

LEGAL EDUCATION IN PAKISTAN: AN OVERVIEW

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ABSTRACT

Legal education in Pakistan was initiated before independence and dates back to the 1800s. The first legal education institution was established under the name of 'University Law College' in 1868. Currently, there are more than 150 institutions offering law programs, which include universities and law colleges. These institutions are regulated by the Pakistan Bar Council (PBC) and Higher Education Commission (HEC). Over the past decades, there have been a lot of concerns raised on the quality assurance mechanism with regards to legal education in Pakistan. In line with this, the objectives of the current study is to identify and analyse the roles and responsibilities of the HEC and the PBC as regulators of legal education in the country as well as to identify the strengths and weaknesses within this regulatory system as a result of an overlapping of powers between the two bodies. The article ends with recommendations for improvement.

Keywords: legal education, regulatory bodies, quality assurance, Higher Education Commission and Pakistan Bar Council

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PENDIDIKAN UNDANG-UNDANG DI PAKISTAN: SATU TINJAUAN

ABSTRAK

Pendidikan undang-undang di Pakistan telah dimulakan sebelum kemerdekaan iaitu pada tahun 1800-an. Institusi pendidikan undang-undang pertama telah ditubuhkan di bawah nama 'Kolej Undang-undang Universiti' pada tahun 1868. Pada masa ini, terdapat lebih daripada 150 institusi yang menawarkan program undang-undang termasuk universiti dan kolej undang-undang. Institusi-institusi ini dikawal oleh Majlis Peguam Pakistan (PBC) dan Suruhanjaya Pengajian Tinggi (HEC). Sepanjang dekad yang lalu, terdapat banyak kebimbangan yang timbul mengenai mekanisme jaminan kualiti berkaitan dengan pendidikan undang-undang. Selaras dengan ini, objektif kajian semasa adalah untuk mengenal pasti dan menganalisis peranan dan tanggungjawab HEC dan PBC sebagai pengawal pendidikan undang-undang di negara ini serta mengenal pasti kekuatan dan kelemahan dalam sistem kawal selia ini akibat daripada pertindihan kuasa antara kedua-dua badan. Makalah ini berakhir dengan cadangan untuk penambahbaikan.

Kata kunci: pendidikan undang-undang, badan pengawalseliaan, Jaminan kualiti, *Higher Education Commission* dan *Pakistan Bar Council*

INTRODUCTION

In the past decades, the awareness as to the need for quality assurance in higher education especially in legal education has become a global phenomenon.¹ Pakistan is also one of the countries, which felt the need to evaluate and develop the quality of higher education. Pakistan is a developing country and due to this there is slow improvement in terms of quality assurance in higher education over the years.² Quality assurance is

¹ Ameen Kanwal. *Issues of quality assurance (QA) in LIS higher education in Pakistan*. International federation of library associations and institutions (IFLA), 2007.

² Ameen Kanwal. *Issues of quality assurance (QA) in LIS higher education in Pakistan*. International federation of library associations and institutions (IFLA), 2007.

the means through which an institution can give assurance to the public and claim with confidence and certainty that the standards of its educational provisions are being maintained and improved. It has been stated that there are major organisational issues in the legal education system in Pakistan leading to weak governance of law colleges and the questionable quality of education.³ Quality is an essential and notable characteristic through which the institutions can assure the maintenance and improvement of their education. Quality assurance framework in higher education aims to check the quality of university education with regards to measuring progress against the specified metrics and tracking progress against those metrics.⁴ According to Merriam-Webster's online dictionary, quality assurance means, "A program for the systematic monitoring and evaluation of the various aspects of a project, service, or facility to ensure that standards of quality".⁵ Quality assurance framework in academic institutions comprises of the performance indicators, academic audit, strategic planning and management. The quality of higher education is assured by accountability of publication of league tables and ranking order of universities in teaching, research and provision for student support services. The quality in higher education is a multidimensional concept, which involves all connected functions and activities that form part of academic life in higher education system. Therefore, any framework for the valuation of quality should take into account the quality of students, teachers, infrastructure student support services, curricula assessment and learning resources.⁶

However, an evaluation of the legal education in Pakistan shows that there has been a decline in the quality of legal education in the past few

³ Osama Siddique. "Marital Law and Lawyers: The Crisis of Legal Education in Pakistan and Key Areas of Reform." *Regent J. Int'l L.* 5 (2007): 95.

⁴ Azra Parveen, Khalid Rashid, Muhammad Zafar Iqbal, and Sanaullah Khan. "System and Reforms of Higher Education in Pakistan." *International Journal of Business and Social Science* 2, no. 20 (2011).

⁵ Definition of Quality Assurance, Merriam-Webster, Online dictionary, accessed February 11, 2018, <https://www.merriam-webster.com/dictionary/quality%20assurance>.

⁶ S. Rehman. Some aspects of quality of higher education in Pakistan: A historical perspective. *Pakistan Journal of History and Culture*, 29(1) (2008).

years and it is submitted that the regulatory authorities and the quality assurance mechanism adopted are responsible for this fall.⁷ Hence, since 2015, there are developments that need to be supported and strengthened to ensure that the legal education quality in Pakistan is improved and is at par with other countries. The major developments are the introduction of the Pakistan Qualifications Framework, the Higher Education Commission's (HEC) Vision 2025, the new curriculum for Legal Education and the Pakistan Bar Council (PBC) Legal Education Rules. As a result of these developments, it is highly crucial that research is carried out to evaluate the current position of legal education in the country. In line with this the current article is based on a research that aims to identify and analyse the roles and responsibilities of the HEC and the PBC as regulators of legal education in the country as well as to identify the strengths and weaknesses within this regulatory system as a result of overlapping of powers between the two bodies.

REGULATORY AUTHORITIES FOR LEGAL EDUCATION

In Pakistan, the legal education is controlled and monitored by the universities' and law colleges' administration, the Pakistan Bar Council (PBC) as well as the Higher Education Commission (HEC). The HEC has been designated the powers to regulate, maintain and improve the quality and standards of legal education in Pakistan. Meanwhile, the PBC is entrusted with the authority of issuing licenses to induct law graduates as well as legal practitioners and to regulate the standards in legal education.⁸ In order to better understand the polemics of legal education in Pakistan, there is a need to look at the role and powers of these two bodies.

⁷ A. Uzair, "Quality Assurance Mechanism: Role of The Bar Councils", (paper presented at Second National Conference on CPD in Law, Lahore, Pakistan, August 23, 2014).

⁸ A. A. Khan, Legal Education In Pakistan-A Review. Unpublished paper, retrieved from: <http://www.supremecourt.gov.pk/ijc/articles/6/1.pdf>.

Pakistan Bar Council (PBC)

The Pakistan Bar Council (PBC) is the highest body of elected lawyers in Pakistan which is recognised under an Act of the Parliament. The members of the PBC are elected on the basis of a single transferable vote by members of the Provincial Bar Council. PBC has the mandate to promote legal education and to recommend standards of such education while collaborating with the universities in Pakistan. The PBC obtains its powers and has determined roles and functions as set by the Practitioners and Bar Councils Act 1973 (LPBC) and the Pakistan Bar Council Legal Education Rules 2015 (PBCLER).

The PBC has been entrusted with legal power under the Legal Practitioners and Bar Councils (LPBCA) Act 1973⁹ to ensure that the appropriate standards for the regulation of legal education are fulfilled for the purposes of legal licensing requirements in Pakistan. Under the Act, the PBC is the final controlling authority for such purposes. The Act stipulates that a candidate is eligible to practice as an advocate if he has acquired a Bachelor's Degree in law from a university in Pakistan or from a university outside Pakistan recognised by the Pakistan Bar Council and a degree in law from a university of similar standing.¹⁰ Section 55 of the Practitioners and Bar Councils Act 1973 empowers the PBC to make rules relating to legal education and legal practice. Section 55(q) states that the PBC can set standards of legal education to be observed by universities in Pakistan and can conduct an inspection at the universities for that purpose.

Under the Act, an important and directly relevant set of rules is the Pakistan Bar Council Legal Education Rules 2015 (PBCLER, 2015). The rules state that the duration of a law degree must not be less than five years.¹¹ The Rules also define the syllabus required for a law degree.¹²

⁹ Legal Practitioners and Bar Councils Act, 1973 Pakistan, This Act was passed by the National Assembly, and received the assent of the President on the 22nd February, 1973.

¹⁰ Section 26, Persons Qualified for Admission as Advocates, *The Legal Practitioners and Bar Councils (LPBCA) Act 1973*.

¹¹ Rule 6, Duration of Course, *Pakistan Bar Council Legal Education Rules 2015 (PBCLER 2015)*.

The Rules empower the PBC to constitute inspection teams to examine the quality of legal education in all law colleges and universities that offer legal education.¹³ In cases of non-compliance of the Rules, the PBC is authorized to derecognise the degrees conferred by the errant colleges or universities.¹⁴

The Legal Practitioners and Bar Councils Act 1973, also empowers the PBC to carry out activities promoting legal education in Pakistan.¹⁵ In addition, section 13 (j) and (k) state that the functions of the PBC, is to encourage legal education and suggest standards for legal education in consultation with the universities in Pakistan and the Provincial Bar Councils. Under these sections, the PBC is also empowered to recognise universities whose degrees in law shall be accepted for enrolment as an advocate.

The PBCLER 2015 discusses issues relating to quality assurance in chapters III and V and gives guidelines about the standards, inspection procedure for quality assurance, role and criteria of the inspection team. However, the PBCLER 2015 does not prescribe the benchmark for quality assurance. In chapter III, rule 14 mentions, in detail, the composition of an inspection team. In Rule 14(1)(i), it states:

“all the law faculties, law departments and/or law colleges shall be inspected by such inspection team that may be appointed by the legal education committee.”

The PBC works through several of its committees, which includes the Legal Education Committee which has been set up for the purpose of uplifting the legal education. Alas, there is no criteria for the selection process of the team members such as to whether the member of the bar

¹² Rule 7, Syllabus, *Pakistan Bar Council Legal Education Rules 2015 (PBCLER 2015)*.

¹³ Rule 14, Inspection, *Pakistan Bar Council Legal Education Rules 2015 (PBCLER 2015)*.

¹⁴ Rule 19 (iii), *Pakistan Bar Council Legal Education Rules 2015 (PBCLER 2015)*.

¹⁵ Sections 13, 26 (I) (iii) and 55 (q) *The Legal Practitioners and Bar Councils Act, 1973 Pakistan*.

council could be just a practicing lawyer who becomes a member of committee through an election process. Rule 14(1)(ii) defines:

“the team so nominated may inspect teaching and general working of law faculties, law departments and the law colleges to ensure compliance with these rules.”

These rules show that the team only looks into the general working of the colleges or universities and whether the institution is following the rules or not. This inspection process does not go into the quality assurance mechanism and the standards prescribed by HEC for quality assurance. Sub-rule 1(iii) describes:

“the legal education committee of PBC may also nominate one or more of its members to conduct an inspection of law faculties, and/or law colleges”

Whereas, the sub rule 1(v) of rule 14 states that, the PBC may in the occasion of any of these rules not being obeyed by any university/Degree Awarding Institutions (DAI) or the law college, PBC after giving due opportunity, can de-recognise such university/DAI and its law degree.

From the above discussion, it can be seen that although the PBC is a regulatory authority that monitors the compliance of the rules, the PBCLER 2015 does not have any quality assurance framework for institutions to follow. The bar council should have a quality assurance framework to highlight the level of quality and the level of development required.¹⁶ However, changes should and could be made to the Pakistan Qualification Framework and the LLB (5 year Curricula) by the HEC. In this regard, the alignment of the requirements should be discussed and other relevant documents should be given paramount consideration during the inspection and audit process of the institutions by the PBC and the HEC. Perhaps, imposing a minimum entry requirement for students should also be a factor to be taken into consideration. Beside the role played by the PBC in the legal education as highlighted above, the HEC also plays an important role and this is discussed in the following section.

¹⁶ Qureshi T.MBE, “Are We Assured About the Quality of Legal Profession and legal Education in Pakistan” (paper presented at *SZABUL – Conference on legal education Pakistan*, December 4 – 6, 2015).

Higher Education Commission (HEC)

Although, there are clear and stringent rules in the PBC, the Higher Education Commission (HEC) has its own legal jurisdiction. Historically, the University Grants Commission (UGC) was the initial regulatory body for universities in Pakistan. In 2002, the Higher Education Commission Ordinance 2002 (HECO 2002) was promulgated to replace the University Grants Commission Act of 1974. Under the change, the HEC has been entrusted with the responsibility of authorizing institutions of higher learning and the recognition of their degrees. It is also empowered to set up national or regional evaluation councils or to authorize any existing council such as the PBC or similar bodies to carry out accreditation of institutions.

Thus, as it stands today, the HEC is the main body, which oversees quality assurance of higher education in Pakistan. The HEC is a government authorized body which recognises the universities and colleges.¹⁷ The HEC has the powers under Ordinance 2002,¹⁸ for the determination of quality assurance, such as to: “formulate policies, guiding principles and priorities for higher education institutions for the promotion of socio-economic development of the country”.¹⁹

Besides, it is also responsible for the process of “evaluation of the performance, and to prepare, through consultation with institutions, plans for development of higher education and express its opinion on all matters relating thereto”.²⁰ Further, “recommending conditions under which institutions, including those that are not part of the state educational system, may be opened and operated”,²¹ is also part of its responsibility.

¹⁷ P. Muhammad, “18th amendment: higher education commission”, *The Express Tribune Pakistan*, March 27, 2011, accessed March 27, 2018. <http://tribune.com.pk/story/138153/18th-amendment-the-last-stand-for-higher-education-commission/>.

¹⁸ Section 10, Powers and functions of High Education Commission Ordinance 2002.

¹⁹ Section 10 (1)(a) High Education Commission Ordinance 2002.

²⁰ Section 10 (1) (b, c) High Education Commission Ordinance 2002.

²¹ Section 10 (1)(d) High Education Commission Ordinance 2002.

The HEC is also empowered under the Act to, “set up national and regional evaluation councils or authorize any existing council to carry out accreditation of the institutions by giving them appropriate rating”.²² Further, the HEC is also supported by different accreditation councils, including the PBC²³. In addition, “HEC helps to build capacity of existing councils or bodies in order to enhance the reliability of the evaluation carried out by them”.²⁴ One of the important roles of the HEC is to, “advise the federal government and provincial government on proposal for granting a charter to award degree in both public and private sector”.²⁵ The HEC also supports the relations between institutions and the industry, including local and international organizations. Furthermore, the HEC facilitates the outline of educational programs that fulfill the need of the employers in the market and promotes the study of basic and applied science in every field of national and international importance in the institution. The HEC also advises institutions in ensuring a proper balance between teaching and research, and set up testing bodies or designate any existing body for the purpose.²⁶

It must be noted that one of the basic roles of the HEC in the quality assurance mechanism is to decide the equivalence and recognition of degrees, diplomas and certificates awarded by the institutions within the country and overseas. Similarly, the HEC develops guidelines and assists institutions in the execution of a system for evaluating the performance of faculty members and the institutions. It also provides guidelines for the minimum criteria and qualification for the selection of academic staff, promotion and wage structure in consultation with the finance division of the government. It also provides information on other terms and conditions relating to the service of the faculty, which needs to be

²² Section 10 (1)(e) High Education Commission Ordinance 2002.

²³ External Quality Assurance, Accreditation Councils, Higher Education Commission Pakistan, accessed March 27, 2018, <http://hec.gov.pk/english/services/universities/QAA/externalQA/PLA/Pages/By-Accreditation-Councils.aspx#sthash.2aM67wWF.dpuf>.

²⁴ Section 10 (1)(e) High Education Commission Ordinance 2002.

²⁵ Section 10 (1)(f) High Education Commission Ordinance 2002.

²⁶ Section 10 (1)(m) High Education Commission Ordinance 2002.

adopted by the institutions. Furthermore, the HEC encourages, supports and facilitates training programs, workshops and symposia for the improvement for quality assurance of higher education in Pakistan. In addition, the HEC gathers information and statistics on higher education and institutions for the purpose of future planning and decision making.²⁷

Importantly also, the HEC has the responsibility to guide institutions in designing their curricula. Thus, acknowledgement of the LL. B degree, as well as regulations of LL. B programs, are also now under the control of the HEC. In a nutshell, the HEC has been entrusted with the responsibility of accrediting institutions of higher learning and giving recognition to their degrees. Although, at higher education level, the universities are totally autonomous bodies in their administrative issues, the HEC sets the minimum standards for each degree program in terms of minimum credit hours, nature and weightage of core and other courses, and mode of assessment²⁸.

Quality assurance can be said to be of utmost importance in the role played by the HEC in reference to legal education in Pakistan. In lieu of this, HEC has defined quality as follows:

“Quality in higher education is a dynamic entity which is the outcome of interaction among many factors including inter-alia, leadership, quality of faculty and students, infrastructure facilities, research and learning environment, governance, strategic planning, assessment procedures, and market force.”²⁹

The 2025 Higher Education Commission Vision has identified six indicators and areas for targeted excellence that includes fundamental purposeful instruction, becoming centres of quality research and innovation, strengthening linkages with industry, turning into agents of positive change, embedding technology and producing entrepreneurial

²⁷ Section 10 High Education Commission Ordinance 2002.

²⁸ High Education Commission Ordinance 2002.

²⁹ Quality Assurance, Higher Education Commission, Pakistan. accessed February 15, 2018 <http://www.hec.gov.pk/english/services/universities/QA/Pages/default.aspx>.

leaders.³⁰ As a result, the HEC has to align its targets under the vision with the Government policies. Mukhtar Ahmed, the previous Chairman of the HEC said that the HEC is reviewing the market needs, acceptance level and relevance of various academic programs and will launch new programs or shelve some existing ones to cope with national requirements. He gave evidence by referring to the review of the quality and governance in 171 universities in Pakistan in 2016, which resulted in 31 PhD and 26 MPhil programs being discontinued. Further intake of 56 PhD and 10 M Phil programs were also stopped.³¹ This, he added is a novel step taken by the HEC since previously the focus was not on programs but institutions' accreditations. He concluded that this is a significant move and shift to recognizing the need to ensure the independent audit of not only institutions but also programs by the HEC.

The HEC has also stated in its vision that it has the aim:

“to develop a quality Higher Education System relevant to national needs and compatible to International Quality Assurance (QA) Standards that enables Higher Education Institutions to demonstrate excellence in teaching, learning and research”.³²

Hence the need to be cognizant and responsive to international Quality Assurance standards would be a primary feature of the HEC's strategic plan with implementation of strategies that penetrate to the ground levels into program accreditation.

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³⁰ Higher Education Vision 2025, accessed February 13, 2018, from: <http://www.hec.gov.pk/english/HECAnnouncements/Documents/Announcement/HEC-Vision-2025.pdf>.

³¹ HEC–Pakistan News and Views, Sept–Oct 2016, HEC Reviews Quality and Governance in 171 Universities. accessed February 12, 2018 <http://www.hec.gov.pk/english/news/Documents1/NewsViews/2016/Magazine%20Sept%20Oct-2016.pdf>.

³² Quality Assurance, Higher Education Commission, Pakistan. accessed February 15, 2018 <http://www.hec.gov.pk/english/services/universities/QA/Pages/default.aspx>.

³³ Section 10 (1)(e) High Education Commission Ordinance 2002.

Further, the HEC is also supported by different accreditation councils, including the PBC³⁴. In addition, “HEC helps to build capacity of existing councils or bodies in order to enhance the reliability of the evaluation carried out by them”.³⁵ One of the important roles of the HEC is to, “advise the federal government and provincial government on proposal for granting a charter to award degree in both public and private sector”.³⁶ The HEC also supports the relations between institutions and the industry, including local and international organizations. Furthermore, the HEC facilitates the outline of educational programs that fulfill the need of the employers in the market and promotes the study of basic and applied science in every field of national and international importance in the institution. The HEC also advises institutions in ensuring a proper balance between teaching and research, and set up testing bodies or designate any existing body for the purpose.³⁷

Pakistan does have a Quality Assurance Agency (QAA) under the HEC. Figure 1 shows the flow of the quality assurance framework under HEC.

³⁴ External Quality Assurance, Accreditation Councils, Higher Education Commission Pakistan, accessed March 27, 2018, <http://hec.gov.pk/english/services/universities/QAA/externalQA/PLA/Pages/By-Accreditation-Councils.aspx#sthash.2aM67wWF.dpuf>.

³⁵ Section 10 (1)(e) High Education Commission Ordinance 2002.

³⁶ Section 10 (1)(f) High Education Commission Ordinance 2002.

³⁷ Section 10 (1)(m) High Education Commission Ordinance 2002.

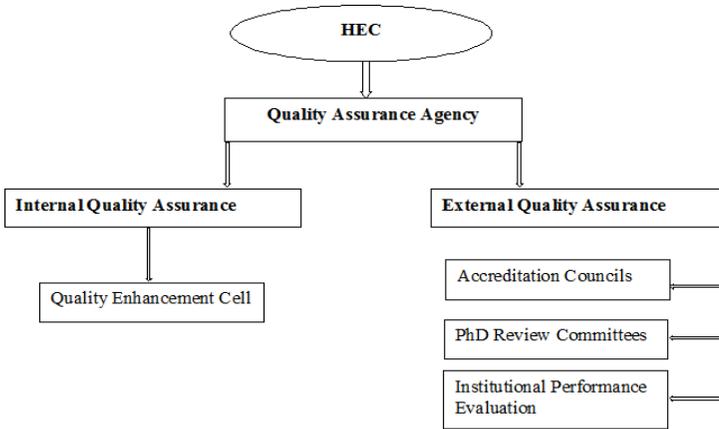


Figure 1: Quality Assurance Framework under HEC (QAA, HEC)³⁸

The Government of Pakistan established the Quality Assurance Agency (QAA) through the HEC in the year 2005. The HEC provides funding, strategic and logistical support to make the QAA completely functional. The quality assurance framework in the HEC is carried out through the QAA. The QAA has basically two methods of evaluation, firstly internal quality assurance and secondly external quality assurance. Under the internal quality assurance, there are quality enhancement cells which work within the universities whereas, under the external quality assurance, there are three methods of evaluations, firstly, is the Institutional Performance Evaluation, secondly, the Accreditation Councils and thirdly, the PhD Review Committee.³⁹

To carry out its responsibilities, the QAA has introduced the Quality Enhancement Cell (QEC) within its institution. The QAA is a policy making and observing body for maintenance and improvement of excellence in higher education. Furthermore, the QAA has quality improvement strategies to achieve a better level of education compatible

³⁸ Introduction, Higher Education Commission Pakistan, accessed February 11, 2018 <http://hec.gov.pk/english/services/universities/QAA/Pages/default.aspx>.

³⁹ Internal Quality Assurance (IQA), Higher Education Commission Pakistan, accessed February 01, 2018 <http://hec.gov.pk/english/services/universities/QAA/InternalQA/Pages/default.aspx>.

with international standards of education. The QAA attempts to defend public interest in higher education by authorising good practices in education and encouraging continuous improvement in quality in higher education. The QAA has a set of goals for improving the quality in higher education in general. This can be seen through “policy making and improvement of reasonable rules and guidelines of quality assurance identified with the higher degree programs.” In addition to that, the QAA also formulates rules for the foundation of Quality Education Councils (QEC) and has also provided for their monitoring and evaluation. Similarly, the QAA acts as “an observing and administrative body to concentrate on quality and execution of strategies to enhance the standard of higher education in Pakistan.”⁴⁰

Furthermore, the HEC is systematically implementing institutional level evaluation (ILE) for improving the quality in higher education. The HEC establishes review panels to conduct ILE which assigns the responsibility on the panels to write reports on their visits to the universities and this will empower the HEC to evaluate the university critically. The ILE procedure includes evaluating the portfolio of the university and the information about the indicators provided by the panel visit to the institution. This procedure is important for ongoing process of quality development. Additionally, this review procedure which takes place periodically, is of imperative importance to all universities that want to meet worldwide standards. The panel comprises of one group leader along with other members. There is a specific policy that the ILE review panel members will not be allocated to their own institutions in order to ensure there is no conflict of interest. The ILE review panel members undertake the assessing role, bringing most recent related experience in higher education and teaching, expert performance and relevance to target objectives.⁴¹

⁴⁰ Introduction, Quality Assurance Agency (QAA) HEC Pakistan. accessed February 01, 2018 <http://hec.gov.pk/english/services/universities/QAA/Pages/default.aspx>.

⁴¹ Institutional Performance Evaluation Process Manual for Eleven Standards. Quality Assurance Agency, HEC, Pakistan. accessed February 12, 2018 <http://hec.gov.pk/english/services/universities/QAA/externalQA/IPE/Documents/IPES%20Manual%20for%20Universities%2011%20standards-Final.pdf>.

Indeed, the HEC has taken noteworthy steps for performance based institutional recognition and started with the essential step of outlining the performance appraisal standards for the Higher Educational Institutions. There are a total of eleven well defined standards for the improvement of quality assurance. Furthermore, every one of these explains a particular dimension of the institutional quality. Figure 2 shows the eleven standards established by HEC.

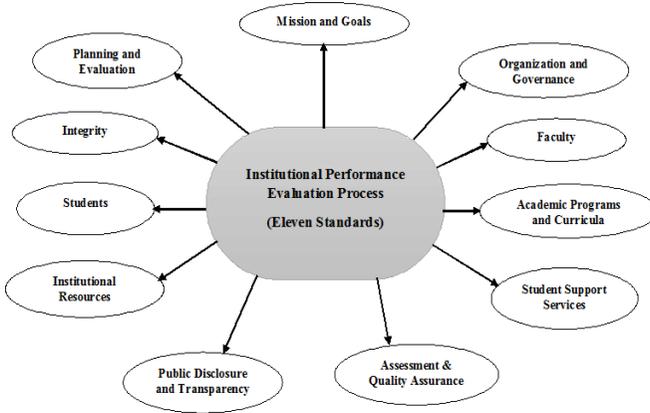


Figure 2: Institutional Performance Evaluation Process Eleven Standards

All the eleven standards are equally important to be met by the HEIs to accomplish the recognition status as a certification to quality provision in higher education. The HEC sets the goals to work for continues improvement of these eleven standards. The HEC through QAA will review individual institutions periodically based on the performance evaluation standards.⁴²

⁴² Institute Level Evaluation, Higher Education Commission Pakistan, accessed February 10, 2018 <http://hec.gov.pk/english/services/universities/QAA/externalQA/IPE/Pages/default.aspx>.

COMPARISON OF THE ROLES AND FUNCTIONS OF THE PAKISTAN BAR COUNCIL AND THE HIGHER EDUCATION COMMISSION

It must be noted on the outset, the Pakistan Qualification Framework and the HEC curriculum are factored on learning objectives and outcomes of the students which are designed to measure the quality of students' learning outcomes. Hence, there is a crucial need for an internal and external mechanism to ensure that this happens on the ground at the institutions of learning. In this regard, the collaboration of HEC with PBC in customizing its templates and quality assurance documents among others like the self-assessment manual (program and department level), the HEC Quality Assurance Manual, the HEC eleven standards, performance evaluation standards for the Higher Institution and Institution Performance Evaluation Manual to the context of legal education and the audit, monitoring, licensing and accreditation function of both HEC and PBC would serve the quality of legal education.

However, it must be concurred that these bodies have their own powers and responsibilities. The PBC gives instructions regarding quality assurance through its Pakistan Bar Council Legal Education Rules and there is an inspection team for checking quality assurance. The HEC on the other hand, provides the general guidelines for quality assurance of general higher education in Pakistan. The guideline of the HEC applies to all higher educational institutions including law institutions in Pakistan. The HEC is the organization which is responsible for providing basic funds, regulation and accreditation of higher education in Pakistan. Besides, it has the power to supervise quality assurance within the universities. Thus, the PBC and the HEC, each have vital roles in the improvement of legal education. The HEC is working under the government, whereas the PBC is an elected body controlled by practicing lawyers. Both the regulatory authorities have their own rules and policies to monitor the higher education system in Pakistan. However, some powers under the two authorities overlap and show conflicts in jurisdiction. Table 1 gives the details related to PBC and HEC's roles and functions.

Table 1: Comparison of PBC and HEC

Theme	PBC	HEC
Date of Establishment	Established 22 February, 1973, Amended in 1976, 2014 and 2016	Established in 1947, under University Grants Commission Act of 1974 Replaced by HEC Ordinance in 2002.
Empowering Law/Act	Legal Practitioners and Bar Councils Act, 1973	Higher Education Commission Ordinance 2002.
Purpose	The main functions of the Bar Council are to admit persons fulfilling the requirements of law, as Advocates, to prepare and maintain a common roll of advocate, to entertain and determine cases of misconduct against advocates, to lay down standard of professional conduct and etiquette for advocates,.....	The primary function of HEC: Primary funding, overseeing quality assurance, regulating, accrediting and Policy making for the higher education in Pakistan.
Functions	Licensing to new advocates, Controlling legal education, Inspection of Law institutes, Accreditation Council	To look after the Quality assurance, To provide funding the higher education institutions, HEC is a Policy making body,
Sub-Bodies/ Committees	<ul style="list-style-type: none"> • Executive Committee • Legal Education Committee • Enrolment Committee • Disciplinary Committee 	<ul style="list-style-type: none"> • Equivalence & Accreditation Committee, • Affiliation inspection committee, • Quality Assurance

	<ul style="list-style-type: none"> •Disciplinary Tribunal Committee •Law Reforms Committee •Finance Committee •Rules Committee •Free Legal Aid Committee •Appeal Committee (Punjab-I) •Appeal Committee (Punjab-II) •Appeal Committee (K.P.K) •Appeal Committee (Sindh) •Appeal Committee (Baluchistan) •Appeal Committee (ICT) •Co-ordination Committee •Library Committee •Human Rights Committee •International Relations Committee •Privileges Committee 	<p>Committee,</p> <ul style="list-style-type: none"> •Audit committee, •Inquiry committee •Steering Committee •National Curriculum Revision Committee, •M.Phil/PhD review committee
<p>Measures Adopted for performing its function</p>	<ul style="list-style-type: none"> •Pakistan Bar Council Legal Education Rules, 2015 •Pakistan Bar Council Appeal Rules, 1986 •Pakistan Bar Council Free 	<ul style="list-style-type: none"> •Quality Assurance Manual •Self-assessment Manual •Institutional Performance Evaluation Manual (Eleven standards)

	<p>Legal Aid Rules, 1999</p> <ul style="list-style-type: none"> •Pakistan Bar Council Employees Service Rules, 2009 •Pakistan Bar Council Employees’ Pension Rules, 2015 •Supreme Court Bar Association of Pakistan Rules, 1989 •Pakistan Bar Council Free Legal Aid Rules, 1999 •Pakistan Legal Practitioners And Bar Councils Rules, 1976 	
Powers	<ul style="list-style-type: none"> •Recognition, (PBCLER 2015, Rule 15,16,17,18,19,20) •De-recognition, (PBCLER 2015, Rule 21) •Inspection (PBCLER 2015, Rule 14) •Licensing, (LPBC Act 1973, Section 22) 	<p>(HEC Ordinance 2002, Section 10, Powers and functions of the commission)</p> <ul style="list-style-type: none"> •Recognition, •De-recognition, •Inspection, •Control over Quality Assurance

The PBC was established under the Legal Practitioners and Bar Councils Act, in the year 1973 on 22 February. Later on, this act was amended in the years 1976, 2014 and in 2016 is the final version of the act.⁴³ It must be noted that prior to the establishment of the HEC, all universities in Pakistan were under the control of University Grants Commission (UGC) which was established in 1947. This commission

⁴³ Acts/Rules of PBC. Pakistan Bar Council, accessed March 12, 2018 <http://pakistanbarcouncil.org/category/acts-rules/>.

was then revised under the University Grants Commission Act of 1974. Subsequently, in the year 2002, the Higher Education Commission (HEC) replaced the UGC. This was done under the ambit of Ordinance 2002. This commission seems to have made executive reforms granted by the constitution.⁴⁴ The PBC is empowered under the Legal Practitioners and Bar Councils Act 1973 while the HEC is constituted under the Higher Education Commission Ordinance 2002. Thus, these two bodies' sources of power come from different authorities.

The main function of the Pakistan's Bar Council (PBC) is to enrol qualified individuals who fulfil the requirements to be registered as practicing lawyers. The PBC also prepares and maintains a common roll of advocates to address and determine cases of misconduct against advocates. The PBC also sets the standard of professional conduct and etiquette for advocates, lays down the procedures to be followed by its committees; and to safeguard the rights, privileges and interests of advocates including initiation of measures for fair and inexpensive dispensation of justice by the subordinate Courts and tribunals. PBC also promotes and suggests law reforms, exercises general control and supervision over the Provincial /ICT Bar Councils and issues directions to them from time to time.⁴⁵ In contrast, the primary function of the HEC is to provide primary funding, oversee quality assurance, regulate, accredit and make policies for higher education in Pakistan. Furthermore, the HEC formulates policies, guiding principles and priorities for higher education institutions for promotion of socio-economic development of the country.⁴⁶

In term of functions, the PBC and the HEC have different responsibilities. The PBC issues licenses to new advocates, controls legal education as well as inspects and accredits law institutes whereas, the HEC looks after the quality assurance and provides funds to the higher education institutions. Furthermore, the HEC is also a policy making body. Under the new and revised reforms, the HEC is made responsible for formulating higher education policies and quality assurance to meet

⁴⁴ High Education Commission Ordinance 2002.

⁴⁵ Introduction, Pakistan Bar Council, accessed February 12, 2018 <http://pakistanbarcouncil.org/>.

⁴⁶ Section 10, functions of High Education Commission Ordinance 2002.

the international standards as well as recognition to academic degrees, development of new institutions and uplift of existing institutions in Pakistan.

As shown in Table 1, there are 20 committees performing their jobs under the PBC which are valid for a period of 4 years. Furthermore, for the improvement of legal education specifically, the PBC sets up a Legal Education Committee who oversees all the issues related to legal education. Additionally, the other committees perform their duties according to their domain. Similarly, the HEC also establishes committees whenever the need arises. Nonetheless, it has a few committees which function continuously such as the Equivalence and Accreditation Committee, the Affiliation Inspection Committee, the Quality Assurance Committee, the Audit Committee, the Inquiry Committee, the Steering Committee, the National Curriculum Revision Committee and the M.Phil/PhD Review Committee. These committees perform their jobs under the directives of HEC.⁴⁷ There is a need for a coordinated and collaborative effect and alignment of both the HEC and PBC objectives to ensure that the reforms made currently under the Pakistan Qualification Framework and LL.B Curriculum assures quality at the ground levels.

When Table 1 is analysed, it can be noted that both the PBC and the HEC have adopted different measures to assist in performing their functions. The PBC enacts rules to assist it in its function. Among these are the Pakistan Bar Council Legal Education Rules 2015, which were introduced for the improvement of legal education. The Pakistan Bar Council Appeal Rules 1986, the Pakistan Bar Council Free Legal Aid Rules 1999, the Pakistan Bar Council Employees Service Rules 2009, the Pakistan Bar Council Employees' Pension Rules 2015, the Supreme Court Bar Association of Pakistan Rules 1989 and the Pakistan Legal Practitioners and Bar Councils Rules 1976 were also introduced for the welfare of advocates. The HEC, on the other hand, prepares manuals to improve the quality in education as a whole. Among these are the Quality Assurance Manual, Self-assessment Manual and Institutional Performance Evaluation Manual (Eleven standards). These manuals act as guidelines for the Higher Education Institutions to maintain quality.

⁴⁷ Section 13(1) 13(2) 10(1)(s) High Education Commission Ordinance 2002.

In terms of the powers of PBC and HEC's, there is an overlap, which shows conflict in jurisdiction. Figure 3 shows the jurisdictional overlaps between the PBC and the HEC. An analysis of the regulatory system in place in Pakistan with reference to legal education would show that both the Higher Education Commission (HEC) and the Pakistan Bar Council (PBC) are entrusted with the power and responsibility for inspecting, evaluating and conducting quality control of law colleges and universities. Both the regulatory bodies have the power for reviewing curriculum and recognizing or derecognizing degrees. However, there is no clarity as to who has the final authority on such matters in cases of conflict. As a matter of fact, both the HEC and the PBC are of the view that they each have the final say on matters such as curriculum and recognition of the law degrees.⁴⁸ This raises the question as to who should be doing what in order to avoid replication, confusion and possible conflict⁴⁹. There is perhaps a need to have a representative from HEC in the Legal Education Committee and an appropriately qualified Bar representative (with educational background) in the HEC Committee.

⁴⁸ Osama Siddique. "Legal Education in Pakistan: The Domination of Practitioners and the" Critically Endangered" Academic." *Journal of Legal Education* 63, no. 3 (2014): 499-511.

⁴⁹ Osama Siddique. "Legal Education in Pakistan: The Domination of Practitioners and the" Critically Endangered" Academic." *Journal of Legal Education* 63, no. 3 (2014): 499-511.

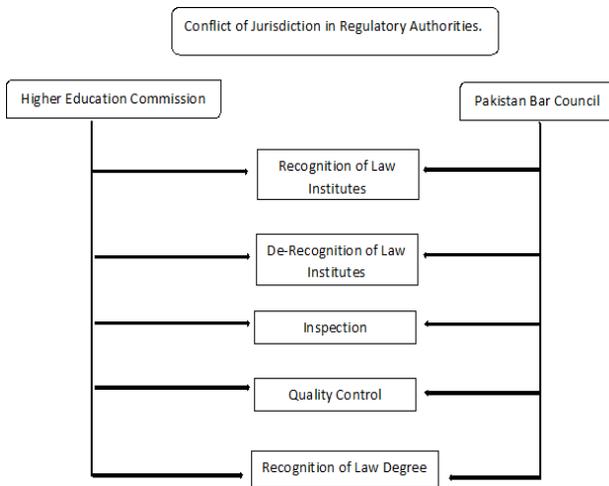


Figure 3: Overlaps between regulatory powers of HEC and PBC

Generally, the bar councils are involved in the granting of licenses and post-practice dimensions of the legal profession. In that sense, the HEC may be seen as the final authority on matters relating to reviewing curriculum and recognising or derecognising degrees. Nevertheless, there is an element of role confusion in the governing legal regime. Despite these conflicting roles, one must also note that there is no doubt that both the PBC and the HEC have very limited resources to meaningfully measure the quality and standard of existing law programs and in order to come up with ground-breaking reforms. Therefore, if these regulators are to play any meaningful role in the future, roles must first be defined and a much greater focus and provision of resources are required.

THE STRENGTHS AND WEAKNESSES OF THE QUALITY ASSURANCE FRAMEWORK IN PAKISTAN

To shed some light on the roles of the HEC and the PBC, Siddique⁵⁰ summarizes the regulatory bodies' legal position by stating that the HEC is empowered with the responsibility of upholding and improving quality standards of legal education while the PBC is entrusted with the power of licensing to induct law graduates as legal practitioners. Despite there being two regulatory bodies in Pakistan's quality assurance framework, an in-depth analysis reveals that aside from the strengths with the double control system, there are also notable weaknesses.

In terms of strengths, the two bodies implement and enhance quality assurance in their individual ways. Quality assurance framework is defined by the HEC in detail for higher education in Pakistan. According to the quality assurance framework by the HEC, the curriculum design, quality of research, available technological infrastructure, the quality of faculty, administrative policies and accreditation process are the key factors that encourage the quality of higher education.⁵¹ The HEC has designed the quality assurance manual for the improvement of quality assurance framework. For the purpose of assessment, the HEC introduces the self-assessment manual for evaluation purpose, whereas the PBC promulgates the PCLER for the improvement of legal education. These rules also discuss the quality assurance for legal education.

Dilshad and Iqbal⁵² listed a number of weaknesses in Pakistan's higher education and among these are a lack of financial support and resources, poorly equipped training institutions, shortage in training period and undue pressure on quantitative expansion. The quality assurance framework has inadequate focus on curriculum as well as an

⁵⁰ Osama Siddique. "Marital Law and Lawyers: The Crisis of Legal Education in Pakistan and Key Areas of Reform." *Regent J. Int'l L.* 5 (2007): 95.

⁵¹ Huma Shahid and Zaira Wahab. "Quality Assurance Mechanism in Higher Education Institutions-A Thematic Analysis of Experts' Perspectives." *Ma'arif Research Journal*, (2015), 61-70.

⁵² Muhammad Dilshad, and Hafiz Muhammad Iqbal. "Quality Indicators in Teacher Education Programmes." *Pakistan Journal of Social Sciences (PJSS)* 30, no. 2 (2010).

imbalance between general and professional courses. Furthermore, the quality assurance framework in place currently shows a lack of training institutions, deficient quality of instruction and lack of in-service training of academicians. Additionally, the quality assurance framework fails in implementing useful reforms and has a defective examination system. The quality assurance of higher education in Pakistan is also lacking in supervision and accountability.⁵³ According to Ittefaq,⁵⁴ permanent and visiting faculty's evaluation is only done occasionally in all public universities. As a routine matter, most universities distribute self-assessment forms among the teachers and they fill it according to their own will. However, no one is really checking them.⁵⁵ It must also be acknowledged that only few universities are taking students' feedbacks online in order to know the teacher's performance in class.⁵⁶ In addition, the most important issues of higher education in Pakistan which are still scarce, include among others, a well-planned institutional frame work, inefficiency and ineffectiveness, problematic nature of design and delivery of service, removal of wastage and irrelevance and to provide good financial add to underfunded of low productivity in research.⁵⁷

In addition, Sial described the role of legal education in the society and expressed his concerns over the flaws in the legal education system in Pakistan.⁵⁸ He emphasised the importance of legal education in the state organisational system and the importance of law graduates' roles in the society. He also highlighted concerns over academic issues and gave

⁵³ Muhammad Dilshad, and Hafiz Muhammad Iqbal. "Quality Indicators in Teacher Education Programmes." *Pakistan Journal of Social Sciences (PJSS)* 30, no. 2 (2010).

⁵⁴ M. Ittefaq, "Sorry state of HEC Quality Evaluation Cells", *The Educationist*, October 25, 2015. accessed February 11, 2018, <http://educationist.com.pk/sorry-state-of-hec-quality-evaluation-cells/>.

⁵⁵ Ibid.

⁵⁶ Ibid.

⁵⁷ S. Rehman. Some aspects of quality of higher education in Pakistan: A historical perspective. *Pakistan Journal of History and Culture* 29, No.1 (2008).

⁵⁸ A. Q. Sial, "Designing Legal Education to Support Social Evolution in Pakistan." *South Asian Studies* 24, No. 2, (2009), 283-295.

some examples such as the sudden increase in the growth of private law colleges, admission eligibility, curriculum development problem, evaluation system/exams system in legal education and flaws in teaching methods. The author also mentioned the lack of research and library resources in law learning institutions. He went on to assert that these critical issues can cause the downfall of the legal education. This is further illustrated by the judgment of the Supreme Court⁵⁹ where it was highlighted that, “the poor quality of legal education in the country is taking its toll on the Bench, the Bar and ultimately the quality of justice.” The court raised its concern over the huge number of candidates graduating every year where it was held that only some are products of colleges which have certain credibility of imparting quality education whereas many come from colleges where the standard is below average. The apex court gave directives to the authorities regarding the low quality of education by saying that there is a need, “to improve and update the syllabus prescribed for a professional degree in law”. The Court went on to assert its decision to appoint a 5 Member Committee to examine the existing courses of law prescribed by the universities for obtaining professional degrees. The committee’s role would be to suggest suitable proposals, *inter alia*, in the light of the observations made by the Court.⁶⁰

Another weakness noted in the quality assurance framework in Pakistan, which has raised a lot of concerns, is the issue relating to the QEC’s function. Although the HEC officials have claimed that there are more than 140 QEC’s established all over the country, Abaidullah Anwar states that there is still room for concern because there is no HEC monitoring system provincially and it is also not possible to visit each university for the purpose of monitoring because of budget and staff limitations.⁶¹

⁵⁹ PLD SC 394 [2007], *Pakistan Bar Council v Federal Government and others*.

⁶⁰ *Ibid*.

⁶¹ Abaidullah Anwar cited in M. Ittefaq, “Sorry state of HEC Quality Evaluation Cells”, *The Educationist*, October 25, 2015. accessed February 11, 2018, <http://educationist.com.pk/sorry-state-of-hec-quality-evaluation-cells/>.

Saeeda Shah⁶² also highlighted some of the issues on higher education in Pakistan generally as:

“low quality in the fields of academic, administration, research and equipment; faculty and staff need development in terms in knowledge and skills; funds provided are inadequate and misappropriation is common; no linkage between university and industry; faulty examination system; good governance non–existence; political interference and private sector expanding without merit.”

One major concern is that the PBC is controlled by advocates who by and large have a practitioner's approach to law, where it must be noted that their philosophy is different from that of academics. It is indisputable that inputs from practicing advocates are important as students need to practice and they need to match society's needs, wants and standards. However, it must be noted that measures have to be taken to induce comprehensive legal knowledge to become efficient practitioners. Therefore, it is generally incorrect for practitioners to play the sole decision-making role in areas like curriculum development and the regulation of legal education and law colleges without input from the other stakeholders. This includes, not only the HEC but also academicians, alumni and students. Furthermore, the PBC has very limited resources to meaningfully gauge the quality and standard of existing law programs and to come up with innovative reforms.⁶³ These problems still exist in legal education as proven in the recent High Court case.⁶⁴ As per report submitted in the High Court by Islamiya University Bahawalpur who asserted that only 10 colleges have been recommended for affiliation out of the 17 law colleges which were evaluated for renewal of affiliation for the 3-year LLB program.⁶⁵

⁶² Saeeda Shah. "Higher education expansion in Pakistan and issues of quality." (paper presented at 3rd International Conference on Assessing Quality in Higher Education, Lahore, Pakistan. Dec 20, 2017).

⁶³ Osama Siddique. "Marital Law and Lawyers: The Crisis of Legal Education in Pakistan and Key Areas of Reform." *Regent J. Int'l L.* 5 (2007): 95.

⁶⁴ Case No.W.P.No.25993/2016.

⁶⁵ *Ibid.*

This lack of quality in legal education can be related to the roles played by the HEC and the PBC. For example, the PBCLER 2015 does not address few key points such as how to improve the quality of legal education offered in the local law colleges in their LL. B program; how to familiarize good quality legal research work; how to attract the best students to law programs as they select the law profession as their choice. Similarly, the PBCLER 2015 has not defined how to produce law graduates equipped with the essential skills that can play a key role in uplifting Pakistani society in general and the legal profession in particular. Therefore, it is necessary to overhaul the current attitude of the Bar Council towards legal education with better emphasis placed on developing a cadre of legal academics with the required teaching and research know-how.⁶⁶

In view of this, there is a need for academics (including part time or fulltime lecturers or even members of the Legal Education Bar or the HEC Committee) to undergo a basic introductory course that could include coverage in the following areas:

- Module 1: Teaching in Higher Education: Philosophical Perspective in Education & Creating Your Personal Philosophy.
- Module 2: Know Your Learners.
- Module 3: Reflective Practice.
- Module 4: Planning Effective Curriculum and Instruction.
- Module 5: Pedagogy and Instructional Strategies for Higher Education.
- Module 6: Technology-embedded Teaching & Learning.
- Module 7: Assessment Approach (Strategy and Method).
- Module 8: Assessment of Outcomes (Student Performances); and

⁶⁶ Qureshi T.MBE, “Are We Assured About the Quality of Legal Profession and legal Education in Pakistan” (paper presented at SZABUL – Conference on legal education Pakistan, December 4 – 6, 2015).

- Module 9: Feedback on Learning & Teaching (Continual Improvement) and
- Module 10: Technological, Pedagogical Content Knowledge.⁶⁷

The aim is to ensure that the teaching and learning strategies and objectives, assessment standards and curriculum development is enhanced, and quality is ensured in legal education as described in above Modules.

Further, the PBC also needs to focus on the teaching faculty, like in the UK, where a quality assurance Code has been set out with effective teaching and learning by way of engaging qualified teaching staff. This is because, without appropriate qualified staff, teaching standards would drop and students would be confined to having substandard education.⁶⁸ Most importantly, specific apprehensions need to be placed on examinations, which are being conducted by the universities and for the enrolment to Pakistan Bar Council's membership. In addition, there must be a shift to exams that make the students apply their knowledge to legal situations as this improves reasoning and argumentative skills. However, the efforts of the PBC to improve legal education are laudable. Nevertheless, such efforts will remain in vain, if the reform process is dominated by practicing lawyers who do not have adequate expertise to provide legal educational reforms⁶⁹. It is also important to have a check and monitoring process of internal quality mechanisms in program accreditation as well as institutional licensing and accreditation processes. Hence the need to develop and incorporate a checklist in a

⁶⁷ University of Malaya Training for New Lecturers Program conducted by Academic Enhancement and Leadership Development Centre University of Malaya over a period of 5 days.

⁶⁸ Chapter B3, Quality Assurance Code, UK.

⁶⁹ U. Rashid, "Problems with Legal Education in Pakistan: Are Pakistan Bar Council Legal Education Rules 2015 Enough?", *COURTING THE LAW*, March 16, 2016, accessed March 23, 2018, <http://courtingthelaw.com/2016/03/16/commentary/problems-with-legal-education-in-pakistan-are-pakistan-bar-council-legal-education-rules-2015-enough/>.

joint collaboration with the HEC and the PBC into the exercise of the power to regulate education standards is crucial.

Thus, it can be summarized that the Higher Education Commission has been the driving force in the promotion of higher education. However, according to Saeeda Shah,⁷⁰ the existing quality assurance has not incorporated the increasing expansion in the sector within its vision and she also stresses that having processes and framework for quality in higher education will contribute but are not the only things to bring a change. Her conclusion is very apt for she asserts that the most important thing is for the people in-charge at the highest level of universities to bring a change in their mind-sets and attitudes so that the maximum level of quality in higher education can be attained.⁷¹

CONCLUSION

There is a need for more work to be done for the betterment of higher education by the PBC and the HEC in Pakistan. The PBC seems to be the regulatory authority or the controlling power over the institutions, but it is not primarily concerned with quality assurance mechanism for legal education. The PBC charges substantial amounts from the institutions in the shape of recognition and affiliation fees. These fees should fund the much-needed direction and expertise for the improvement of legal education as required. The reforms that were initiated by the case of PLD SC 391 [2007] which highlighted the need for regulation of institution provider and the weaknesses and the concerns in legal education needs to be followed through. This requires planned cycles of implementation, monitoring and oversight of not only institutional audit but a program audit with a checklist quality assurance criterion of the HEC tailored to the needs of the legal profession. Awareness and training are required for academics and practitioners involved in legal education as well as the

⁷⁰ Saeeda Shah. "Higher education expansion in Pakistan and issues of quality." (paper presented at 3rd International Conference on Assessing Quality in Higher Education, Lahore, Pakistan. Dec 20, 2017).

⁷¹ Saeeda Shah. "Higher education expansion in Pakistan and issues of quality." (paper presented at 3rd International Conference on Assessing Quality in Higher Education, Lahore, Pakistan. Dec 20, 2017).

HEC staff on the requisite aspects of quality assurance and measurement mechanisms. Objective and evidence that supports internal and external audit features need to be built into the system. A joint HEC and PBC collaboration towards this end is crucial for a regular monitoring mechanism, quality assurance checklist, published program and institutional audit will serve to enhance and ensure higher quality of legal education.

Some of the actions that need to be taken in the short-term basis are granting autonomy to QAA, introduction of the quality culture, induction of experts in respective fields, and external review of programs by foreign experts. These steps would further help to attain international compatibility and competitiveness⁷². For the purposes of radical improvement in quality assurance mechanism in legal education a comprehensive quality assurance framework should be developed which can review and inspect the institutions in order to secure quality assurance and identify the weaknesses of legal education as experienced in the UK. This should be designed by the Pakistan Bar Council jointly with the Higher Education Commission of Pakistan with regards to legal education in consultation with law colleges and law institutes. Inspection reports should be made publicly available as this will ensure that institutions struggle harder to avoid embarrassment and negative effects on their reputation. This will create a healthy and competitive environment.⁷³ Additionally, the QECs should be established at the law college level to ensure quality. Furthermore, external inspection teams should include academicians, experts in law so that the quality of teaching and education standard could be determined and maintained. It must be reiterated that certain limitations must be placed on members of the Bar Council towards contributing to quality assessment of the legal education in Pakistan since they are not academics. Thus, the need for legal education experts in curriculum development to collaborate with the Bar Council is very important. All these are important considering that

⁷² Azam Ali Khwaja, Fakiha Zafar, Tahreem Aslam, and Amjad Hussain. "Quality Assurance and Accreditation Practices in Pakistan." *Archives Des Sciences* 65, No. 7, (Jul 2012), 224-229.

⁷³ Qureshi T.MBE, "Are We Assured About the Quality of Legal Profession and legal Education in Pakistan" (paper presented at SZABUL – Conference on legal education Pakistan, December 4 – 6, 2015).

legal education is not just about training lawyers but people who will go on to become social reformers, political leaders, human rights activists, legislators, legal draftsmen and jurists.⁷⁴ Khwaja, Zafar, Aslam and Hussain's⁷⁵ conclusion on the quality assurance measures in Pakistan can be seen to have succinctly summarized the reality in Pakistan:

“The quality assurance measures introduced in Pakistan are still in their infancy and need to be nurtured further. Some measures that need to be undertaken in the short term are granting of autonomy to QAA, introduction of a quality culture, induction of qualified professionals, and external review of programs by foreign experts. These steps would further help to attain international compatibility and competitiveness.”

⁷⁴ U. Rashid, “Problems with Legal Education in Pakistan: Are Pakistan Bar Council Legal Education Rules 2015 Enough?”, *COURTING THE LAW*, March 16, 2016, accessed March 23, 2018, <http://courtingthelaw.com/2016/03/16/commentary/problems-with-legal-education-in-pakistan-are-pakistan-bar-council-legal-education-rules-2015-enough/>.

⁷⁵ Azam Ali Khwaja, Fakiha Zafar, Tahreem Aslam, and Amjad Hussain. "Quality Assurance and Accreditation Practices in Pakistan." *Archives Des Sciences* 65, No. 7, (Jul 2012), 224-229.