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TRANSFORMATION IN LEGAL EDUCATION IN THE ERA OF ARTIFICIAL INTELLIGENCE: AN EXPLORATORY STUDY

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I. ABSTRACT

Legal education, traditionally dependent upon classroom teaching, case analysis, legal reasoning, and critical interpretation, is now witnessing the growing integration of AI-powered tools for research, drafting, data analysis, and academic assistance. The research paper delves into understanding of AI and legal education individually and its intersection to explore the requirements and limits of both. This paper discusses in detail practical challenges as well as opportunities of advancement of AI in legal profession. The study explores how AI can enhance accessibility to legal information, improve research efficiency, promote personalized learning, and assist in developing practical legal skills. Simultaneously, it critically analyses concern such as overdependence on AI, plagiarism, hallucination of case laws, lack of reliability and accuracy, data privacy issues, and the possible decline of essential advocacy skills like critical thinking, interpretation, and analytical reasoning among students. It reviews the role of concerned statutory bodies to comprehend possible ways to use AI Application in the legal education. This paper explores the role of international bodies like UNESCO and best practices adopted by other countries for smooth integration of AI in legal education. Considering novelty and evolving nature of the subject, researcher has adopted exploratory research model based on doctrinal and analytical approaches using secondary sources, including books, research articles, reports, case laws, and policy documents. The paper concludes that the balanced and regulated integration of AI in legal education is needed to ensure that AI advancement strengthens, rather than weakens, the core values and objectives of the legal profession.

II. KEYWORDS

Artificial Intelligence, Legal Education, Future Ready Lawyers, Ethics in legal education, AI Regulation.

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III. INTRODUCTION

Artificial intelligence, or "AI," has grown ubiquitous in the lives of people living in the twenty-first century and is being hailed as a technology that can improve and progress every aspect of our life. In modern era, the debate has shifted from whether AI can be used in day-to-day life of a human being to how progressively and ethically AI can be integrated in daily life. AI has already entered into the lives of people right from setting daily routine of a person, booking flights, driving assistance, scheduling appointments, performing cleaning jobs to eventually predicting future! Healthcare, agriculture, commerce, education everywhere AI is irreplaceable. This also applies to the practice of law.³ The legal industry, which has historically been reluctant to adopt new technology, is now starting to embrace AI, which will change the way law is practiced.⁴ Legal education is the foundation of legal profession. Introduction of AI, related laws and applications in the legal education is undisputedly needed for generating future ready lawyers.

The question remains as to how AI advancement in the legal education can be monitored so that core skills of the lawyers will not be compromised while learning new AI techniques in the contemporary era. Challenges associated with AI, such as lack of reliability and accuracy in case laws, hallucination of legal citations, data privacy concerns, and insufficient training data in AI applications, are major concerns in its adoption in the legal education. Role of concerned statutory bodies like Bar Council of India seems important here as regulatory control for progressive use of AI in legal education is a need of an hour.

A. Research problem

Embracing of artificial intelligence in almost every step of life is the biggest social transformation nowadays. It has a greater impact on education sector and so on legal

³ Helen Crompton & Diane Burke, *Artificial Intelligence in Higher Education: The State of the Field*, 20 INT'L J. OF EDUC. TECH. IN HIGHER EDUC. 1, 2 (2023).

⁴ Jonathan H. Choi, Amy B. Monahan, & Daniel Schwarcz, *Lawyering in the Age of Artificial Intelligence*, 109 MINN. L. REV. (forthcoming 2024), available at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4626276 ("generative AI will almost certainly become a vital tool for many lawyers in the near future").

education. The core skill of critical thinking and interpretations are somewhere at stake as the use of excessive AI tools is rampant. There is complete uncertainty as to what extent AI tools can be allowed to be used by students, researchers to balance the use of AI and integrity of the legal profession. Also, traditional teaching methods and exam patterns are time consuming considering the AI advancement and there is dire need to look into the adaption of AI in legal education to make students the future ready lawyers.

B. Research Objectives

In light of the research problem identified above, the present study sets out the following specific objectives:

1. To examine the concept, requirements, and core principles of legal education, and to understand the concept and functional scope of Artificial Intelligence.
2. To analyse the potential areas within legal education where Artificial Intelligence may be effectively and responsibly integrated.
3. To identify the academic, ethical, regulatory, and professional challenges that may arise from the application of Artificial Intelligence in legal education.
4. To recognize appropriate best practices for the smooth integration of Artificial Intelligence in legal education without compromising core legal skills, including critical thinking, interpretation, analytical reasoning, and professional judgment.
5. To recommend necessary reforms in legal education laws, institutional practices, and governmental policy in India for the effective and responsible incorporation of Artificial Intelligence in the modern legal education framework.

C. Research Questions

The present study seeks to answer the following research questions:

1. What is the nature and scope of Artificial Intelligence in the context of legal education, and how does it intersect with the core objectives of legal training?
2. Which areas of legal education may be effectively integrated with Artificial Intelligence without undermining critical thinking, legal reasoning, interpretation, and professional judgment?
3. What academic, ethical, regulatory, and data-protection challenges arise from the use of Artificial Intelligence in legal education?
4. What reforms in legal education policy, institutional governance, pedagogy, and regulatory supervision are required for the responsible integration of Artificial Intelligence in Indian legal education?

D. Research methodology

Exploratory research method is used where the area of research is new and less researched. In such research, hypothesis cannot be defined and tested. But the relationship between two variables is explored as there is no prior assumptions. In case of variables 'legal education' and 'Artificial Intelligence', researchers are exploring the areas like various traditional systems that AI has changed in the society and impact of it on legal education; role of BCI in redefining syllabus, pedagogies and AI tools for legal education; challenges posed by AI concerning plagiarism and available solutions; role of policy makers in strengthening legal education.

This research is mainly relied on secondary sources of research like governmental data and reports, scholarly articles and research papers, case studies and online database.

IV. ARTIFICIAL INTELLIGENCE: UNDERSTANDING THE CONCEPT

As per Cambridge Dictionary, intelligence is an ability to learn, understand, and make judgments or have opinions that are based on reason.⁵ Human intelligence is generally used to sense, comprehend and act in any given situation. Along with

⁵ Cambridge Dictionary. "INTELLIGENCE | Meaning in the Cambridge English Dictionary." Cambridge.org, 2019, <https://dictionary.cambridge.org/dictionary/english/intelligence>

survival, the adaption with changing situation and problem-solving skill is core part of human intelligence. Past experiences play a vital role in developing human brain to learn and act in given situation in better and wiser way.⁶ Critical thinking, reasoning, higher cognitive activities differ humans from other animals. Artificial intelligence is simulation of what exactly human intelligence can do. With the help of visual and audio assistant, AI understands the issue. With the help of information available with AI, it formulates the suitable solution to it and applies with available sources. Revolution that invention of AI has brought is miraculous and has capacity to transform almost each and every field like healthcare, education, agriculture, administration, media, fashion so on and so forth. In the words of Andrew NG, “Just as electricity transformed almost everything 100 years ago, today I actually have a hard time thinking of an industry that I don’t think AI will transform in the next several years.”⁷ Education field is not an exception to it. After the application of ICT, education industry has taken a tremendous leap in terms of accessibility of education, effectivity delivery of lessons and time saving for smart teaching and assessment methods. AI’s role in education has moved in stages, beginning with language assistance tools and expanding into teaching, assessment, library services, and administration. The shift is from AI as a support tool for isolated tasks to AI as an integrated layer across the whole educational system.⁸

V. ARTIFICIAL INTELLIGENCE: A DETAILED DISCUSSION

The National Institute of Standards and Technology describes artificial intelligence technologies and systems as comprising “software and/or hardware that can learn to solve complex problems, make predictions or undertake tasks that require human-like sensing, such as vision, speech, and touch, perception, cognition, planning, learning,

⁶ NITI Aayog. (2018). *National strategy for artificial intelligence (#AIforAll)*. Government of India. <https://www.niti.gov.in/sites/default/files/2023-03/National-Strategy-for-Artificial-Intelligence.pdf>

⁷ “U.S. LEADERSHIP IN AI: A Plan for Federal Engagement in Developing Technical Standards and Related Tools” 10 Aug. 2019, www.nist.gov/system/files/documents/2019/08/10/www.nist.gov/system/files/documents/2019/08/10/ai_standards_fedengagement_plan_9aug2019.pdf. Accessed 30 June 2026.

⁸ Wang, Y., Zhang, T., Yao, L., & Seedhouse, P. (2025). A scoping review of empirical studies on generative artificial intelligence in language education. *Innovation in Language Learning and Teaching*, 1–28. <https://doi.org/10.1080/17501229.2025.2509759>

communication, or physical action.”⁹ Separately, the term “artificial intelligence” was coined in 1955 by John McCarthy, who later defined it as “the science and engineering of making intelligent machines.”¹⁰ To put it another way, artificial intelligence (AI) is the technology that enables computers to simulate human intelligence. Virtual assistants, computer vision systems, self-driving cars, and facial recognition systems are a few examples of AI in daily life.

The rise of generative AI is one of the most important recent advances in AI. Generative AI may create completely new content, including literature, graphics, music, and even code, in contrast to standard AI systems that are built to evaluate or classify already-existing data. These systems learn the patterns, structures, and styles found in large amounts of existing information through training. After being trained, generative AI gets instructions from users in the form of subtle "prompts." After being prompted, the model may create unique content that is completely different in composition yet has a style and structure similar to the training data.¹¹

At the moment, Anthropic, Google, Microsoft, Open AI, and Meta are the main players in the development of generative AI. In addition to creating well-known consumer-facing chatbots like ChatGPT, Claude, Gemini, and Copilot, these businesses are redefining conventional ideas of Internet searching with generative AI-infused search results. Common programs like Microsoft 365 and Google's Gmail, as well as well-known legal technology solutions like Net Documents on the desktops of millions of lawyers, are incorporating generative AI.¹² There are also generative AI

⁹ National Institute of Standards and Technology, *U.S. Leadership in AI: A Plan for Federal Engagement in Developing Technical Standards and Related Tools* 9–10 (Aug. 9, 2019), <https://www.nist.gov/document/report-plan-federal-engagement-developing-technical-standards-and-related-tools>.

¹⁰ Christopher Manning, *Artificial Intelligence Definitions*, Stanford Institute for Human-Centered Artificial Intelligence, <https://hai.stanford.edu/policy/brief-definitions-of-key-terms-in-ai>.

¹¹ Lawton, George. “What is generative AI? Everything you need to know” *Definition from TechTarget.com*, 3 Oct. 2023, www.techtarget.com/searchenterpriseai/definition/generative-AI. Accessed 30 June 2026.

¹² AI for Legal Professional; Center for American Progress, *Generative AI Should be Developed and Deployed Responsibly at Every Level for Everyone*, CAP20.

models that are specific to the legal field and are trained on a large volume of legal documents, such as statutes, case law, contracts, and legal commentary.¹³

VI. LEGAL EDUCATION: CORE UNDERSTANDING

Legal education is a foundation of legal profession which considerably contributes in maintaining law and order in the society. It provides ability to use law, to analyze and to critically evaluate it.¹⁴ Also it focuses on inculcating intellectual skills like critical thinking, analytical skills. Legal education majorly stresses upon comprehending established legal provisions and its application in the court of law. Interestingly modern days' liberal interpretation of legal provisions for achieving ultimate goal of social justice is interesting part of legal education. Thus, along with legal provisions, understanding core legal principles and true intentions of lawmakers and construing to law accordingly is real learning under the law course.

VII. ADVANCEMENT OF AI IN LEGAL EDUCATION: OPPORTUNITIES AND CHALLENGES

In modern era, the debate has shifted from whether AI can be used in legal education to how progressively and ethically AI can be integrated in legal education. Nowadays, Artificial intelligence has already paved path into legal education in different ways. It is certainly doubtful that AI will completely replace lawyers in the near future as AI cannot help with all legal tasks. Nevertheless, a lot of the repetitive and generic legal labour will probably be done by artificial intelligence in near future. In fact, according to one study, 44% of legal work could be automated.¹⁵ This is applicable to the legal education also.

To cite few examples, AI tutor is helpful for students of different backgrounds and language for easy understanding and doubt solving, Virtual assistants can help finding accurate relevant Sections, Articles, Rules, bylaws and cases in few seconds

¹³ Daniel Farrar, To Future-Proof Their Firms, Attorneys Must Embrace AI, FORBES.

¹⁴ S.K. Verma, *Legal Education in India: The Emerging Challenges and Prospects*, 12(1) Dehradun Law Review 45 (2020). <https://www.dehradunlawreview.com/wp-content/uploads/2020/06/5-Legal-education-in-India-The-emerging-challenges-and-prospects.pdf>

¹⁵ Jan Hatzius et al., *The Potentially Large Effects of Artificial Intelligence on Economic Growth*, GOLDMAN SACHS, (Mar. 26, 2023, 9:05PM EDT), <https://perma.cc/QB57-JHNH>.

without surfing into piles of books. In older days finding relevant case laws was a time-consuming task. With the help of AI applications, now list of relevant case laws from all high courts and supreme court can be found in no time. Student can spend time in analyzing and applying those caseloads to the given point. Moreover, lengthy judgements can be summarized and understood quickly. Virtual tutors and chatbots provide individualized feedback, practice questions, and explanations in real time. This personalized approach enhances student engagement and supports self-paced learning. AI can also assist students with disabilities by providing accessibility features such as speech recognition and automated transcription.

Law Interns can get ready drafts of contracts and other conveyancing. Hence quality time can be spent in revising and editing it like a junior advocate. Such applications are beneficial for students and lawyers too to prepare briefs smartly. AI tools also improve accessibility to legal materials and democratize legal knowledge for all students.¹⁶

Research oriented tools help researcher to bring clarity in their thoughts, citation generators, language assistants, grammar correctors reduce procedural work of researchers. Managing statistical data is tough task especially for researchers from humanities. AI can contribute efficiently in managing such data to reach accurate conclusion.

Legal employers increasingly expect graduates to possess technological literacy. Major law firms have begun formal AI training initiatives for junior lawyers, emphasizing that AI competence is becoming an essential professional skill. Therefore, integrating AI into legal education enhances employability and professional readiness.¹⁷

Not only students but teachers are also benefitted out of some AI applications. Effective PPTs with necessary effects and striking images can be created only by

¹⁶ Goswami, Parineeta, Revolutionizing Legal Education: The Role of Artificial Intelligence in Shaping the Future of Law Teaching and Learning (February 04, 2025). Available at SSRN: <https://ssrn.com/abstract=5123719> or <http://dx.doi.org/10.2139/ssrn.5123719>

¹⁷ "AI Technology Presents Both Opportunity and Threat to Young Lawyers." *Ibanet.org*, 2026, www.ibanet.org/ai-technology-presents-both-opportunity-and-threat-to-young-lawyers.

providing text to the application. This can make teaching more efficient and interesting. Preparation of MOOCs, online lectures, creative and balanced moot problems, aligning assessment papers with learning objectives, creating rubrics, comprising all course outcomes in the question papers is comparatively easy with the help of AI. Along with teaching learning and assessments, library and administration are also improvised by the use of AI application. Predictions of students drop outs were found by Andhra Pradesh government with the help of Microsoft using AI, and could be corrected further.¹⁸ Artificial Intelligence helps organize and interpret the data, bringing accuracy and better visibility into RFID-driven operations. AI in RFID data analysis works across multiple stages of automation. At each step, machine learning processes and turns raw data into insights.¹⁹

VIII. CHALLENGES POSED BY AI IN LEGAL EDUCATION

Challenges posed by AI are equally required to be reviewed, particularly where AI tools are used for legal research, assessment, academic writing, classroom engagement, and institutional administration.

While AI is capable of processing and analysing large volumes of data, it does not possess ethical judgment, contextual sensitivity, or the nuanced interpretative ability expected from legal professionals. Critical thinking enables law students to move beyond the mechanical reproduction of information and to engage in deeper analysis, questioning, reasoning, and evidence-based legal argumentation.²⁰

Generative AI also presents serious risks of hallucination, fabricated authorities, misleading summaries, and unverified legal propositions. In legal education, this is especially concerning because students may rely on AI-generated case citations, statutory references, or doctrinal explanations without independently verifying them through authoritative legal sources. Such dependence may weaken legal reasoning,

¹⁸ Supra 2

¹⁹ Shahid Mansuri, *How AI in RFID Data Analysis Improves Operational Accuracy*, RFID J. (Oct. 15, 2025), <https://www.rfidjournal.com/expert-views/how-ai-in-rfid-data-analysis-improves-operational-accuracy/224143/>

²⁰ Ulysses Jaen, *Enhancing Critical Thinking, Situational Awareness, and Common-Sense Introspection in Legal Decision Making and Education*, LINKEDIN (Dec. 6, 2023),

research discipline, and professional responsibility. Therefore, AI-generated legal content should not be relied upon blindly; it must be subjected to continuous verification, particularly where cases, statutes, quotations, and academic references are used.

In addition, data privacy constitutes a major legal challenge in the use of AI in legal education. AI-enabled learning platforms, assessment tools, attendance systems, library analytics, plagiarism-detection tools, and student-performance dashboards may collect and process large amounts of personal data relating to students and faculty. In India, such processing must be examined in light of the Digital Personal Data Protection Act, 2023.²¹ The Act requires that consent for processing personal data must be free, specific, informed, unconditional, and expressed through clear affirmative action.²² Accordingly, law schools cannot rely on vague or bundled permissions when deploying AI systems that process student data.²³

Legal educational institutions using AI tools may qualify as data fiduciaries where they determine the purpose and mean of processing personal data. They must therefore ensure clear notice, valid consent, purpose limitation, data minimisation, reasonable security safeguards, and accountability. For example, if student data is collected for assessment or attendance, it should not be reused for AI training, profiling, behavioural analytics, or unrelated institutional purposes without a lawful basis and appropriate notice. The Digital Personal Data Protection Rules, 2025²⁴ further strengthen these obligations by requiring clear and separate consent notices and by operationalising compliance duties for data fiduciaries. Thus, AI integration in

²¹ Digital Personal Data Protection Act, 2023, No. 22 of 2023, India Code, Ministry of Law and Justice, Government of India.

²² Digital Personal Data Protection Act, 2023, s. 6.

²³ Rachel Reed, *ChatNYT*, HARV. L. TODAY (Mar. 22, 2024), <https://hls.harvard.edu/today/does-chatgpt-violate-new-york-times-copyrights/>.

²⁴ Ministry of Electronics and Information Technology, Digital Personal Data Protection Rules, 2025; Press Information Bureau, Government of India, *Government Notifies Digital Personal Data Protection Rules, 2025* (14 Nov. 2025).

legal education must be accompanied by privacy-by-design safeguards, institutional oversight, vendor accountability, and transparent data-governance policies.²⁵

One of the most serious concerns is the misuse of generative AI for assignments, essays, and examinations. Students may submit AI-generated content without proper attribution, undermining academic honesty and originality. The availability of AI-generated legal writing complicates traditional methods of evaluating student competence. It is a scorching question for law institutes as how to inculcate core skill of advocacy i.e. critical thinking and interpretations amongst the students as AI tools are handy.²⁶ Critics argue that excessive dependence on AI may weaken students' independent analytical abilities. Legal education traditionally emphasizes critical reasoning, interpretation, and argumentation. If AI tools provide ready-made answers, students may engage less deeply with legal problems. Research indicates that AI can assist with basic legal reasoning but still lacks nuanced judgment and contextual understanding required for sophisticated legal analysis.

A. DPDP Act, 2023

The use of AI in the administrative functions of legal educational institutions raises a crucial privacy challenge, particularly in relation to student data. Under the Digital Personal Data Protection Act, 2023,²⁷ consent must be free, specific, informed, unconditional, and expressed through a clear affirmative action²⁸; accordingly, legal education institutions cannot rely on vague, or hidden permissions for AI-enabled processing. In practical terms, law schools must clearly inform students about what data is collected, the purpose of collection, and whether the data will be used to train, refine, or improve the AI system. If the same data is later reused for a different

²⁵ S. Kumar, *AI Judicial Decisions: Balancing Technology and Justice*, Law.asia, <https://law.asia/ai-judicial-decisions/>

²⁶ A. R. Vargas-Murillo, R. F. Supo Hallasi, C. A. Cueva Quispe and E. I. Herrera Pérez, "The Impact of Artificial Intelligence on Law Students: Opportunities, Challenges, and Adaptation Strategies," *2024 IEEE 4th International Conference on Advanced Learning Technologies on Education & Research (ICALTER)*, Tarma, Peru, 2024, pp. 1-4, doi: 10.1109/ICALTER65499.2024.10819243.

²⁷ Digital Personal Data Protection Act, 2023, No. 22 of 2023, India Code, Ministry of Law and Justice, Government of India.

²⁸ Digital Personal Data Protection Act, 2023, s. 6.

purpose, fresh consent is generally required unless the processing falls within a narrowly defined lawful-use category.²⁹

The Act places primary responsibility on the data fiduciary, who must exercise due diligence, respond to data principal rights, maintain accountability, and treat AI deployment as a regulated data-processing activity rather than a neutral administrative choice.³⁰ These obligations become especially important where AI systems are used for assessment, feedback, admissions, attendance monitoring, or student profiling. Even when an external vendor operates the AI tool, the institution remains responsible for compliance, because fiduciary accountability cannot be outsourced.

The DPDP Act does not prohibit AI in legal education, but it requires its use to be embedded within a lawful, privacy-protected framework built on clear notice, valid consent, purpose limitation, data minimization, retention controls, security safeguards, and institutional oversight. The DPDP Rules, 2025 further operationalize these obligations by strengthening notice requirements and clarifying compliance expectations for data fiduciaries.³¹ For educational institutions, this means that AI systems should not operate on generic or blanket disclosures; instead, they require transparent, stand-alone notices specifying what personal data is processed and for which exact purpose. The rules also place greater emphasis on responsible handling in sensitive or high-impact contexts, which is particularly relevant where AI is used in assessment, monitoring, or student support.

²⁹ Section 6 of the Digital Personal Data Protection (DPDP) Act, 2023

³⁰ "SECTION 8 of DPDPA, 2023 | LEGAL INTERPRETATION" 9 Dec. 2025, www.dpdpa.com/dpdpa2023/chapter-2/section8.html. Accessed 1 July 2026.

³¹ Hub, DPDPA Knowledge. "DPDP Rules 2025" Comprehensive Guide to Digital Personal Data Prote, 30 July 2024, www.dpdpa.com/dpdparules.html. Accessed 1 July 2026.

IX. ROLE OF BAR COUNCIL OF INDIA

The Bar Council of India (BCI) plays a central regulatory and policy-shaping role in how artificial intelligence (AI) is integrated into legal education in India, mainly through curriculum mandates, standard-setting, and professional-ethics guidance.³²

The Bar Council of India has already begun shaping technology-oriented legal education by directing Universities and Centres of Legal Education to incorporate emerging subjects such as blockchain, electronic discovery, cyber-security, robotics, Artificial Intelligence, bio-ethics, and related areas into their legal education curricula. Section 49 of the Advocates Act, 1961 empowers the Bar Council of India to make rules for discharging its functions under the Act.

The section grants rule-making powers on various matters, including:

1. Standards of professional conduct and etiquette for advocates
2. Legal education standards
3. Recognition of universities whose law degrees qualify students for enrolment as advocates
4. Conditions for admission to law courses
5. Regulation of professional practice
6. Disciplinary procedures for advocates

This provision is highly significant because it forms the statutory basis for the Bar Council of India Rules relating to legal education and professional ethics.

Pursuant to Section 49 of the Act, there is a strong and urgent need for the Bar Council of India to frame a comprehensive policy regulating the integration of Artificial Intelligence into legal education. Such a policy should provide academic standards and learning outcomes, also recommend mandatory guidelines on ethical use of AI

³² Dep't-Related Parly. Standing Comm. on Personnel, Pub. Grievances, Law & Just., Rajya Sabha, One Hundred Forty-Second Report on the Subject "Strengthening Legal Education in View of Emerging Challenges Before the Legal Profession" (Feb. 7, 2024). https://sansad.in/getFile/rsnew/Committee_site/Committee_File/ReportFile/18/191/142_2024_2_12.pdf?source=rajyasabha

while maintaining academic integrity. Policy should also accredit AI-enabled curricula and educational tools for teachers and students. It is necessary to also provide a structured framework for the training and capacity-building of law faculties to ensure the responsible and operative adoption of AI in legal education.³³ Along with above, significant coordination with courts and regulators is essential so that graduates can meet professional and procedural obligations when AI is used in practice.

X. BEST PRACTICES FOR INTEGRATION OF AI IN LEGAL EDUCATION

The debate is not just about the use of new tools and technologies in the field of education. It requires universities to define what kind of teaching it wants to support, what kind of learning it intends to promote, and what kind of civic education it wants to ensure. Ultimately, it also requires placing the curriculum back at the centre of reflection, because it is in the curriculum that the knowledge considered relevant, the legitimate forms of study, the evaluation criteria, and the public purpose of education are defined. Artificial intelligence can occupy a legitimate place in undergraduate studies, provided it is understood as a resource, support, and tool, and not as the direction of the educational process.³⁴

UNESCO's Global Toolkit on AI & the Rule of Law is rapidly emerging as a cornerstone resource for law schools and judicial training programs worldwide, equipping legal professionals to navigate the fast-evolving intersection of technology and justice.³⁵

Collaborative initiatives between legal and technical educational institutions is a good practice followed across the world to educate law students effectively with AI and

³³ "Scholarly Works" *University of Nevada, Las Vegas* -- William S. Boyd, scholars.law.unlv.edu/facpub/?utm_source=scholars.law.unlv.edu%2Ffacpub%2F1488&utm_medium=PDF&utm_campaign=PDFCoverPages Accessed 4 July 2026

³⁴ 'Artificial Intelligence in Undergraduate Education: A Pedagogical, Ethical, and Curricular Issue' (2024) *Jornal da USP* <https://jornal.usp.br/artigos/inteligencia-artificial-no-ensino-de-graduacao-uma-questao-pedagogica-etica-e-curricular/>

³⁵ UNESCO, *UNESCO's AI and the Rule of Law Toolkit Transforming Legal Education* (July 29, 2025) <https://www.unesco.org/en/articles/unescos-ai-and-rule-law-toolkit-transforming-legal-education>

technological advancements and its relation with and impact on legal field. CodeX is a multidisciplinary centre sitting between Stanford Law School and the Stanford Department of Computer Science, for research and development of computational law which is established to advance the frontier of legal technology, driving efficiency, transparency, and access within legal systems.³⁶

XI. SUGGESTIONS AND RECOMMENDATIONS

The integration of Artificial Intelligence into legal education requires a structured regulatory and institutional response. It should not be treated merely as a technological development, but as a matter affecting academic integrity, professional ethics, data protection, pedagogy, and the future competence of law graduates. The following suggestions are therefore proposed for the responsible and effective integration of AI into legal education in India:

- 1. Framing of BCI Guidelines on the Use of Artificial Intelligence in Legal Education:** The Bar Council of India should frame comprehensive guidelines regulating the permissible, restricted, and prohibited use of AI tools in legal education. Such guidelines should clearly define AI-related academic misconduct, including undisclosed AI-generated submissions, fabricated citations, and unverified AI-assisted legal research. The guidelines should also prescribe minimum standards for disclosure of AI use in assignments, research papers, moot court memorials, dissertations, and clinical legal education work. Although emerging subjects such as Artificial Intelligence have been proposed for inclusion in legal education curricula, the present requirement goes beyond teaching AI as a subject. The BCI should also provide model rules for the ethical use of AI in teaching, learning, assessment, research, and legal-skills training.
- 2. Model AI Literacy Curriculum for Law Schools:** Law schools should introduce a compulsory AI literacy module for students and faculty. The

³⁶ School, Stanford Law. "CodeX." *Stanford Law School* <https://law.stanford.edu/codex-the-stanford-center-for-legal-informatics/>

curriculum should cover the basic functioning of AI systems, responsible prompt use, limitations of generative AI, risks of hallucinated legal authorities, citation verification, data privacy, intellectual property concerns, and ethical duties in AI-assisted legal work. Such training should be integrated with legal research methodology, professional ethics, legal writing, drafting, and clinical legal education, so that students learn to use AI as an assistive tool rather than as a substitute for legal reasoning.

3. **Safeguards Against AI Hallucination in Legal Research:** Every institution should adopt strict verification protocols for AI-assisted legal research. Students should be required to verify all cases, statutes, rules, quotations, and citations through authoritative legal databases, official court websites, or recognised law reports before relying upon them. Assignments and moot court submissions should include a declaration that all AI-assisted references have been independently verified. Faculty members should also evaluate whether students have applied legal reasoning and interpretation, rather than merely reproducing AI-generated summaries.
4. **Reform of Pedagogy and Assessment Methods:** Legal education should gradually move from memory-based learning to competency-based learning. Since AI tools can quickly retrieve legal information, classroom teaching should place greater emphasis on statutory interpretation, critical reasoning, legal analysis, ethical judgment, advocacy, drafting, negotiation, and application of law to complex factual situations. Assessment methods should therefore include simulations, viva voce examinations, drafting exercises, reflective notes, clinical assignments, case analysis, legislative interpretation exercises, and problem-based evaluations. This will reduce overdependence on AI-generated answers and preserve the essential intellectual skills of the legal profession.
5. **Institutional AI Governance Policy:** Each law school should adopt an Institutional AI Governance Policy specifying acceptable AI practices, disclosure obligations, plagiarism standards, data-protection safeguards, student responsibilities, faculty obligations, and disciplinary consequences for

misuse. The policy should also regulate the use of AI in admissions, attendance, assessment, feedback, student profiling, and administrative decision-making. Where student data is processed through AI-enabled systems, institutions must ensure clear notice, valid consent, purpose limitation, data minimisation, security safeguards, and accountability in accordance with applicable data-protection law.

- 6. Faculty Capacity Building and Continuous Professional Development:** The successful integration of AI into legal education depends upon trained faculty. Universities and law schools should organise regular Faculty Development Programmes on AI-assisted legal research, AI ethics, digital pedagogy, assessment design, cybersecurity, data protection, and emerging legal technologies. Faculty members should also be encouraged to develop AI-assisted teaching materials, provided that academic standards, originality, and legal accuracy are maintained.
- 7. Policy Coordination Among Regulators, Courts, and Law Schools:** Responsible AI integration requires coordination among the Bar Council of India, universities, law schools, courts, and policymakers. Regulatory standards should be periodically reviewed in light of technological developments and judicial responses to AI-generated legal material. Such coordination will ensure that law graduates are not only technologically competent, but also professionally responsible, ethically grounded, and capable of preserving the core values of the legal profession.

XII. CONCLUSION

Outright ban of AI in legal education is not a solution rather would hamper the growth of law students. Along with benefits of using AI in the legal education like, faster and easier ways of finding legal provisions and case laws, summarising lengthy judgements and reports, drafting deeds and moot propositions, writing literature reviews and improvising legal research, AI has inherent grim challenges also. Paralyzing higher cognitive thinking can be the serious consequence of rampant use of AI in education. Comprehending worldwide practices of integration of AI in legal

education suggests that AI adoption is essential along with imparting knowledge how to use AI responsibly, ethically and transparently where core critical thinking skills are kept intact.

Artificial Intelligence should neither be viewed as a threat to legal education nor included without regulatory safeguards. Its transformative ability can be realized only through a composed approach that assimilates artificial intelligence with legal ethics, academic integrity, and professional responsibility. A well-designed regulatory framework, supported by AI literacy, robust verification mechanisms, and competency-based pedagogy, will enable law graduates to bind AI responsibly while preserving the critical thinking, interpretative skills, and ethical judgment that remain crucial to the legal profession. Such an approach will ensure that AI complements rather than compromises the quality and credibility of legal education in India.

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