more by the government. Taxation also includes duties on imports from foreign countries and all compulsory levies imposed by the government upon individuals for benefit of the state. In India the intricate body of tax law covers payment of taxes to Central Government, state governments and some minor taxes are also levied by the local authorities such as the Municipality either directly or indirectly. An important restriction on this power is Article 265 of the Constitution

	<p>which states that "No tax shall be levied or collected except by the authority of law." Therefore, each tax levied or collected has to be backed by an accompanying law, passed either by the Parliament or the State Legislature.</p> <p>The purpose of this course is to familiarize the students to the basic modalities of tax laws and procedures. Besides, the focus of this course will revolve around Direct Tax (Income Tax). As the name suggests, Direct Taxes are taxes that are directly paid to the government by the taxpayer. It is a tax applied on individuals and organizations directly by the government.</p>
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<b>Institute/University</b>	English and Foreign Languages University, Hyderabad
<b>Course</b>	Human Rights, International Law and International Humanitarian Law
<b>Duration</b>	8 Weeks
<b>Course Fee</b>	Free
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	NA
<b>Course Link</b>	<a href="https://swayam.gov.in/nd2_cec19_lw01/preview">https://swayam.gov.in/nd2_cec19_lw01/preview</a>
<b>Course Details</b>	The Course is designed to give a complete understanding of the concept of human rights, international law and international humanitarian law. It helps the student to learn different characteristics of human rights and the landmark developments in the area of human rights. The course focuses on the origin and development of International Law, and makes the students appreciate the nature and the principles of International Law as a true law. Further, the course deals with the concept, purpose and basic rules of International Humanitarian Law, and studies contemporary position of Humanitarian Law, Refugee Law and Human Rights.

<b>Institute/University</b>	Law Skills
<b>Course</b>	Understanding Corporate Crimes and Economic Scams in India
<b>Duration</b>	3 Months
<b>Course Fee</b>	2500
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	NA
<b>Course Link</b>	<a href="https://www.lawskills.in/">https://www.lawskills.in/</a>
<b>Course Details</b>	Corporate Crime has been defined to mean a crime that is committed by a corporation or business entity or an individual acting on behalf of the company. It is also called as an Organizational Crime, a type of White Collar Crime, the commission of which leads to the benefit of the corporation. Under this course, the concept of Corporate Crimes has been explained in detail covering the meaning, definition and scope.

	<p>The provision of Corporate Liability with regards to earlier and subsequent trend has been discussed. There have been some of the biggest and most talked about Corruption Scams in India. While these scams are being exposed in the country frequently, the course covers the top ten economic scams in India which shook the entire economy of the nation.</p> <p>The course elaborately discusses the Criminal Justice System in India with reference to Economic Offences being committed in the country Also, the process and procedure of filing complaint for an Economic Offence has been widely comprehended. Lastly, the course provides us with an insight into the measures of countering frauds i.e., through Business Ethics and Compliance Programmes in order to mitigate the risk of Economic Scams.</p>
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<b>Institute/University</b>	MyLaw Learning Resource Pvt Ltd
<b>Course</b>	Media Laws and Regulations
<b>Duration</b>	10 Hours (min)
<b>Course Fee</b>	2000
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Practicing Lawyer and Senior Law Students
<b>Course Link</b>	<a href="https://mylaw.net/">https://mylaw.net/</a>
<b>Course Details</b>	Benefit from the conceptual and practical learning necessary to navigate media laws. The media industry is very broad and contains within it publishing, newspapers, television, radio, film, and the Internet. Understand the laws and regulations that place limits on communication in the media, protect intellectual property, and regulate media infrastructure.

<b>Institute/University</b>	MyLaw Learning Resource Pvt Ltd
<b>Course</b>	A Lawyer's Role in Chambers
<b>Duration</b>	10 Hours (min)
<b>Course Fee</b>	2000
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Practicing Lawyer and Senior Law Students
<b>Course Link</b>	<a href="https://mylaw.net/">https://mylaw.net/</a>
<b>Course Details</b>	Benefit from the skills of real-time practice in chambers. This course is designed for aspiring litigators and junior advocates. A majority of your time will be spent working in chambers and this course helps you learn the essential skills and knowledge that you will have to pick up immediately upon commencing practice, including how to read and present cases (judgments), how to communicate with clients and colleagues, the legal requirements of pleadings in civil and criminal proceedings, how to present factual and legal arguments, and much more

<b>Institute/University</b>	MyLaw Learning Resource Pvt Ltd
<b>Course</b>	Legal Writing
<b>Duration</b>	10 Hours (min)
<b>Course Fee</b>	2000
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Practicing Lawyer and Senior Law Students
<b>Course Link</b>	<a href="https://mylaw.net/">https://mylaw.net/</a>
<b>Course Details</b>	Acquire necessary legal writing skills in order to apply and present the law you have learnt to different scenarios. Take this course to develop these skills and to learn the essential techniques that will help you tackle any legal writing task in your academic and professional life

<b>Institute/University</b>	MyLaw Learning Resource Pvt Ltd
<b>Course</b>	Legal Research
<b>Duration</b>	10 Hours (min)
<b>Course Fee</b>	2000
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Practicing Lawyer and Senior Law Students
<b>Course Link</b>	<a href="https://mylaw.net/">https://mylaw.net/</a>
<b>Course Details</b>	Acquire the ability to carry out quick, comprehensive, and focused research within deadlines. Legal research is an invaluable skill for law students and legal practitioners. With this course, you will learn techniques that will help you confidently carry out research in any area of the law.

<b>Institute/University</b>	MyLaw Learning Resource Pvt Ltd
<b>Course</b>	Advance Legal Communication
<b>Duration</b>	10 Hours (min)
<b>Course Fee</b>	2000
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Practicing Lawyer and Senior Law Students
<b>Course Link</b>	<a href="https://mylaw.net/">https://mylaw.net/</a>
<b>Course Details</b>	Acquire the ability to communicate effectively as a lawyer. This course will help you develop your drafting and oral communication skills in order to get your point across in the best and most persuasive manner. It will teach you techniques that will help you improve your writing, speaking, presentation, and negotiation skills and also show you ways to shine in professional scenarios.

<b>Institute/University</b>	MyLaw Learning Resource Pvt Ltd
<b>Course</b>	A Lawyer's Role in Court
<b>Duration</b>	10 Hours (min)
<b>Course Fee</b>	2000
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Practicing Lawyer and Senior Law Students
<b>Course Link</b>	<a href="https://mylaw.net/">https://mylaw.net/</a>
<b>Course Details</b>	Benefit from the skills of real-time practice before a court of law. Created by experienced practicing advocates who have practiced at every judicial level, it is an essential guide to help law students and junior advocates who have just joined the profession learn the essentials of court practice in an accelerated manner. It covers everything you need to know including the services available on the court premises, how to assist arguing counsel, how to address the court, and much more.

<b>Institute/University</b>	MyLaw Learning Resource Pvt Ltd
<b>Course</b>	Fundamentals of Civil Drafting
<b>Duration</b>	10 Hours (min)
<b>Course Fee</b>	2000
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Practicing Lawyer and Senior Law Students
<b>Course Link</b>	<a href="https://mylaw.net/">https://mylaw.net/</a>
<b>Course Details</b>	This course will teach you how to draft the whole range of critical documents involved in civil suits, including plaint documents, written statements, affidavits and much more. It will also cover the fundamental aspects of civil procedure. Created by expert practitioners, this course will give you a practical understanding of the essential principles of drafting for civil matters, while also explaining the nature and relevance of the documents required at every stage of a typical civil suit.

<b>Institute/University</b>	MyLaw Learning Resource Pvt Ltd
<b>Course</b>	Introduction to Drafting
<b>Duration</b>	10 Hours (min)
<b>Course Fee</b>	2001
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Practicing Lawyer and Senior Law Students
<b>Course Link</b>	<a href="https://mylaw.net/">https://mylaw.net/</a>
<b>Course Details</b>	Acquire one of the most essential skills that a legal professional must have – drafting. This course will teach you the critical rules and principles of drafting legal documents through the eyes of

	experienced lawyers who have designed this course to give you a completely practice-oriented understanding of the subject. Aside from comprehensively covering the best practices for drafting legal documents in general, the course will also focus more closely on contracts, notices, and pleadings.
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<b>Institute/University</b>	MyLaw Learning Resource Pvt Ltd
<b>Course</b>	Human Rights Law
<b>Duration</b>	10 Hours (min)
<b>Course Fee</b>	Free
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Practicing Lawyer and Senior Law Students
<b>Course Link</b>	<a href="https://mylaw.net/">https://mylaw.net/</a>
<b>Course Details</b>	For a just society governed by the rule of law, it is important that people are able to access their rights and activate legal mechanisms. This course, brought to you with help from the Ford Foundation, delivers a working knowledge of the legal framework governing human rights in India. You will learn about fundamental rights and how to access them and special legal provisions such as the Right to Information Act, the Consumer Protection Act and other civil law remedies.

<b>Institute/University</b>	MyLaw Learning Resource Pvt Ltd
<b>Course</b>	International Arbitration
<b>Duration</b>	10 Hours (min)
<b>Course Fee</b>	2000
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Practicing Lawyer and Senior Law Students
<b>Course Link</b>	<a href="https://mylaw.net/">https://mylaw.net/</a>
<b>Course Details</b>	Gain a comprehensive understanding of the system and rules of international arbitration. Created with institutional inputs and guidance from the Singapore International Arbitration Centre, this course will provide a practical understanding of the complex legal framework that governs international arbitration, arbitration agreements and procedures, the role of national courts, and investment treaty arbitration.

<b>Institute/University</b>	MyLaw Learning Resource Pvt Ltd
<b>Course</b>	Private International Law
<b>Duration</b>	10 Hours (min)
<b>Course Fee</b>	2000
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Practicing Lawyer and Senior Law Students
<b>Course Link</b>	<a href="https://mylaw.net/">https://mylaw.net/</a>
<b>Course Details</b>	This course is a must not only for those interested in international dispute resolution, but also for professionals whose work involves

	multinational transactions. This course takes you through the major issues of 'conflict of laws' that are likely to arise in such disputes, including the jurisdiction to entertain the dispute, which national law must the court apply to decide the substantive issues in dispute, and the cross-border recognition and enforcement of foreign judgments.
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<b>Institute/University</b>	MyLaw Learning Resource Pvt Ltd
<b>Course</b>	The Essentials of Procedure and Jurisdiction
<b>Duration</b>	10 Hours (min)
<b>Course Fee</b>	Free
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Junior Law Students
<b>Course Link</b>	<a href="https://mylaw.net/">https://mylaw.net/</a>
<b>Course Details</b>	Benefit from a comprehensive overview of the legal knowledge required for real-time practice. Every advocate must know the rules of jurisdiction and procedure like the back of her/his hand, and this course gives you this critical knowledge in a clear, simple, and comprehensive manner. Created by expert practitioners of the law, with a focus on fundamentals of writ and Supreme Court jurisdiction, civil and criminal procedure and the principles of evidence, this course is an absolute must for those who aspire to build a successful career in litigation

<b>Institute/University</b>	MyLaw Learning Resource Pvt Ltd
<b>Course</b>	Fundamentals of Contract Law
<b>Duration</b>	10 Hours (min)
<b>Course Fee</b>	2000
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Practicing Lawyer and Senior Law Students
<b>Course Link</b>	<a href="https://mylaw.net/">https://mylaw.net/</a>
<b>Course Details</b>	Acquire a working knowledge of the fundamentals of contract law. An understanding of contract law is essential for anyone seeking to practice law either in the corporate sector or in litigation. This course will teach you fundamental concepts and practical ideas essential to a working knowledge of the law of contracts.

<b>Institute/University</b>	MyLaw Learning Resource Pvt Ltd
<b>Course</b>	Article Writing and Publication for Law Students
<b>Duration</b>	10 Hours (min)
<b>Course Fee</b>	Free
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Practicing Lawyer and Senior Law Students
<b>Course Link</b>	<a href="https://mylaw.net/">https://mylaw.net/</a>

<b>Course Details</b>	Acquire the necessary skills to showcase your expertise in a subject through journal articles, essays, newspaper columns, and blogs. This course will help you take a step-by-step approach to writing and getting published, starting with selecting topics, planning your task, researching, writing, reviewing your work, and finally, getting published. It even contains the basic learning that you need to start publishing your own work.
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<b>Institute/University</b>	MyLaw Learning Resource Pvt Ltd
<b>Course</b>	Mooting Skills for Law Students
<b>Duration</b>	10 Hours (min)
<b>Course Fee</b>	Free
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Junior Law Students
<b>Course Link</b>	<a href="https://mylaw.net/">https://mylaw.net/</a>
<b>Course Details</b>	Acquire the necessary skills to participate and excel in domestic and international moot court competitions. This course will prepare you to work in teams and compete against others with a step-by-step approach to reading moot problems, researching with purpose, drafting written submissions, and preparing for oral arguments. It also features practical wisdom from experienced mooters Bhabna Das (NLSIU, 2010) and Uday Joshi (NUJS, 2010).

<b>Institute/University</b>	MyLaw Learning Resource Pvt Ltd
<b>Course</b>	Cloud Computing: Data Protection Regulation
<b>Duration</b>	10 Hours (min)
<b>Course Fee</b>	Free
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	NA
<b>Course Link</b>	<a href="https://mylaw.net/">https://mylaw.net/</a>
<b>Course Details</b>	

<b>Institute/University</b>	MyLaw Learning Resource Pvt Ltd
<b>Course</b>	Fundamental Rights in the Indian Constitution
<b>Duration</b>	10 Hours (min)
<b>Course Fee</b>	2000
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Practicing Lawyer and Senior Law Students
<b>Course Link</b>	<a href="https://mylaw.net/">https://mylaw.net/</a>
<b>Course Details</b>	Build a firm foundation for an understanding of the Indian polity with this course on fundamental rights in the Indian constitution.

	India chose to include in its constitution, a list of fundamental rights, including rights in relation to equality, liberty, and the protection of minorities, which cannot ordinarily be curtailed by governments. This course will provide a detailed understanding of what these rights mean, the purpose behind their presence in the constitution, and how the Supreme Court of India has interpreted them. It will deliver all the concepts needed to clearly understand these rights and the tools needed to keep this learning up-to-date.
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<b>Institute/University</b>	The West Bengal National University of Juridical Sciences
<b>Course</b>	Executive Certification in Sexual Harassment Prevention & Workplace Diversity
<b>Duration</b>	3 Months
<b>Course Fee</b>	25000
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Graduation
<b>Course Link</b>	<a href="https://www.nujs.edu/nujs-academics-courses.html">https://www.nujs.edu/nujs-academics-courses.html</a>
<b>Course Details</b>	Workplace-related laws like the anti-sexual harassment laws are being introduced in India with the objective of creating better workplaces. Although regulatory steps at present may be fragmented, broken or incomplete, these laws need to be effectively implemented, while simultaneously ensuring that workplace equations between employees are not disturbed. This is a huge challenge for organizations and presents an emerging opportunity for HR managers, professionals, experts, consultants and even lawyers to establish their expertise and help businesses in compliance, training, and building systems for creation of better workplaces.

<b>Institute/University</b>	The West Bengal National University of Juridical Sciences
<b>Course</b>	Advanced Certification in Information Technology and Social Media Law
<b>Duration</b>	3 Months
<b>Course Fee</b>	20000
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Graduation
<b>Course Link</b>	<a href="https://www.nujs.edu/nujs-academics-courses.html">https://www.nujs.edu/nujs-academics-courses.html</a>
<b>Course Details</b>	Information technology practice and technology litigation is fast emerging as one of the most lucrative practice areas. Lawyers and business consultants have immense opportunity to develop a thriving practice in the following sunrise industries: <ul style="list-style-type: none"> <li>▪ E-commerce</li> <li>▪ Social Media</li> <li>▪ Data Security</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Cybersecurity</li> <li>▪ E-discovery</li> <li>▪ Online reputation management</li> <li>▪ Software licensing</li> <li>▪ Outsourcing</li> <li>▪ Software as A Service (SAAS) and Cloud Computing</li> </ul> <p>These emerging industries need capable legal professionals and consultants, but there are few lawyers who know practical aspects of IT business, and most lawyers are unable to provide high-quality legal support.</p> <p>One cannot become an effective IT lawyer just by studying the Information Technology Act. If you want to practice in this area, it is imperative to acquire a range of skills and industry perspectives. This course is built to fulfill this need. Learn to negotiate, draft and conduct IT due diligences. Acquire a deep understanding of the various IT industries and their legal needs.</p>
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<b>Institute/University</b>	The West Bengal National University of Juridical Sciences
<b>Course</b>	Advanced Certification in Investment Law and Institutional Finance
<b>Duration</b>	3 Months
<b>Course Fee</b>	20000
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Graduation
<b>Course Link</b>	<a href="https://www.nujs.edu/nujs-academics-courses.html">https://www.nujs.edu/nujs-academics-courses.html</a>
<b>Course Details</b>	Investment Banking is a highly lucrative area of practice. With the growth of the Indian economy, investment is growing exponentially and with a robust banking sector in place, the time is ripe for all young law students and professionals to understand this concept. This course elaborately explains the introduction of banking laws and explains important concepts such as Non Banking Financial Institutions, FDI, the role of SEBI among others.

<b>Institute/University</b>	LawSikho
<b>Course</b>	Certificate Course in Advanced Criminal Litigation & Trial Advocacy
<b>Duration</b>	3 Months
<b>Course Fee</b>	14000
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	N/A
<b>Course Link</b>	<a href="https://lawsikho.com/course/certificate-criminal-litigation-trial-advocacy">https://lawsikho.com/course/certificate-criminal-litigation-trial-advocacy</a>

## Long Term Courses (National)

<b>Institute/University</b>	National Institute of Open Schooling (NIOS)
<b>Course</b>	Sr. Secondary : Introduction to Laws (338)
<b>Duration</b>	26 Weeks
<b>Course Fee</b>	Free
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	NA
<b>Course Link</b>	<a href="http://www.nios.ac.in">www.nios.ac.in</a>
<b>Course Details</b>	<p>The law affects all aspects of our life. It protects us right from the mother's womb to our education, service, marriage and other important events of life. Law plays a major role in our everyday lives, right from buying a newspaper or a bottle of milk or any other big or small item necessary for our life. The law is so important for our life that it becomes necessary to understand various aspects of the law. The Laws are the dictates by which the State governs its prospects/people but are also binding on the State. By enacting the law, the State also undertakes to obey them. But laws are not enacted for their sake. There has to be a clear purpose behind each piece of enacted law because all laws by their very nature have the tendency to impose some restrictions or mount some obligation on someone or other. Hence, introducing Law at senior secondary level shall equip learners with basic information in the legal domain that affects them daily. It will also help them to execute their duties while protecting their own and other's rights.</p>

<b>Institute/University</b>	LawSkills
<b>Course</b>	Trademarks law in India
<b>Duration</b>	6 Months
<b>Course Fee</b>	8000
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	NA
<b>Course Link</b>	<a href="https://www.lawskills.in/">https://www.lawskills.in/</a>
<b>Course Details</b>	<p>Trademark is a Brand name. It can either be any name, symbol, logo, device and slogan which is primarily used to both identify and distinguish the goods or services of one person from that of the other. Eg. The logo of McDonald, Coca Cola, Nike etc. The purchasing decision of a person is highly influenced by the trademark and the reputation or goodwill associated to it. In this course, we will study the evolution of Trademarks, the development of the concept, Trademark as Asset etc.</p> <p>Trademarks are of several kinds like Product marks, Service marks, Collective marks, Certification marks, etc. The purpose of a Trademark is the same irrespective of its kind. It allows the consumers to make a distinction between the sources of the</p>

	<p>product or the service and make an informed decision regarding their choice of purchase.</p> <p>As per the Trademarks Act, 1999, it is not mandatory to get a mark registered in the course of its lifetime; however, it is advisable to get it registered as it provides certain advantages to the owner of the mark. The Registration process and the advantages associated with it have been thoroughly explained in detail in the course.</p> <p>The concept of Genericide (Generic Mark), Abandonment of a mark and Infringement of a registered trademark, has been comprehensively discussed in the course. The relationship between Trademark and Advertisement has been made understood through a full-fledged module covered under the course.</p> <p>Further, the Trademark protection prevailing at an International level through various Conventions and Treaties has been extensively outlined. The learner will be able to understand the use of a Trademark as a Collateral Security for Loans and Asset Management.</p>
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<b>Institute/University</b>	LawSkills
<b>Course</b>	Money Laundering : Decoding the Law & Measures of Prevention
<b>Duration</b>	6 Months
<b>Course Fee</b>	2000
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	NA
<b>Course Link</b>	<a href="https://www.lawskills.in/">https://www.lawskills.in/</a>
<b>Course Details</b>	<p>The statute of Money Laundering i.e., the Prevention of Money Laundering Act, 2002 has been enacted to combat money laundering in India. It has the following three aims:</p> <ul style="list-style-type: none"> <li>• To prohibit and control money laundering;</li> <li>• To provide for the confiscation and seizure of property obtained through money laundered; and</li> <li>• To deal with any other issue connected with money laundering in India.</li> </ul> <p>The money obtained through illicit means cannot be used as one's own economic asset and requires a cleansing of sorts. The legitimization of the money received as gains from an illegal act brings us to the concept of money laundering. The instant course focuses on the sources, channels and modes of money laundering and discusses the various legal provisions attracted by them.</p> <p>The main focus of criminalizing money laundering is to take gain out of the crime or fraud. The idea for the establishing of the offence is that it is felonious for the individuals or business entities to aid the criminals to incentivize them from the proceeds of their pursuit of crimes or to ease the commission of such crimes by giving them financial services.</p>

	It is designed to cover the legalities associated to the complex economic offence of money laundering alongside the punishments that might accrue if one is convicted. The intensity of the offence tracing the developments around bringing an end to the economic offence of money laundering, is critically analyzed by the Legislature, Executive and Judiciary.
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<b>Institute/University</b>	LawSkills
<b>Course</b>	Introduction To Economic Offences And White Collar Crimes
<b>Duration</b>	6 Months
<b>Course Fee</b>	2500
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	NA
<b>Course Link</b>	<a href="https://www.lawskills.in/">https://www.lawskills.in/</a>
<b>Course Details</b>	<p>Crimes are as dynamic as the society. The offences which have existed since time immemorial have extensively developed all over the Globe in recent times. The conduct of the offenders and the motivation behind the offences has changed a lot too. The current course intends to educate the learner in the field of economic offences. The form and matter of economic offences has changed drastically and has affected the society at large. The various aspects of economic offences have been identified here and their implications are thoroughly analyzed. Economic Offences and White Collared Crimes are persistently growing, and it is seen that continuously new offences are being added to the corpus of these crimes. The gravity of these offences is such that they can significantly alter the financial health of the mightiest nations. Considering the various factors alongside the need for dynamism in the legal field, the course traverses through the various concepts that factor into the commission of economic offences. Due to their unique characteristics and lacuna in the legal system, it is difficult at times for the Law Enforcement Agencies to curb these crimes. This course outlines various Economic Offences prevailing in India and their implications across different settings – both at the domestic and international level.</p> <p>The course further targets at bringing about general awareness about the manner of conduct and the form of economic offences and the stark dissimilarities they pose when analyzed alongside the conventional offences. Special attention is given at analyzing the economic crimes as discussed under the Penal Code to showcase their perpetual existence in some form or the other. The course also details out the serious initiatives taken by the various enforcing agencies across the globe to curb the menace of these economic offences.</p>

<b>Institute/University</b>	LawSkills
<b>Course</b>	Introduction to Legal Writing
<b>Duration</b>	6 Months
<b>Course Fee</b>	800
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	NA
<b>Course Link</b>	<a href="https://www.lawskills.in/">https://www.lawskills.in/</a>
<b>Course Details</b>	Young graduates and experienced practitioners alike might find legal writing to be a daunting task, since the flair of writing does not come naturally to everyone. There is much more to legal writing than bombastic and fancy sounding words, never-ending sentences and infinite page counts. The present course will introduce learners to the meaning and concept of legal writing, especially in the modern, less conventional world as opposed to its traditional form. It will also highlight the different types, categories and objectives of legal writing.

<b>Institute/University</b>	Law Skills
<b>Course</b>	NEGOTIATION SKILLS: ESTABLISHING BETTER TERMS
<b>Duration</b>	6 Months
<b>Course Fee</b>	2500
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	NA
<b>Course Link</b>	<a href="https://www.lawskills.in/">https://www.lawskills.in/</a>
<b>Course Details</b>	<p>Negotiation is a game, and if you are skilled to play it well; your chances of winning advances remarkably.</p> <p>Arnav was offered a job with a leading software company. He was really happy since he had been jobless for some time now. The company HR made an offer to Arnav which did not impress him much. Arnav tried his best to negotiate, but unfortunately the company had already figured out that he was in terrible need of the job. They refused to negotiate further. Arnav had no option but to accept the offer.</p> <p>Where do you think, did Arnav go wrong?</p> <p>The mistake he made was that during the course of interviews and discussions, he made it very obvious to the interviewers that this job was the only option that he had and he could not afford to lose this one.</p> <p>Negotiation is central to almost every business or professional activity and personal dealings too. Organized and systematic preparation along with the ability to cope with different, shared and conflicting interests – is critical to success.</p> <p>This course is intended to provide learners with an understanding of the interpersonal skills, factors and processes that facilitate and add to the development of effective negotiation strategies, and resolution of issues in any diverse contexts and situations.</p>

	This course will help you understand both the analytical tools and interpersonal techniques required for dealing effectively (negotiating) with different bargaining styles and tactics.
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<b>Institute/University</b>	Law Skills
<b>Course</b>	Economic Offences In India And Relevant Legislations
<b>Duration</b>	6 Months
<b>Course Fee</b>	1500
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	NA
<b>Course Link</b>	<a href="https://www.lawskills.in/">https://www.lawskills.in/</a>
<b>Course Details</b>	<p>Economic offences have a very diverse reach. These offences take place across almost every field involving flux of economic reserves. The current module tends to intricately curate the widely committed economic offences, understand the form and manner of these offences and then analyse their effect on their respect fields and on the general public at large as well.</p> <p>The course discusses the legal and administrative framework in place dealing with the various economic offences and explains the loopholes which are easily recognized and exploited by these criminals. The impact of the offences on the growth and development of the laws is also discussed with specific reference to the several offences.</p> <p>The several offences are categorized across five broad categories and then a cumulative analysis is done so, as to help the learner join the dots and extrapolate in the future as and when required. Not just the laws but also the offences are discussed at length so as to help the learner understand the criminal psyche behind these offences and detect the offences at the earliest instant.</p>

<b>Institute/University</b>	LawSkills
<b>Course</b>	How to Approach the Supreme Court - Practice and Procedures
<b>Duration</b>	6 Months
<b>Course Fee</b>	800
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	NA
<b>Course Link</b>	<a href="https://www.lawskills.in/">https://www.lawskills.in/</a>
<b>Course Details</b>	<p>This course delves into the structure of Indian Judiciary. It also provides an introduction to the evolution of the Supreme Court of India. This course will familiarize learners with the various jurisdictions of the Supreme Court, procedure for approaching the Supreme Court and power of Supreme Court, Supreme Court Judges and Subordinate Courts / Judges.</p>

<b>Institute/University</b>	LawSkills
<b>Course</b>	Doing Business in India- A Complete Guide
<b>Duration</b>	6 Months
<b>Course Fee</b>	Free
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	NA
<b>Course Link</b>	<a href="https://www.lawskills.in/">https://www.lawskills.in/</a>
<b>Course Details</b>	<p>The world is changing rapidly. With constant advances in technology, communications and infrastructure, barriers are disappearing and the business landscape is becoming more global every day.</p> <p>When you are looking to cross your national borders for new opportunities, India is definitely one of the most sought after destination.</p> <p>Welcome to India! the fastest growing large economy in the world. According to the World Bank, the Indian economy will grow at 7.3 % in 2018-19, followed by growth rate of 7.5% for next two years. India's leap of 23 ranks in the "Ease of Doing Business ranking" is significant considering that last year India had improved its rank by 30 places. The implementation of GST with effect from 1 July 2017 subsuming most of the central and state level indirect taxes (except customs duty and stamp duty) for a uniform indirect tax regime across India, is termed as the largest indirect tax reform in the world in the past 2 decades.</p> <p>After completing this course, you will be able to:</p> <ul style="list-style-type: none"> <li>• Establish India presence to achieve your business objectives in a fiscally efficient and compliant manner;</li> <li>• Comprehend the approval process &amp; policies for foreign direct investment in India;</li> <li>• Understand the Indian regulatory and tax regime; and</li> <li>• Broad understanding of various social, legal, tax and commercial framework relevant for doing business in India.</li> </ul>

## Long Term Courses (International)

<b>Institute/University</b>	The University of Law, Hong Kong
<b>Course</b>	LLM Legal Practice (Intellectual Property)
<b>Duration</b>	18 Months
<b>Course Fee</b>	HKD 89250
<b>Diploma/certificate</b>	Degree
<b>Eligibility Criteria</b>	bachelors degree
<b>Course Link</b>	<a href="https://www.lawstudies.com/Online-LLM-Legal-Practice-(Intellectual-Property)/Hong-Kong/U-Law-Hong-Kong/">https://www.lawstudies.com/Online-LLM-Legal-Practice-(Intellectual-Property)/Hong-Kong/U-Law-Hong-Kong/</a>
<b>Course Details</b>	This master's degree is designed for modern lawyers and managers and explores the legal and commercial aspects of intellectual property (Reg. No. 252960). The programme is designed in partnership with major law firms and industry leaders. The University of Law is an international leader in legal education with a 140-year-old history. These courses are registered with the Hong Kong Non-local Courses Registry (NCR). It is a matter of discretion for individual employers to recognise any qualification to which these courses may lead.

<b>Institute/University</b>	The University of Law , UK
<b>Course</b>	LLB (Hons) Law with Criminology
<b>Duration</b>	3,4, or 6 Years
<b>Course Fee</b>	GBP 9250
<b>Diploma/certificate</b>	Degree
<b>Eligibility Criteria</b>	BBB at A Level and Grade C/4 or above in GCSE English Language
<b>Course Link</b>	<a href="https://www.lawstudies.com/Online-LLB-(Hons)-Law-with-Criminology/United-Kingdom/University-of-Law-Online-Undergraduate/">https://www.lawstudies.com/Online-LLB-(Hons)-Law-with-Criminology/United-Kingdom/University-of-Law-Online-Undergraduate/</a>

<b>Course Details</b>	<p>Study anytime, anyplace, anywhere with our Online LLB (Hons) Law with Criminology degree, available as a 3, 4 or 6 years course. If you're looking to pursue a career in the legal or wider commercial sector, have an interest in criminal justice, crime and criminal behaviour, but require greater flexibility in study patterns and wish to study 100% online, this could be the degree for you. This is a Qualifying Law Degree, having a practical focus, with employability embedded into the course. Not only will you study the key legal topics and related skills for the modern law student, but the study of Criminology will help make you employment ready and open up a wider array of career options. The course will have a high level of interaction and you will receive peer and one-to-one professional tutor review, with over 90% of our tutors being qualified solicitors and barristers. In 2019, the University of Law was awarded a silver rating in the Teaching Excellence and Student Outcomes Framework (TEF). We were found to deliver high-quality teaching, learning and outcomes for our students and consistently exceed rigorous national quality requirements for UK higher education.</p>
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<b>Institute/University</b>	BPP University, UK
<b>Course</b>	Graduate Diploma in Law (GDL)
<b>Duration</b>	1 Year
<b>Course Fee</b>	GBP 10920
<b>Diploma/certificate</b>	Diploma
<b>Eligibility Criteria</b>	NA
<b>Course Link</b>	<a href="https://www.lawstudies.com/Graduate-Diploma-in-Law-(GDL)/United-Kingdom/BPP-University/">https://www.lawstudies.com/Graduate-Diploma-in-Law-(GDL)/United-Kingdom/BPP-University/</a>
<b>Course Details</b>	GDL is designed to help you make a smooth transition from being a non-law graduate into a career in law. As well as converting your non-law degree, you will benefit from a real insight into life in practice. Our course is delivered by industry specialists, many of whom have been practicing solicitors and barristers. They bring a wealth of practical experience to the classroom and teach in innovative ways, ensuring that you are well prepared for the next stage of your training and can demonstrate a higher competency when applying for training contracts and pupillages.

<b>Institute/University</b>	Abraham Lincoln University
<b>Course</b>	Diploma in Paralegal Studies
<b>Duration</b>	12 Months
<b>Course Fee</b>	USD 7500
<b>Diploma/certificate</b>	Diploma
<b>Eligibility Criteria</b>	NA
<b>Course Link</b>	<a href="https://www.lawstudies.com/Diploma-in-Paralegal-Studies/USA/ALU/">https://www.lawstudies.com/Diploma-in-Paralegal-Studies/USA/ALU/</a>

<b>Course Details</b>	The Diploma in Paralegal Studies program provides the foundation in the field of law necessary to obtain an entry-level position as a legal assistant or paralegal in a law-related setting. Our online on-campus classes provide an accelerated learning environment in the field of paralegal studies. Paralegal students are given a student-account with Westlaw and become efficient in performing online legal.
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<b>Institute/University</b>	University of Law, UK
<b>Course</b>	Graduate Diploma in Law (i-GDL)
<b>Duration</b>	21 Months
<b>Course Fee</b>	GBP 1930
<b>Diploma/certificate</b>	Diploma
<b>Eligibility Criteria</b>	Undergraduate degree in any discipline
<b>Course Link</b>	<a href="https://www.lawstudies.com/Online-Graduate-Diploma-in-Law-(i-GDL)-Part-time/United-Kingdom/University-of-Law-GDL-Courses/">https://www.lawstudies.com/Online-Graduate-Diploma-in-Law-(i-GDL)-Part-time/United-Kingdom/University-of-Law-GDL-Courses/</a>
<b>Course Details</b>	<p>Here are just some of the reasons why our GDL is best placed to help you prepare for your future legal career:</p> <ul style="list-style-type: none"> <li>. A better-paced programme</li> <li>. Our better paced GDL makes it manageable to learn vast amounts of law in a very short space of time.</li> <li>. Immersive learning with no excessive end of course assessments</li> <li>. Unlike linear GDL programmes, where all subjects run together at the same time, our unique course structure is very similar to your first degree and is spread over two semesters, meaning you can actually 'bank' some exams in the first semester and therefore remove any excessive end of course assessment burden.</li> <li>. Teaching by qualified lawyers</li> </ul>

<b>Institute/University</b>	Arden University, UK
<b>Course</b>	LLB (Hons) with Qualifying Status
<b>Duration</b>	3 Years
<b>Course Fee</b>	£13,150
<b>Diploma/certificate</b>	Degree
<b>Eligibility Criteria</b>	Two subjects at GCE A-Level or equivalent
<b>Course Link</b>	<a href="https://www.lawstudies.com/LLB-(Hons)-with-Qualifying-Status/United-Kingdom/Arden-University/">https://www.lawstudies.com/LLB-(Hons)-with-Qualifying-Status/United-Kingdom/Arden-University/</a>

<b>Course Details</b>	<p>Arden University's online LLB (Hons) with Qualifying Status will provide you with the necessary legal skills to start your career as a legal professional. Develop your legal and ethical understanding with this programme, and specialise in areas of interest to you and your career path.</p> <p>Arden's flexible study mode allows you to develop your knowledge of law around your existing commitments. This programme will equip you with the sound negotiation and problem-solving skills required to take you closer to your career goals.</p> <p>The full range of programmes offered by Arden features a strong focus on employability, practical skills, and career success. This programme has been developed to help you understand the tenets of law from a variety of perspectives, and give you the skills for a career in the justice system.</p>
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<b>Institute/University</b>	University of Essex Online
<b>Course</b>	CertHE Law
<b>Duration</b>	16 Months
<b>Course Fee</b>	GBP 1617
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Graduation
<b>Course Link</b>	<a href="https://www.lawstudies.com/CertHE-Law/United-Kingdom/University-of-Essex-Online/">https://www.lawstudies.com/CertHE-Law/United-Kingdom/University-of-Essex-Online/</a>
<b>Course Details</b>	<p>If you're keen to try university study, our CertHE Law course online can be achieved as a stand-alone qualification or used as a stepping stone towards a Bachelors degree. The course has been designed to give you an introduction to the English Legal System, both from a civil and criminal perspective as well as looking at key criminal law concepts and principles.</p> <p>The study is based on specific law-related issues within the context of cross-functional modules that will develop your communications, presentation, writing, analytical and critical thinking skills.</p> <p>Law is a widely recognized and highly respected subject and the knowledge gained on our CertHE Law will open up many opportunities for you to develop your career both inside and outside the legal field.</p>

<b>Institute/University</b>	Loyola Law School
<b>Course</b>	Master of Tax Law (MT)
<b>Duration</b>	2 Years
<b>Course Fee</b>	USD 40080
<b>Diploma/certificate</b>	Degree
<b>Eligibility Criteria</b>	Graduation
<b>Course Link</b>	<a href="https://www.lawstudies.com/Master-of-Tax-Law-(MT)/USA/LoyolaLawSchoolOnline/">https://www.lawstudies.com/Master-of-Tax-Law-(MT)/USA/LoyolaLawSchoolOnline/</a>
<b>Course Details</b>	<p>The faculty of Loyola's Graduate Tax Program have more than 100 years of experience producing top-quality tax law professionals. Through this program, tax professionals who don't hold a law degree can expand their skill set beyond accounting and experience the same rigorous, hands-on education as those pursuing the Tax LLM program.</p> <p>Graduate ready to pursue tax associate positions in the Big Four and other accounting firms, large banks, trust companies, wealth management firms, the IRS and other government agencies.</p>

<b>Institute/University</b>	Universitat de Lleida, Spain
<b>Course</b>	Master in Criminal Justice System
<b>Duration</b>	1 Year
<b>Course Fee</b>	EUR 46
<b>Diploma/certificate</b>	Degree
<b>Eligibility Criteria</b>	Degree in Law
<b>Course Link</b>	<a href="https://www.lawstudies.com/Master-in-Criminal-Justice-System/Spain/Universitat-de-Lleida/">https://www.lawstudies.com/Master-in-Criminal-Justice-System/Spain/Universitat-de-Lleida/</a>
<b>Course Details</b>	<p>The master's main objective is to offer specialized training that integrates the various disciplinary contents that converge in the criminal justice system, an objective that corresponds to a need for comprehensive training for those who wish to guide their professional or scientific activity in this area. It intends to grant specialized and integral training to graduates in Law, criminology, psychology, sociology, political sciences and other social sciences related to crime in the different configurative disciplines of the criminal justice system, basically integrated by substantive criminal law, the criminal process, criminology and victimology.</p>

<b>Institute/University</b>	American University Washington College of Law
<b>Course</b>	Master of Legal Studies
<b>Duration</b>	15 Months
<b>Course Fee</b>	
<b>Diploma/certificate</b>	Degree
<b>Eligibility Criteria</b>	
<b>Course Link</b>	<a href="https://www.lawstudies.com/Master-of-Legal-Studies-(MLS)/USA/AmericanUniversityLaw/">https://www.lawstudies.com/Master-of-Legal-Studies-(MLS)/USA/AmericanUniversityLaw/</a>
<b>Course Details</b>	The online Master of Legal Studies program from American University Washington College of Law is designed for non-lawyers who could benefit from fundamental legal training but do not want to become practicing attorneys. Through a curriculum that covers advanced legal concepts across various industries and an in-person immersion in Washington, D.C., students will be prepared to apply legal skills in their everyday role.

<b>Institute/University</b>	Seneca College of Applied Arts and Technology (Seneca) - Canada
<b>Course</b>	Diploma in Paralegal
<b>Duration</b>	2 Years
<b>Course Fee</b>	INR 5,36,880
<b>Diploma/certificate</b>	Diploma
<b>Eligibility Criteria</b>	12th and TOEFL, ILETS score
<b>Course Link</b>	<a href="https://studyabroad.shiksha.com/canada/universities/seneca-college-of-applied-arts-and-technology/diploma-in-paralegal">https://studyabroad.shiksha.com/canada/universities/seneca-college-of-applied-arts-and-technology/diploma-in-paralegal</a>
<b>Course Details</b>	<p>This program prepares students to become a licensed paralegal in accordance with the requirements of the Law Society Act.</p> <p>In this program, student will acquire an understanding of general principles of law and receive theoretical and practical training in specific legal subjects, legal ethics and small business practice.</p> <p>Student will use their well-developed literacy skills in every course as they interpret detailed instructions, apply legislation to fact situations and prepare a variety of legal documents and letters.</p>

<b>Institute/University</b>	MacEwan University - Canada
<b>Course</b>	Legal Assistant diploma
<b>Duration</b>	2 Years
<b>Course Fee</b>	INR 7,41,089
<b>Diploma/certificate</b>	Diploma
<b>Eligibility Criteria</b>	TOEFL, IELTS, PTE

<b>Course Link</b>	<a href="https://studyabroad.shiksha.com/canada/universities/macewan-university/legal-assistant-diploma">https://studyabroad.shiksha.com/canada/universities/macewan-university/legal-assistant-diploma</a>
<b>Course Details</b>	MacEwan University's School of business offers 2 year Legal Assistant diploma program which helps the student in learning everything they need to know about starting a successful career as a legal assistant, from legal terminology to legal procedures, and communications to computer work.

<b>Institute/University</b>	Queen Mary University of London
<b>Course</b>	International Dispute Resolution
<b>Duration</b>	1 Year
<b>Course Fee</b>	EUR 4417
<b>Diploma/certificate</b>	Postgraduate Certificate
<b>Eligibility Criteria</b>	Graduation and IELTS Score
<b>Course Link</b>	<a href="https://hs.online.qmul.ac.uk/international-dispute-resolution">https://hs.online.qmul.ac.uk/international-dispute-resolution</a>
<b>Course Details</b>	<p>International Dispute Resolution LLM gives you the opportunity to open up your career to the vast and exciting world of international arbitration and global casework.</p> <p>With an in-depth focus on commercial arbitration, you will develop a detailed view of all key legal issues arising in the course of arbitration proceedings.</p>

<b>Institute/University</b>	International Career Institute (ICI) - UK
<b>Course</b>	Paralegal Secretarial
<b>Duration</b>	6 Months
<b>Course Fee</b>	EUR 940
<b>Diploma/certificate</b>	Diploma
<b>Eligibility Criteria</b>	IELTS, TOEFL score
<b>Course Link</b>	<a href="https://icieducation.co.uk/courses/law-and-justice/paralegal-secretarial/">https://icieducation.co.uk/courses/law-and-justice/paralegal-secretarial/</a>
<b>Course Details</b>	The course is designed for those who seek to enter the profession and for experienced paralegals and legal secretaries who wish to improve their skills and upgrade credentials.

<b>Institute/University</b>	International Career Institute (ICI) - USA
<b>Course</b>	Criminal Psychology - USA
<b>Duration</b>	6 Months
<b>Course Fee</b>	EUR 1461
<b>Diploma/certificate</b>	Diploma
<b>Eligibility Criteria</b>	IELTS, TOEFL score
<b>Course Link</b>	<a href="https://www.icieducation.com/courses/law-and-justice/criminal-psychology/">https://www.icieducation.com/courses/law-and-justice/criminal-psychology/</a>

<b>Course Details</b>	The Criminal Psychology course provides an opportunity to interact with and learn from very successful, highly qualified and experienced professionals. It will assist you in entering a fast growing profession. Criminal Psychologists play a vital and exciting role in different legal proceedings, especially when it comes to figuring out the intent and reactions of criminals. Their expertise plays key roles in offender profiling and providing second opinions in case studies and witness interrogations, among others.
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<b>Institute/University</b>	International Career Institute (ICI) - UK
<b>Course</b>	Private Investigation - UK
<b>Duration</b>	8 Months
<b>Course Fee</b>	EUR 1175
<b>Diploma/certificate</b>	Executive Diploma
<b>Eligibility Criteria</b>	IELTS, TOEFL score
<b>Course Link</b>	<a href="https://icieducation.co.uk/courses/law-and-justice/private-investigation/">https://icieducation.co.uk/courses/law-and-justice/private-investigation/</a>
<b>Course Details</b>	The ICI Private Investigator course will unveil the secret tricks of the trade and teach what normally takes years of on the job experience. Private Investigator course can be beneficial to those employed or seeking employment in the above professions as it will demonstrate a unique set of skills which are seen as valuable in the above jobs. Such training will undoubtedly set you apart from your colleagues. At the same time, it also gives you an unfair advantage in applying / being considered for promotions and new employment positions that you may be competing for.

<b>Institute/University</b>	International Career Institute (ICI) - UK
<b>Course</b>	Criminal Psychology - UK
<b>Duration</b>	6 Months
<b>Course Fee</b>	EUR 940
<b>Diploma/certificate</b>	Diploma
<b>Eligibility Criteria</b>	IELTS, TOEFL score
<b>Course Link</b>	<a href="https://icieducation.co.uk/courses/law-and-justice/criminal-psychology/">https://icieducation.co.uk/courses/law-and-justice/criminal-psychology/</a>
<b>Course Details</b>	The Criminal Psychology course provides an opportunity to interact with and learn from very successful, highly qualified and experienced professionals. It will assist you in entering a fast growing profession. Criminal Psychologists play a vital and exciting role in different legal proceedings, especially when it comes to figuring out the intent and reactions of criminals. Their expertise plays key roles in offender profiling and providing second opinions in case studies and witness interrogations, among others.

<b>Institute/University</b>	Doane University
<b>Course</b>	Health Law, Policy, and Advocacy
<b>Duration</b>	5 Months
<b>Course Fee</b>	USD 199
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	IELTS, TOEFL score
<b>Course Link</b>	<a href="https://www.edx.org/course/health-law-policy-and-advocacy">https://www.edx.org/course/health-law-policy-and-advocacy</a>
<b>Course Details</b>	To be an effective agent of change, a healthcare administrator must have a foundational understanding of healthcare advocacy, law, and regulatory issues, as well as compliance. This course will focus on a wide range of important issues in health law, health policy and the factors at play when developing a strategic advocacy platform such as bioethics and informed consent. At the conclusion of this course, learners will be able to identify health policies that promote quality, advocacy and system change within a healthcare organization.

<b>Institute/University</b>	International Career Institute (ICI) - UK
<b>Course</b>	Criminal Justice and Criminology
<b>Duration</b>	6 Months
<b>Course Fee</b>	EUR 982
<b>Diploma/certificate</b>	Diploma
<b>Eligibility Criteria</b>	IELTS, TOEFL score
<b>Course Link</b>	<a href="https://www.ici.net.au/courses/law-and-justice/criminal-justice-criminology/">https://www.ici.net.au/courses/law-and-justice/criminal-justice-criminology/</a>
<b>Course Details</b>	Criminal Justice & Criminology training provides an opportunity to interact with and learn from very successful, highly qualified and experienced professionals. It also allows you to enter an ever growing profession. This course leads to the awarding of an ICI Diploma in Criminal Justice & Criminology. ICI Diploma level courses recognise the graduates capacity for initiative and judgment across a broad range of technical and management functions. Certificate holders typically have personal responsibility and autonomy (semi-independence) in performing technical operations or organising others in the workplace.

<b>Institute/University</b>	Utica College
<b>Course</b>	Financial Crimes Investigator
<b>Duration</b>	1 Year
<b>Course Fee</b>	
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	Degree, IELTS, TOEFL score
<b>Course Link</b>	<a href="https://www.shortcoursesportal.com/studies/57980/financial-crimes-investigator.html#content:description">https://www.shortcoursesportal.com/studies/57980/financial-crimes-investigator.html#content:description</a>

<b>Course Details</b>	<p>The online FCI certificate is available exclusively from Utica College, arming future forensic investigators with critical-thinking skills, understanding of accounting principles, and a firm grasp on investigative auditing. Professionals in the field may be responsible for detecting and preventing financial crimes in the workplace, conducting internal audits, or enforcing compliance, regulations, standards and ethics. The online Certificate blends criminal justice with investigative accounting to explore different types of internal and external fraud scenarios in addition to understanding the tools and intelligence needed to identify the increasingly complex structures of financial fraud and money laundering</p>
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<b>Institute/University</b>	South Dakota State University
<b>Course</b>	Agricultural and Environmental Law
<b>Duration</b>	4 Months
<b>Course Fee</b>	EUR 321
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	IELTS, TOEFL score
<b>Course Link</b>	<a href="https://www.shortcoursesportal.com/studies/293456/agricultural-and-environmental-law.html#content:fees_and_funding">https://www.shortcoursesportal.com/studies/293456/agricultural-and-environmental-law.html#content:fees_and_funding</a>
<b>Course Details</b>	<p>Take your knowledge of the law and agricultural experience to the next level with the Agricultural and Environmental Law course at South Dakota State University. Focus on legal issues that arise in rural communities and the food industry. Examine legal concerns surrounding water quality, land-use and other environmental issues. The Agricultural &amp; Environmental Law certificate provides a foundational understanding of core agricultural legal concepts while offering different areas of emphasis that appeal to your specific interests and experiences.</p>

<b>Institute/University</b>	National and Kapodistrian University of Athens studies
<b>Course</b>	Sports Law and International Sports Law
<b>Duration</b>	4 Months
<b>Course Fee</b>	EUR 800
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	IELTS, TOEFL score
<b>Course Link</b>	<a href="https://www.shortcoursesportal.com/studies/178704/sports-law-and-international-sports-law.html#content:fees_and_funding">https://www.shortcoursesportal.com/studies/178704/sports-law-and-international-sports-law.html#content:fees_and_funding</a>

<b>Course Details</b>	<p>This Sports Law and International Sports Law programme at National and Kapodistrian University of Athens is an introduction to the world of sports key concepts as conceived in national and international law. At the same it imports us to the concept of sports disputes, the nature and character of sports courts and the Court of Arbitration for Sport. Through this online course we will recorded and investigate major problems that encounter in the international racing and sport activity. Finally, we will analyze the topic of labor relations developed in the context of professional activity of individuals in sports and racing activity.</p>
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<b>Institute/University</b>	Anglia Ruskin University, UK
<b>Course</b>	Law and Ethics in Health and Social Care
<b>Duration</b>	3 Months
<b>Course Fee</b>	EUR 2723
<b>Diploma/certificate</b>	Certificate
<b>Eligibility Criteria</b>	IELTS, TOEFL score
<b>Course Link</b>	<a href="https://www.shortcoursesportal.com/studies/30103/law-and-ethics-in-health-and-social-care.html">https://www.shortcoursesportal.com/studies/30103/law-and-ethics-in-health-and-social-care.html</a>
<b>Course Details</b>	<p>All staff working in health and social care have, in some shape or form, felt the impact of the Francis Inquiry (2010-2013) in the wake of failings at Mid Staffordshire NHS Foundation Trust, where the key focus for patient safety policy and ethical practice made 290 recommendations including the need for compassionate care, empathy, problem solving and ethical reasoning. Additionally, the Department for Health recently published a review of 'never events' – incidents that should never have occurred. Our course will give you the opportunity to study the ethical and legal issues that arise in medical and healthcare practice. It will explore the moral problems you may face in the course of your work, provide the background for recognising issues that may raise legal liability, and reflect on the legal, social and ethical context in which healthcare practice is situated.</p>