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KES' Shri. Jayantilal H. Patel Law College is committed to nurturing and empowering students through quality legal education. The college provides an inclusive and academically enriching environment that encourages students to excel in their studies, participate in co-curricular activities, engage in research, and develop a strong sense of civic responsibility.

The college is affiliated to the University of Mumbai, approved by the Bar Council of India, NAAC accredited with 'B++' grade, and ISO 9001:2015 certified. It offers programmes including B.A. LL.B., LL.B., LL.M., and specialised diploma courses.

With qualified and experienced faculty, a strong academic environment, moot court training, research activities and modern infrastructure, the institution seeks to prepare responsible, skilled and socially conscious legal professionals equipped to meet the challenges of a rapidly changing world.

The college functions under the aegis of Kandivli Education Society (KES), an institution established in 1936 with a long-standing commitment to quality, inclusivity and value-based education.

Affiliation	University of Mumbai
Recognition	Approved by the Bar Council of India
Accreditation	NAAC accredited 'B++'
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Kandivli Education Society (KES), established in 1936, has grown from a small educational initiative into a dynamic educational institution serving thousands of students.

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- Quality and inclusive education
- Value-based learning
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- Holistic and future-ready education

LAW IN THE AGE OF ARTIFICIAL INTELLIGENCE

A Fundamental Perspective



ABOUT THE INTERNATIONAL CONFERENCE

The International Conference on “Law in the Age of Artificial Intelligence: A Fundamental Perspective” provided an academic platform to examine the transformative impact of Artificial Intelligence on law, legal systems, governance and society.

The conference explored emerging legal and ethical questions relating to Artificial Intelligence, including intellectual property, authorship and ownership, liability, data privacy, cybersecurity, criminal justice, evidence law, human rights, ethics and accountability. It addressed the implications of Artificial Intelligence for legal education, commercial law, regulatory frameworks, policy development, research and scholarly communication.

The conference brought together academicians, research scholars, legal professionals and students to present research, exchange ideas and engage in interdisciplinary discussions. It encouraged meaningful academic dialogue and contributed towards the development of effective, ethical and inclusive legal responses to the rapidly evolving Artificial Intelligence landscape.

Conference	International Conference
Theme	Law in the Age of Artificial Intelligence: A Fundamental Perspective
Date	24 January 2026
Time	10:00 AM onwards
Mode	Online
Organised by	IQAC, Student Research Society and Library Committee
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PRINCIPAL'S MESSAGE

KES' Shri. Jayantilal H. Patel Law College



It gives me immense pleasure to welcome all academicians, research scholars, legal professionals and students to the International Conference on “Law in the Age of Artificial Intelligence: A Fundamental Perspective.”

Artificial Intelligence is transforming the way societies function and is increasingly influencing legal systems, governance, professional practices and education. These developments bring significant opportunities as well as complex legal, ethical and social challenges.

This conference provided a valuable platform for intellectual exchange and interdisciplinary dialogue on emerging issues such as data privacy, intellectual property, liability, criminal justice, human rights, ethics and the governance of Artificial Intelligence. The scholarly contributions and discussions during the conference encouraged deeper understanding and promoted responsible approaches to the use of Artificial Intelligence.

I extend my best wishes to all the speakers, researchers, presenters, participants and members of the organising team for a meaningful and intellectually enriching conference.

DR. VIRAL DAVE

I/c. Principal

KES' Shri. Jayantilal H. Patel Law College

ORGANISING COMMITTEE

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AI IN LEGAL EDUCATION: OPPORTUNITIES, CHALLENGES, AND THE NEED FOR REFORM IN INDIA

Rriddhi Parasher¹ & Rimjhim Trivedi²

I. ABSTRACT

In today's law classrooms, Artificial Intelligence (AI) is emerging as a vital mentor, gradually shifting legal education from traditional lecture-based teaching towards more adaptable and student-driven methods. AI tools provide personalised learning paths, instant feedback and immersive simulations that enable students to engage more deeply with legal concepts. AI bridges the gap between legal theory and practical application and equips budding lawyers with skills required for a digital legal profession. However, its adoption also raises concerns relating to technological accessibility, academic integrity, algorithmic bias and ethical accountability, which must be addressed to ensure responsible use. In India, the impact of AI is particularly noteworthy because legal education continues to depend significantly on procedural knowledge, manual research and rote learning. With more than five lakh students and over 1600 law schools, the central challenge is to modernise legal pedagogy while preserving ethical standards, constitutional values and human judgment. Tools such as ChatGPT, Gemini, Manupatra's analytical features and Perplexity have already begun to transform how students research, understand and apply legal principles. This research examines how AI is reshaping India's legal education system by analysing both the opportunities and risks of AI-driven learning. It adopts a doctrinal and comparative approach, drawing upon Indian legal education debates and international frameworks such as the European Union's risk-based AI Act and the OECD principles on trustworthy AI. The paper recommends curriculum redesign, mandatory digital and ethical literacy, faculty upskilling, institutional AI-governance policies, improved digital infrastructure and safeguards against overdependence on AI-generated outputs. It argues that reform must ensure that technological advancement strengthens rational human judgment in the legal field instead of substituting it.

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II. KEYWORDS

Artificial Intelligence (AI), Legal Education, Digital Education, AI Mentor, Adaptive Learning.

III. INTRODUCTION: THE CRISIS AND THE CATALYST IN THE INDIAN LEGAL EDUCATION

India's legal education system, as guided by the Bar Council of India (BCI)³ has successfully created a massive pool of legal personnel. The traditional teachings often face backlashes for their over-reliance on rote learning, lecture-based teaching, and often focus on procedural knowledge, which struggles to equip more than five lakh law students across over 1600 law schools with the analytical, adaptive and digital skills. Although this traditional model provides foundational knowledge, it often fails to adequately develop practical knowledge, advanced analytical and critical thinking skills required by modern, technology driven legal practice.

The emergence of Artificial Intelligence serves as both a crisis and a catalyst for this system. This change necessitates a complete overtake of educational priorities, shifting the focus from the acquisition of information to the mastery of strategy, ethics and judgement.⁴

A. Research Objectives

The present study aims to examine the growing role of Artificial Intelligence (AI) in transforming legal education in India. The primary objective is to analyse how AI-driven technologies can enhance legal pedagogy through personalised learning, intelligent tutoring systems and research assistance tools. The study also seeks to identify the ethical, cognitive and infrastructural challenges associated with the adoption of AI in legal education. Furthermore, the research aims to evaluate judicial perspectives on the integration of AI into the legal ecosystem and to propose

³ Bar Council of India. (2008). *Bar Council of India Rules on Legal Education*, 2008.

<https://www.barcouncilofindia.org>

⁴ Richard Susskind, *Tomorrow's Lawyers: An Introduction to Your Future* (2d ed. 2017).

institutional and curricular reforms to ensure the responsible and effective implementation of AI in law schools.

B. Research Questions

This research attempts to address the following questions:

1. How is Artificial Intelligence reshaping the structure and pedagogy of legal education in India?
2. What ethical, technological, and infrastructural challenges arise from the integration of AI in legal education?
3. What opportunities does AI provide for improving research, learning and professional readiness among law students?
4. How have Indian courts and judicial authorities responded to the use of Artificial Intelligence in the legal field?
5. What reforms are necessary to integrate AI responsibly into Indian legal education?

C. Research Methodology

This study adopts a doctrinal research methodology, primarily relying on secondary sources such as academic literature, judicial observations, policy reports and technological studies related to Artificial Intelligence and legal education. Relevant government initiatives, institutional reports and scholarly writings on AI governance and legal pedagogy have been examined to analyse the evolving relationship between technology and law. The research also incorporates a comparative perspective by briefly referring to international frameworks such as the European Union's AI Act and the OECD's principles on trustworthy AI.

D. The Traditional Landscape and the Digital Imperative

It is essential to understand the foundation upon which it is being overlaid, before evaluating the impact of AI.

This model of legal education in India has deep historical roots, involving numerous inherent limitations⁵:

⁵ Upendra Baxi, *The Crisis of Indian Legal Education*, Oxford Univ. Press (2014).

1. **Rote Learning over rationality:** A great reliance on memorising case situations, procedural steps and statutes often overshadows the development of application of principles, critical thinking and legal reasoning.
2. **Uniformity in pedagogy:** The “one-size-fits-all” lecture model is unable to account for individual student needs and diverse learning paces, leading to varying levels of competency and disengagement among graduates.
3. **Theory Practice Divide:** The classroom experience often remains far away from the reality of legal practice, leaving graduates ill equipped for the actual demands of a dynamic law firm or courts.

This foundation makes the introduction of AI not just an advancement, but a core corrective measure for systems long standing deficits.

E. AI as the New Mentor: Defining the Role

The role of AI as the “New Mentor” is one of the key aspects for the Indian legal system, especially given the challenging faculty-student ratio. A mentor in the educational field provides strategic feedbacks, contextual support and personalised guidance. AI is differently positioned to fulfil this role by offering simulation and practice, immediate feedback and personalised learning paths.

This paper advocates that for the Indian legal system, AI integration is not a luxury but a necessity to make sure that Indian lawyers remain ethically grounded and globally competitive. This paper explores the transformative potential of AI as the New Mentor in the Indian legal classroom. General-purpose AI search assistants such as Perplexity and large language models (LLMs) like Gemini and ChatGPT, along with specialised legal research platforms such as Manupatra, CaseMine and Lexis AI, are not mere futuristic concepts but participants in the learning ecosystem. They provide a path for student-driven, personalised and adaptive education far away from passive learning.

IV. RESEARCH AND ANALYSIS

A. The Opportunity: Leveraging AI for Transformative Learning

The development of AI tools aims to address inherent deficiencies and to discover unprecedented opportunities within Indian law colleges.

1. Personalised learning and bridging the divide

AI provides powerful tools to mitigate inequality that arises due to sheer disparity in resources between rural and metropolitan law colleges.

- **Customise curricula:** AI mentor can tailor the pace, learning material and sequence of topics based on evaluation. For example, a student struggling with Torts law may be provided with case-based quizzes and extra interactive tutorials, while a student proficient in it may move immediately to advanced topics.
- **Language inclusivity:** AI translation tools, such as the Supreme Court's SUVAS⁶ (Supreme Court Vidhik Anuvaad Software) initiative, can be integrated into the classroom to translate complex legal judgments and materials into numerous regional languages, making legal education inclusive and accessible to diverse students.
- **Intelligent Tutoring System (ITS):** AI tutors can offer 24/7 mentorship⁷ by providing quick answers to doubts and guiding students through their learning process, and clarifying complex concepts through practice exercises. This is essential for students in remote areas or first-generation learners who don't have any faculty mentorship.

2. Immersive Simulations and Practice Readiness

AI driven simulations facilitate bridging the theory practice gap.

- **Case Analysis and Prediction:** Machine learning is used in tools like Manupatra's analytical features to assess massive dataset of judicial decisions. These tools are highly used by students to practice predictive legal reasoning by analysing a hypothetical chain of facts and predicting the possible results based on precedents.

⁶ Supreme Court of India, SUVAS – Supreme Vidhik Anuvaad Software, <https://www.sci.gov.in>

⁷ UNESCO, *Artificial Intelligence in Education: Challenges and Opportunities for Sustainable Development* (2019).

- **Legal drafting and review:** AI can suggest improvements and can grade on legal documents based on adherence, precision and coherence to rules, training students in the practical skill of legal drafting.
- **Virtual moot courts and negotiation:** AI platforms can host interactive, realistic simulations of courtroom arguments, negotiations and client interview sessions. AI can portray the role of an aggressive opposing counsel, a difficult client or a biased judge, testing students to adapt in real time strategies.

B. Enhancing Research and Analytical Efficiency

Legal research is the most impactful area of AI. Traditional research in India involves manually shifting through vast, unsystematic, and often vast volumes of statutes and precedents. AI powered tools like CaseMine, Lex Legis AI and Manupatra's analytical features avail Natural Language Processing (NLP) to:

1. **Smart Research Tools:** Advanced search engines (like Perplexity) and LLMs can process natural language queries to blend legal principles from multiple cases, providing a conceptual summary instead of a long list of documents.
2. **Summarise and Analyse:** Provide a brief, algorithmically generated summary of complex precedents, allowing students to focus on critical analysis instead of laborious search.
3. **Accelerate Precedent Identification:** Expeditious identification of landmark judgements, find analogous decisions and track judicial history with precision.

V. THE PERILS: ETHICAL, COGNITIVE AND IMPLEMENTATION CHALLENGES

The eagerness for integrating AI must be mitigated by a cautious inspection of serious danger it possesses, especially in the delicate cases like India.

A. Ethical pitfalls: Accountability, Bias and Transparency

The ethical concerns surrounding AI usage are acute, particularly in a jurisdiction like India, governed by the principles of constitutional morality, justice and equality.

1. **Accountability and Malpractice:** Scholars and courts have also warned about the phenomenon of “AI hallucinations”, where generative AI systems may produce inaccurate or fabricated legal citations. This highlights the importance of human verification in legal research and drafting.
2. **Algorithmic Bias:** AI systems learn from historical data, which may contain and perpetuate systemic biases based on gender, socioeconomic status or caste. If AI is used in evaluation or predictive justice exercises, such bias may produce prejudicial outcomes, thereby implicating the guarantee of equality under Article 14 of the Indian Constitution.⁸ Justice Bhushan R. Gavai cautioned against excessive reliance on AI in judicial processes by asking, “Can a machine, lacking human emotions and moral reasoning, truly grasp the complexities and nuances of legal disputes?”⁹
3. **The Black Box Problem:** Many AI models operate as “Black boxes”, providing results without visibly explaining the rationale behind them. This deficiency of explainability directly contradicts the professional duty of a lawyer to provide a reason, clear explanation for advice to a client.

B. Accessibility and Operational Hurdles

The widespread adoption of AI in India faces substantial infrastructural obstacles:

1. **Faculty Readiness:** The effective integration of AI is contingent upon the ability and voluntariness of faculty to adapt. Law schools must invest deeply in academic training for professors to transform into ethical navigators and tech-savvy facilitators rather than content deliverers.
2. **The Digital Divide:** While AI offers possibilities for greater inclusion, its effective use requires reliable Internet connectivity, access to adequate digital devices, functional computer facilities and sufficient institutional infrastructure. These requirements remain unevenly distributed across Indian higher education, particularly in rural and resource-constrained institutions. In the absence of a verifiable source for the precise claim that

⁸ INDIA CONST. art. 14.

⁹ LiveLaw News Network, *Relying on AI For Legal Research Risky, Platforms Like ChatGPT Have Generated Fake Case Citations: Justice Gavai*, LiveLaw, 11 March 2025, reporting Justice B.R. Gavai’s address at a conference organised by the Supreme Court of Kenya, Nairobi.

more than 800 rural law colleges lack such infrastructure, the statement should be framed as a broader digital-divide concern rather than as an unsupported statistic.¹⁰

C. Cognitive and Academic Integrity Risk

The over dependence on AI can cause serious reductions in important skills like legal reasoning.

1. **Academic dishonesty and plagiarism:** The integration of Artificial intelligence in academics has developed a new form of plagiarism where articles are not only copied but also amalgamated from different resources. This erodes students from developing legal reasoning skills and critical thinking skills. To prevent it, law schools need to constitute clear regulations and an effective observation system regarding plagiarism
2. **Intellectual dependence:** As mentioned earlier, the use of generative Artificial intelligence causes students to disconnect from vital skills that are needed to be a proficient legal expert.

VI. THE JUDICIAL PERSPECTIVE: UPHOLDING HUMAN JUDGEMENT

The judiciary in India has proactively been involved in the debate surrounding AI, providing a neutral outlook that acknowledges its functionality while resolutely protecting the primacy of human legal and judicial judgment.

In judicial discussions concerning the use of artificial intelligence in legal research and court administration, Justice Surya Kant has emphasised that courts must remain cautious in their engagement with AI-based tools. He has observed that technology may assist judicial administration and improve institutional efficiency, but it must enhance, rather than replace, the human elements that define justice. These observations reaffirm the judiciary's position that AI should function only as a

¹⁰ Bar Council of India, *Circular: Implementation of Computer Education in Legal Courses*

supportive technological aid, while human reasoning, discretion and accountability must remain central to adjudication.¹¹

Justice Bhushan R. Gavai, a Supreme Court judge, similarly warned against the over-reliance, stressing that technology must serve as an “aid rather than a replacement of human judgment.” He outlined that the essence of justice involves “contextual understanding, ethical considerations and empathy”, elements that cannot be coded into an algorithm

This position is also reflected in judicial discussions on the use of technology in courts. SUPACE, the Supreme Court’s AI-assisted research portal, was launched on 6 April 2021 during the tenure of Chief Justice S.A. Bobde as a tool to assist judges in accessing relevant facts and legal materials, while judicial discretion and decision-making were expressly retained with human judges. Subsequent judicial commentary has similarly emphasised that technology may enhance efficiency, transparency and access to justice, but it cannot replace human judgment, ethical reasoning or the conscience that lies at the heart of adjudication. In this framework, the future of legal education in India should not be framed as a choice between machines and humans, but as a disciplined collaboration in which AI remains a supportive tool governed by human responsibility.¹²

The judicial perspective explicitly establishes the following principles:

Human Judgement (core) + AI (tool) = Refined Justice Delivery

The Indian judiciary is optimising AI for efficiency (example e-Courts Project Phase III for case management, SUVAS for translation) but remains vigilant against its unauthorised use in decision-making, reinforcing the notion that the law remains a core human enterprise.

¹¹ Akashvani News, *CJI Surya Kant Urges Balance Between AI Use and Human Element in Judiciary*

¹² LiveLaw News Network, *Won’t Let Artificial Intelligence Do Decision Making; Judges’ Autonomy & Discretion Will Be Retained: CJI Bobde*, LiveLaw, 6 April 2021; The Indian Express, *CJI Launches Top Court’s AI-driven Research Portal*, 7 April 2021.

VII. SUGGESTIONS AND RECOMMENDATIONS: CURRICULUM, INSTITUTIONAL AND POLICY REFORM

The integration of Artificial Intelligence into legal education requires structured institutional reforms, curriculum redesign and policy synthesis. While AI offers significant opportunities to enhance research efficiency, personalised learning and professional readiness, its adoption must be guided by ethical safeguards, digital infrastructure development, faculty training and comparative best practices. The following recommendations address both the opportunities and challenges identified in the preceding sections and seek to ensure that AI is used as a responsible educational aid rather than as a substitute for human judgment.

A. Institutional and Pedagogical Reform: Implementing AI with Equity

Incorporating Artificial Intelligence requires a supportive institutional ecosystem capable of managing technological risks while ensuring equitable access. Law schools must therefore invest in faculty development, basic digital infrastructure, AI-use policies and academic-integrity safeguards so that students from both metropolitan and rural institutions can benefit from AI-enabled learning without deepening existing educational disparities.

B. Building Trustworthy Legal AI: A Call for Policy Synthesis

To navigate these challenges, India should develop a policy framework for AI in legal education that is grounded first in domestic governance standards and then strengthened by comparative international best practices. The most relevant starting point is MeitY's *India AI Governance Guidelines*, released on 5 November 2025 under the IndiaAI Mission. These guidelines provide a contemporary domestic framework for safe, inclusive and responsible AI adoption, emphasising principles such as transparency, accountability, safety, fairness, privacy, human-centred values and innovation-oriented governance. For legal education, this framework should guide future Bar Council of India and institutional policies on the permissible use of AI tools, disclosure of AI assistance, protection of student data, mitigation of bias, human supervision and accountability for AI-generated outputs.

India may also draw upon international frameworks to supplement this domestic foundation. UNESCO's work on Artificial Intelligence and the Rule of Law offers a useful model for training judicial and legal professionals to assess AI through a human-rights and rule-of-law lens. The European Union's Artificial Intelligence Act, enacted as Regulation (EU) 2024/1689, adopts a risk-based regulatory approach and imposes specific obligations on high-risk AI systems, including transparency, human oversight and risk-management requirements. Similarly, the OECD Principles on trustworthy AI emphasise human-centred values, explainability, robustness, safety and accountability. Accordingly, Indian legal-education policy should not merely import global models, but should align BCI guidelines with MeitY's domestic AI-governance framework while selectively incorporating UNESCO, EU and OECD principles where they reinforce constitutional values, professional responsibility and responsible technological innovation.¹³

C. The Professional Imperative: The Lawyer as Social Engineer and Ethical Navigator

The evolving integration of Artificial Intelligence within the legal profession requires the development of a renewed professional identity for future lawyers. Rather than replacing legal professionals, AI should be understood as a sophisticated analytical tool that must be used with responsibility, caution and ethical awareness. Legal education must therefore prepare law graduates to critically evaluate and supervise AI-generated outputs while maintaining professional accountability. In this framework, the lawyer's role as a social engineer acquires renewed significance: while AI may assist in processing legal data and improving research efficiency, the interpretation and application of law must continue to reflect ethical reasoning, social sensitivity and constitutional values.

VIII. CONCLUSION

Artificial Intelligence is reshaping legal education in India by creating new possibilities for personalised learning, efficient legal research, immersive simulations

¹³ Ministry of Electronics and Information Technology, Government of India, *India AI Governance Guidelines* (5 November 2025), issued under the IndiaAI Mission; IndiaAI, *India AI Governance Guidelines: Empowering Ethical and Responsible AI* (5 November 2025).

and improved professional readiness. At the same time, its integration presents serious concerns relating to access, academic integrity, algorithmic bias, transparency and overdependence on machine-generated outputs. The central finding of this paper is that AI should neither be rejected as a threat nor accepted as a complete solution to the structural challenges of Indian legal education. It must instead be adopted as a carefully regulated educational aid that strengthens, rather than replaces, human judgment.

For Indian law schools, the task ahead is to modernise pedagogy while preserving the ethical foundations of the legal profession. This requires curriculum reform, faculty training, institutional AI-governance policies, stronger digital infrastructure and a sustained commitment to constitutional values. The future lawyer must be capable not only of using AI tools efficiently but also of questioning their outputs, identifying their limitations and applying independent legal reasoning. In this sense, the successful integration of AI into legal education will depend on maintaining the primacy of human conscience, ethical responsibility and justice-oriented reasoning. AI may improve the speed and reach of legal learning, but the responsibility for fairness, accountability and the pursuit of justice must remain with the human lawyer.

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