USE OF TECHNOLOGY IN LEGAL EDUCATION OF BANGLADESH: CHALLENGES AND PROSPECTS

K M Rakibul Islam*

ABSTRACT

One of the intrinsic instincts of human being is the desire of achieving anything in easy methods and interesting ways. The sense of pleasure and leisure makes them\(^1\) distinct from other animals. The struggle for acquiring knowledge in an easy and enjoyable way is an old-aged struggle of students and teachers. At state of the art, more than ever, the role of educational technology in teaching, especially in the teaching of law for the students of Bangladesh, is of great significance for a number of reasons. Because of the use of information and communication technologies both teaching and learning of law can be a fun instead of phobia. With the help of various applications for distance education, facebook groups, Google plus groups, various social groups, newspapers, the internet, radio, televisions etc. we can see the advantage of educational technology. The apparent burning question is whether Bangladesh is ready for the use of technology in legal teaching and learning and at the same time whether they are aware of its benefits or not.

Key Words: Technology and law, Challenges of educational technology in law, Technology and legal education, Distance legal education

1. INTRODUCTION

Technology refers to the collection of tools that make it easier to use, create, manage and exchange information.\(^1\) On the other hand, educational technology is a methodical and prearranged process of applying modern technology to improve the quality of education (efficiency, optimal, true, etc.). It is a systematic way of conceptualizing the execution and evaluation of the educational process, learning and teaching and help with the application of modern educational teaching techniques. It includes instructional materials, methods and organization of work and relationships, i.e. the behavior of all participants in the educational process.

No doubt, education is a vital factor for the overall development of any country. The competitiveness of the 21st century compels higher education institutions to modernize their systems and practices. Nowadays, information and communications technology (ICT) brings a new set of challenges and pressures. There is a global trend in both educational policy and research to recognize the need to reform education from traditional paradigms of teaching and learning into more

* Lecturer, Department of Law, Green University of Bangladesh.
innovative forms of pedagogical practice. The demand for higher education has accelerated worldwide. Governments and universities are looking for innovative ways to increase access to higher education and improve the quality of their programs and courses. Regarding this, governments and education systems around the world take the use of technology in university very seriously. Bangladesh, like many other countries, is investing greatly in the education system considering as one of the core strategies to alleviate poverty and facilitate development including raise the ICT skills of Bangladeshis and move towards the information society.

In recent years use of technology in pedagogy and administration with such an influential means that it can progress the quality of higher education in Bangladesh. However, in Bangladesh, educational technology is still not being applied sufficiently, especially, in legal education teaching and learning.

Although learning law can be challenging and time consuming, but the proper use of technology in legal education can fundamentally change the practices and procedures of nearly all forms of endeavor within teaching and learning. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. The use of ICT in education lends itself to more student-centred learning settings. But with the world moving swiftly into digital media and information, the role of ICT in education is becoming more and more vital and this importance will linger to develop and advance in the 21st century. Effective use of ICT for legal education, along with ICT use in the teaching learning process will be eventually proved to be the touchstone to remove the stereotype mind set up of the learners and the teachers of the Bangladesh in acquiring the knowledge of law.

This paper will primarily address the importance of use of technology in the teaching and learning of law in Bangladesh and at the same time this paper will explore some avenues so that universities of Bangladesh can measure the truest importance of use of technology in legal education.

2. METHODOLOGY

This is an illustrative and methodical research based on use of technology in legal education. For these, it is essential to trace the origin and development of the usage of technology in learning and teaching process in the area of legal education. Importance has been given to sort out the more useful and meaningful ways of technologies to be used in teaching and learning of law. This article is mainly based on secondary sources like books, journals, newspapers and websites. In addition, this work provides a cavernous critical analysis.
3. OVERVIEW OF LEGAL EDUCATION AND TECHNOLOGY IN BANGLADESH

Interestingly, most of the learning theories nowadays are driven by various technologies. However, in Bangladesh, legal education is mostly taught and learnt through old-fashioned classroom teaching. Over the years, changes in the legal educational system, curriculum, and teaching methods have been slow. The availability and use of technology teaching tools is expanding rapidly in the state of the art.

These days, various legal issues surrounding the discovery, production, and use at trial of computer-created and stored information, including the procedure to produce, cost allocation, inadvertent privilege waiver, document repositories, computer forensics, preservation of date, e-mail discovery, forensic experts, technology witnesses, and evidentiary challenges has been greatly affected by legal technology.

In the field of legal education in Bangladesh, the overall teaching and learning of law has been affected by ICTs, which have undoubtedly helped teaching, learning, and research. ICTs have the potential to innovate, accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow’s workers, as well as strengthening teaching and helping universities change and thus it is greatly contributing in legal education in most of the countries. But the apparent question and challenge that hunts us all whether Bangladesh is ready to accept the proper use of technology so that they might be truly benefited.

In some universities in Bangladesh, (i.e., North South University, BRAC University, University of Asia Pacific, Green University of Bangladesh) clinical studies, trail and advocacy etc. are conducted by practitioners and they feel the real necessity of using ICT in legal education. In the legal sector of Bangladesh, use of technology is very nominal, especially, in the field of legal education. One of the most prestigious university of Bangladesh, i.e., University of Dhaka started clinical legal education but unfortunately, later stopped it. In Rajshahi University, there is trail and advocacy course and they are trying to use technology in this course. Another leading university in Bangladesh is Chittagong University and in this university use of education technology is advancing day by day. For the purpose of teaching and learning of legal education, Bangladesh cannot deny the importance of educational technologies, especially, for clinical legal education.

Nowadays, in most of the countries law arises, evolves, and is practiced through electronic medium and cannot ignore that reality. Recently, the govern-
ment of Bangladesh and the judiciary have given much importance in technology in the legal area. Universities in Bangladesh have relied on an educational model that purely focused on theory. Modern learning theory directs the use of technological tools to prepare students in the real as well as practical world settings to meet the up to date challenges. Some law classrooms in some universities in Bangladesh now have sophisticated technology. The issue that most researchers ask is whether technology can empower legal teaching in Bangladesh. Some law Professors in Bangladesh are very keen in using educational technology. For effective legal education, technological skills are required in analyzing legal problems, performing legal research, collecting, sorting facts, and writing effectively. Such may include the use of quantitative and qualitative software’s like statistical package for social sciences (SPSS) for data analysis.

Ironically, in many countries, especially, in Bangladesh and some other South-Asian countries have a very common misconception regarding the use of modern technology, practical clinical legal education and case law method and it is rightly observed “there is a common perception that law schools have not changed much since the 19th century establishment of case law method.” For lawyers to practice effectively in the rapidly evolving world, computing technology is essential. Most of the students in Bangladesh do not know about the unique diversity of legal knowledge that are contained in lexis nexus and Westlaw databases for legal research. In fact, a very few students and teachers have access to these tremendous avenue of knowledge.

No doubt, over the last decade, legal education in Bangladesh is undergoing evolution. After the separation of judiciary on 1st of November, 2007 from the executive this evolution has turned to revolution and more the forty five private and public universities are teaching law and more universities are interested to open new departments for law. If the students of law in Bangladesh want to survive and cope up with the huge challenges ahead in that time they need to adopt with the revolution in technology. Today, some of the prestigious and leading law firms in Bangladesh are presenting themselves as global entities. Thus, legal education in Bangladesh cannot overlook the need of technology and many universities are undergoing transformation to use technology and meeting current global needs.

4. IMPORTANCE OF EDUCATIONAL TECHNOLOGY TO REMOVE LAW PHOBIA IN BANGLADESH

Globalization contributed to develop education systems in the Bangladesh. We can clearly see that education has increased in recent years, because globalization has a catalyst to the jobs that require higher skills set. This demand allowed people to gain higher education. Obviously, law is a higher branch of knowledge
and most of the leading legal materials are written in English. For this reason, many students are afraid to thoroughly study law and they just memorized some sections to pass in the examinations. But technology can be used in a number of ways to reduce this law phobia in Bangladesh. Such as:

1. Technology as a law teacher (YouTube)
2. Technology as a law teaching tool (Various supporting elements, such as, free e-books, journal, articles, on line handouts etc.)

Unfortunately, technology is not widely used in many Bangladeshi universities in legal education. Most of the legal teaching process is dominated by traditional methods. It is dominated by the frontal form of work where the teacher had enough interaction with students. Failure to thrive at their own pace and insufficient activity of students is one of the drawbacks of this type of learning. With the development of information and communication technology, especially computers, legal education can be a really enjoyable matter instead of phobia.

In legal education both teaching and learning, Bangladesh have a lot to pick from the domain of technology, i.e., various social media and mass communication, Facebook, Twitters, YouTube, Radios, Televisions, Computers, Internet, Electronic Dictionaries, Email, Blogs and Audio Cassettes, Power Point Presentation (PPT), Videos etc. There are lot of websites which are especially made for law which are highly helpful (i.e. Lex animate, Law teachers, Law help BD etc.). Most of the law students are unaware of these websites. But these websites are very helpful. The rapid rising and development of information technology has offered a better pattern to explore the new teaching model and obviously, as a consequence technology plays a very central role in teaching of law.

With the spread and development of legal education around the world, the students of law are increasing in Bangladesh and different teaching methods have been implemented to test the effectiveness of the teaching process. Use of authentic materials in the form of films, radio, TV has been there for a long time. It is true that these technologies have proved successful in replacing the traditional teaching.

Modern world is surrounded by endless information and this era is the era of information and technology. Nowadays, students of law need to use technology to be competitive in the workplace after graduation, especially, in a very competitive country like Bangladesh. Though technology is not able to replace passionate professors of law but it is an important tool to help the education process and prepare students for the future. Some law professors in Bangladesh want to use more technology in the classroom to make the difficult concepts more clear. Law students seem to enjoy the use of technologies in the class room. Using of technology is an important tool for disadvantaged students.
The world is moving towards technology at a swift pace. Law teachers have a responsibility to introduce, encourage, and help students master technology, as well as subjects, as it applies make the students more practical and competent. Technology is used in every possible aspects of legal professional lives, i.e. preparing drafts, searching case citation, using latest case references etc. Interestingly, using technology the classroom can be taken anywhere even in the study room. With all the knowledge and resources contained and deliverable on demand on a mobile device, students can learn anywhere. Mobile technology allows for greater collaboration between students and teachers promoting strong foundations in group work. Similarly, students who use technology are motivated to improve performance. Law is a very society oriented subject and educational technology can allow for healthy competition amongst the students of law of various public and private universities, both in the same classroom or across the country. Using technology and communicating with the students of other universities can make learning of law very addictive.

Nowadays, in Bangladesh, technology and devices helping a lot to save on costs, i.e., many students are using various apps and downloading useful law related software. In addition, geographically isolated or economically disadvantaged students of law can benefit from access to online software or resources which would be cost effective. Updating textbooks cost lots of money on the other hand, updating software and educational content are not as expensive or cumbersome. With the help of technology, course curriculum can reflect real world data. In some applications, students can be exposed to real-time information.12

The new era assigns new challenges and duties on the modern teacher, especially, in classical subject like law. The tradition of law teaching has been drastically changed with the remarkable entry of technology in the Bangladesh. Technology provides so many options as making teaching interesting and also making teaching more productive in terms of improvements. Technology is one of the most significant drivers of both social and legal changes.

5. 21ST-CENTURY TEACHERS AND STUDENTS OF LAW: MODERN WORLD VIS-À-VIS BANGLADESH

The whole world, especially, countries of the first world are going in a rapid speed towards technological based legal education. On the other hand the overall scenario of Bangladesh is not very satisfactory. In Bangladesh, there are a few teachers who use technology, but the majority of teachers still teach in the traditional manner. In fact, none of these traditional manners are bad or damaging the students. But the teachers of Bangladesh can use technology more and more to
create better opportunities for students to gain confidence, practice and extend themselves.

A recent statistic published in the leading daily newspaper has given a very shocking statistics regarding the university level education of Bangladesh. According to this statistics, among the 89 functional private universities of Bangladesh there is no Vice-Chancellor in 43 universities, there is no treasurer in 53 universities, and there is no Pro-Vice Chancellor in 75 universities. Among the total 95 private universities, 6 universities are right now non-functional universities. These universities not only lack with efficient teachers but also most of the universities in Bangladesh do not have adequate technological facilities.

With transnational exchange programs, the 21st century legal education is focused on the search for a worldwide market of global elites. Consequently, lawyers and law students will need to develop new skill sets in order to thrive professionally. Unfortunately, corporate clients are finding that many lawyers, including recent graduates, lack skills in the more sophisticated uses of technology for lawyering and law practice. European, North American or Chinese Universities are using technology in almost every area of legal education but Bangladesh lack behind. More research is needed to substantiate what changes in technology mean for legal education and practice.

The same applies to what extent lawyers exploit such technology. Indeed, new lawyers with nominal technological knowledge have to enable themselves practice effectively risk in competing for jobs. As law plays a purposeful role in society, what to teach and how, and institutional sentience is central to society. Thus, technological knowledge is important for efficiency in service delivery in both the private and public sectors. Bangladesh is realizing this truth day by day and various initiatives are being taken to gain technological advancement in legal areas, especially, legal teaching and learning.

“The best mode of obtaining a thorough knowledge of the law is to get books, read and study them carefully and work, work and work.” This kind of approach requires and invites the use of technology in legal education. Various countries have come to the conclusion that books are important resources in legal education, but current trend of globalization requires a drastic change in legal education and practice and to address the global aspects of legal education use of technology can be best way. Tactlessly, legal education in Bangladesh is struggling to cope up with technological facilities, thus, hindering broad based clinical projects.
Indeed, the internet and digital revolution has led to an information overload coming from many directions and with increased speed of information. Law reflects societal concerns with new areas of regulation and substantive law areas. This includes, but is not limited to environmental law, bio-ethics, information technology, and internet related issues. This development has created digital divide between those who have access to the internet and those who do not. No doubt, the world is shrinking and it is now difficult to distinguish between domestic and foreign law in a global setting. For example, every aspect of criminal law, procedure, family law, human rights, business law has an international aspect.

With the introduction of online legal education, law markets are now open. In a study carried in German and Scotland, it was found that students were able to use materials from UK universities at a lesser cost and time than from Germany where they were residents. Thus, the effect of globalization is great. Bangladeshi law teachers and students need to use and share legal knowledge from many foreign countries, using of ICT for this purpose could be proved to be a more convenient way than any other ways. In fact, most of the core text books of law in Bangladesh are written by the Indian authors and students use Indian edition of internationally recognized law books. However, on-line transnational legal education is likely to have a problem of context than form. Indeed, a new legal era whereby legal practice is developing advisory and support functions using technology is evolving.

Nowadays, electronic datasets aid legal practitioners in mediated matters with better speed. No doubt, legal education requires theoretical structure on how to conduct research, a skill lacking with many students and legal practitioners. Legal education systems differ from developed countries and undeveloped ones and even amongst these systems. Despite these differences, each must help to build higher-order cognitive abilities, strengthen processes of inquiry, enable collaborative problem solving, and prepare students to compete in local and global markets and become productive members of society. “Students with quality legal education is becoming ever more important with globalization and the increasingly dominant role information, knowledge, and digital technologies play in all economies.”

It is noteworthy that some law teachers and students have more access to modern information and communication technology (ICT) systems and they are trumping others. As a result, those who lack the access and ability to participate actively in the information age are disadvantaged. No single solution exists on how this issue could be resolved on the immense challenges of providing quality education and bridging the ICT gap. One possibility is to develop and apply new approaches and strategies for teaching and learning that integrate computers, internet-enabled collaborative learning, and related educational technologies with routine teaching and learning.
While primary level teachers are required to study how to teach before beginning as teachers, law professors do not have such prerequisite. Some educationists in Bangladesh may prefer Socratic and case methods and find no incentive in incorporating new technology. Some teacher many find the use of technological teaching aids uncomfortable. However, use of technology in legal education in Bangladesh will be rise as a reality and all are to cope up with it to address the new challenges of the 21st century.

6. CHALLENGES OF USING TECHNOLOGY IN LEGAL EDUCATION OF BANGLADESH: THE BOTTOMLINE

Using technology in the legal education of Bangladesh is facing a number of challenges in different ways. Most of the universities in Bangladesh, face the common problem of infrastructural development. Another common problem is the lack of training of teachers and teaching staffs. Unfortunately, some universities in the rural areas, do not have the access to ICT. In Bangladesh, there is very nominal ICT training for the university teachers and other staffs. To some extent, it is found that some law professors are not interested to receive new training. In the legal education of Bangladesh, deficiency of training, deficiency of ICT infrastructure etc. are some primary challenges. In some universities in Bangladesh, in the department of law, technological equipment are limited. A few universities had provided the Wi-Fi facility for the students and the teachers. Besides these primary problems, students faced problems, i.e., lack of enough computer, large number of students, lack of teachers' training and skill etc.

Proper use and application of multimedia technology to legal education in Bangladesh can make breakthroughs in the overall scenario. During multimedia assisting teaching, teachers still play the leading role that their position could never be replaced by the computers, robots or any other technologies. The introduction to each lesson and speaking communication are good way to improve students’ listening and speaking which the robots or the computers cannot fulfill, therefore, teachers’ interpretation shall not be overlooked. Meanwhile, as a practical knowledge based subject, use of multimedia, as an instrument for assisting teaching, serves the teachers despite its extraordinary effect, so teaching determines whether to adopt multimedia technology. Otherwise, the teachers were acting as the projectionist, clicking the screen.

Some teachers take the computer screen as the blackboard, they have input exercises, questions, answers and teaching plans into the computer and display them piece by piece, without taking down anything on the blackboard or even the title of a lesson. It is known that teachers are supposed to simulate situations based
on teaching and guide the students to communicate in practical based approach of clinical legal education. Besides traditional writing on blackboard or whiteboard is concise and teachers can make adjustment and amendment to it if necessary. Furthermore, experienced teachers know well that a perfect courseware is an ideal project in mind, and that in practice, they need to enrich the content on the blackboard with emerging of new question raised by the students.

At present, most multimedia courseware primarily feature on image and animation of legal teaching materials in order to cause audio and visual effect, which lively displays the content of textual materials and helps the student deeply understand the texts. A problem remains that displaying of the content of texts in the PPT courseware cannot take the place of students’ thinking or communication in simulated circumstance. When working on and utilizing the courseware, we need to encourage the students to use their own mind and speak more, actively join in class practice, there is no way to overuse the courseware merely in the hope of adding the modernized feature to class teaching.

The function of multimedia assisting in teaching cannot be replaced by many other instruments, which does not mean that multimedia can replace any other form of instrument, some teachers, especially, junior teachers of law, tend to entirely depend on multimedia teaching and in fact, they use it very robotically. Although multimedia has its inimitable advantages in teaching, the features and roles of other forms of teaching instruments are still unrivaled.

Some teachers possess the unacceptable concept that they would totally apply multimedia technology in their teaching, especially, in private universities and in some rare cases, in public universities. Nowadays, it is also a general concept that the more utilization of multimedia technology, the better class atmosphere may grow, the more actively the students get involved in class participation, the more easily the material access to the students. Apparently, the students show some interest in leaning, but actually, they feel like looking on. In practice, the more unconscious attention the students pay. The more interference of teaching information during transmission, the less the students take from the core legal materials. It is impossible to effectively train the students’ language expression in class time. It is clear that in spite of advantages of application of multimedia technology, it assists in teaching. During practical teaching, it is part of a complete teaching procedure. In practice, if multimedia technology would be properly implemented in the teaching and learning of law, the students could make full develop their overall capacities, which is the objective for us to introduce multimedia technology to contemporary teaching thus, this leads to methodical training on students’ listening, speaking, reading and writing, makes teachers’ instructions come into inordinate play, benefit the students gain basic knowledge as well as improves their expression ability and lays a fundamental basis for their legal knowledge and skills.
Though the government has taken elaborate program to make digital Bangladesh in all possible aspects; there are some barriers to obtain the goals, especially in the field of legal education. Both private and public universities in Bangladesh do not have sufficient technology to make a fully digital legal education system. Internet base computer is not available in every possible sector of legal education. The overall technological improvement is centered on the capital Dhaka and some others big cities, i.e., Chittagong, Sylhet, Rajshahi, Khulna, Barisal, Comilla etc.

Besides these, computer based population is not adequate in Bangladesh even in university level, political crises are one of the barriers behind this purpose as well, electricity problem , unadjusted allocations among different areas of legal education etc. are hampering the advancement of technological friendly legal education system in Bangladesh. Bangladesh is a country with excess of population and no dearth of problems. For such a country failure in any costly program may prove fatal. The present government is trying to develop the overall education technology and legal education sector is no exception to this. Vision 2021 is a master plan over this purpose. As the history of computer technology in Bangladesh is not well-developed; there are some blockades which obstruct the objects of use of technology in legal education. If both the teachers and students of law in Bangladesh are sincere about using educational technology in that time the main objectives will be accomplished and for this both the public and private universities need to come together to formulate a well-planned goal to enjoy the technological advancement in the sector of legal education.

7. THE ROLE OF TECHNOLOGY IN FUTURE: FROM CLASSROOM TO COURTROOM

Technology in near future will prevail and dominate in almost all the aspects of legal areas. The researchers have observed that within a very short span of time technology and artificial intelligence will be used in many sectors of legal areas. Technology will unquestionably be a key factor in how education in the future differs from education today. However, it will not be the only impact. Efficacious educators of law will definitely realize that they need to rethink the entire model of education and redesign it so that it is more student-centered. This means adopting new technologies, but it also means giving up on ancient attitudes about what constitutes educational success and recognizing that educational competition is a reality in all the sector of legal education in Bangladesh.

Recently, an interesting but tremendous achievement took place in the UK related with the artificial intelligence judge and the new debate has got it shape
whether artificial intelligence will take over the human judge or not. An artificial intelligence judge has accurately predicted most verdicts of the European Court of Human Rights, and might soon be making important decisions about cases.\textsuperscript{25} Scientists built an artificial intelligence computer that was able to look at legal evidence as well as considering ethical questions to decide how a case should be decided. And it predicted those with 79 per cent accuracy, according to its creators.\textsuperscript{26} The researchers say that the computer judge is not likely to take the place of judges any time soon. But it could be used to help them out and prioritizing cases that are clearly important or need to be heard. Bangladesh and all other countries where the pending number of cases are huge can think of using this artificial intelligence to some extent. In fact, in future robot will assist the judges and lawyers in different ways even in Bangladesh.

Nowadays, an important question is rendering in the mind of researchers, could robots be in control of the law? The study leader Dr Nikolaos Aletras, from the University College London (UCL), said: "We don't see AI replacing judges or lawyers, but we think they'd find it useful for rapidly identifying patterns in cases that lead to certain outcomes. It could also be a valuable tool for highlighting which cases are most likely to be violations of the European Convention on Human Rights."\textsuperscript{27} The machine could help law firms choose which human rights cases to assist on. No doubt, when the artificial intelligence science will be more developed and accessible, law firms of Bangladesh will think to avail it.

Human beings make mistakes, even those deciding how to apply our laws. Could artificial intelligence eventually replace these flawed creatures and lead to a more objective legal system? It is no secret that the justice system can be less than objective on occasion. From prejudice and bias to accidental error, part of being human means making mistakes.

On the surface, the idea that we should be able to build an automated judging system makes sense. Current efforts in artificial intelligence rely on rule-based systems, combined with specialized languages for formulating and communicating these rules. Law similarly consists of rules, complete with what appear to be binary yes/no divisions regarding whether those rules have been broken. If this is the case, should not it then be possible to formalize legal rules using rule-based languages? Deciding legal cases in this way would be a matter of entering the facts of the case, applying the rules to the facts, and determining the correct answer.

In fact, similar algorithms are already widely used by law enforcers to forecast criminal behavior. Could the justice system ever employ a version of the technology to decide criminal trials? "In principle it would be possible, although it's still a way away,” says Judge Richard Posner, the man identified by the Journal of
Legal Studies as “the most cited legal scholar of the 20th century.” He has observed that “The main thing that would be left out would be how the judges’ views changed with new information. Any change that may affect the way judges think would somehow have to be entered into the computer program, and weighed in order to decide how he would decide a case.”\textsuperscript{28} Because of the lack of knowledge of how worldviews impact legal decision-making, AI researchers interested in law focus on helping judges uncover their biases. But, in near future, the robots will not replace the human judges rather they might assist the judges in specific programmed ways.

Though there might be philosophical and ethical debate regarding using artificial intelligence in the courtroom of Bangladesh, but we need to realize that artificial intelligence will be able to work without being emotionally biased, at the same time they will not be corrupted. There is huge clog of cases pending before the courts of Bangladesh. As our country is densely populated, in course of time, there will be more and more pending cases before the court of law. If artificial intelligence can be used effectively, in that time we might get a strong answer to this drastic problem of dread log of cases. We also need to realize that we have huge workforce, but we really lac quality manpower. So, in the very sensitive area of justice we can use artificial intelligence to some practical and indisputable areas. Artificial intelligence might not be able to replace human judges, but they might assist in many aspects in the overall speedy delivery of justice.

Technology is moving quickly, and society is having to adapt just as fast. The legal education sector in all over the world, especially, in Bangladesh, need to modernize and adapt, in order to provide law students, lawyers and judges with the skills they will need as part of a modern workforce. Obviously, modern legal education has come a long way since the days of chalkboards, but the legal educational sector in Bangladesh is arguably lagging behind when it comes to building a connected learning environment suited for today’s “digital natives”. At present, very rapidly all over the world and in Bangladesh as well, new hardware and software are emerging constantly to provide law teachers with the tools they need to engage their students.

Many leading world class universities are now using portable devices as a learning tool and the universities of Bangladesh need to adopt this to address the challenges of modern world. Wi-Fi and internet is a powerful learning tool that provides unprecedented access to information around the world in a variety of formats, such as video, online games, blogs and even archived material and in near future most of the law teachers in Bangladesh will be techno-friends and they will use technology to cope up with the demand of time, in fact, it is not a mere dream but a definite reality in near future. Nowadays, the judiciary of Bangladesh, is using

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various technology to redress the work pressure, i.e. online cause list, modernized website, sending documents by e-mail etc.

Some law teachers and students in Bangladesh are using Dropbox, Google Drive and Microsoft SkyDrive to share resourceful information. Video platforms such as Skype are also enabling students, teachers and even parents to work together outside of the classroom. Live video streaming and posting can also help law teachers to reach students who are absent, or who may need to review the lesson. Instead of sending commission to adduce evidence, the judges can easily use digital platform to take evidence who are unable to come to the courtroom. Even, in some cases, judges can take expert evidence by using technological advancement. In near future, there is a strong possibility that 3D printers and other modern innovations will be used in the court room.

The technology evolution in legal area may seem like an intimidating task but, by using high-quality equipment backed by industry expertise, the judiciary of Bangladesh can ensure that the valuable time of the judges will be fully realized to address the legal issues and cases more effectively and speedily. At the same time, law teachers can use more advanced technologies, i.e., Wireless HDMI, to classrooms or lecture theatres, enabling the presenter to wirelessly connect with a screen or projector, rather than hunt around for cables, which is a great time-saver.

The future of lawyering in Bangladesh is one in which clients will expect their lawyers to be fully conversant with modern business practices and also with the essentials of technology and its connection to business performance and strategy. Law departments in the various universities of Bangladesh need to realize this reality and assist the law students to understand the tools and techniques that those in the corporate boardroom and in policymaking settings use every day to develop and analyze data, and use information to plan and strategize. Lawyers in Bangladesh, will need to know basic accounting and at the same time, they will need to be able to read and understand a spreadsheet; they will need to know enough about the scientific method to understand arguments in which science is implicated; they will also need to understand, at least at a general level, what the “big data” revolution means for the practice of law and the performance of business in our twenty-first century world. Only proper use and utilize of technology can make the future lawyers of Bangladesh, an all-round in their professional level.

Lawyers and law firms in Bangladesh, need to have a more sophisticated understanding of technology, both how technology assists in the performance of basic and advanced legal strategies and also how law facilitates, and often manages, technological innovation and administration. In near future, the legal professionals
in Bangladesh, will surely appreciate that the information readily at hand — information about the particular shifts already taking place in the legal profession and, as well, the substantial changes underway in the private and public sector — point to a world in which those who have meaningful skills in science and technology will thrive. We need to realize that we are living increasingly in a technology-centered world, one in which professionals who either have a background in one or more of these related areas or, at the very least, are committed to learning enough about technology and the scientific method to converse knowledgeably about these issues with clients and colleagues, will have a comparative advantage.

In fact, the Chinese advancement in technological sectors greatly influence the overall sceneries of Bangladesh. The very recent development in the Chinese judiciary has drawn attention in the whole legal system of the Asian countries, especially, Bangladesh. In August 2017 ‘Legal robots’ have been deployed on thousands of cases in China to help decide sentencing. The robots - which are about three feet tall and have heads shaped like toasters - review documents and identify problems with cases. They also advise on sentencing, and can generate arrest warrants and “approve indictments”.

In China, almost 15,000 legal cases have been reviewed by the robots since they were deployed. The legal robots in China have detected issues and corrected mistakes in more than half the cases, and 541 convictions were commuted. At the same time, the robots have helped to handle cases at seven city governments and more than 30 lower level authorities in Jiangsu. Many of the cases were traffic violations. The robots move around on wheels and have a human-like torso, but no arms. They have a digital screen as a face which displays eyes and a mouth, and also information on cases. However, there appears to be little scope for flexibility in China’s Communist Party-controlled courts, where a near perfect conviction rate results in more than 99 percent of defendants being found guilty. It is not a difficult prediction that very soon the judiciary of Bangladesh might deploy ‘Legal robots’ in dispensing various legal matters like the Chinese judiciary.

8. CONCLUSION

In Bangladesh, technology offers an attractive possibility of making legal education more efficient and more effective both for the teachers and the students. Usage of technology can make legal education flexible and interesting. The primary purpose of both the traditional and technological legal education in the real life context is to provide a space in which the facilitation of learning, and learning itself, can take place and be more successful to the truest meaning of success. It is true that one of the ultimate goals of multimedia legal education in Bangladesh is to promote students’ motivation and learning interest.
In near future, the use of multimedia in legal education will be further developed, especially, in the universities of Bangladesh. The process of teaching and learning of law by using technology makes the overall process more student-oriented but less time-consuming. Therefore, it promises that the teaching excellence will be enhanced and the practical law skills of students can be efficiently cultivated. To assure and realize an efficient result of teaching and learning of law by using technology is no more a day dream or nightmare. The long-standing legal educational system in Bangladesh now seems suitable for change and technology will play an increasing role in the future of legal education in Bangladesh.

Obviously, it is exhilarating to anticipate the future of use of technology in the legal education of Bangladesh. All the teachers and students of law need to prepare themselves now to most effectively respond to the challenges tomorrow will bring in the legal education of Bangladesh. At the same time we need to appreciate the reality that some people perceive things as they are and ask why and rest of the people perceive things that never were and ask why not. The challenges for all who are concerned about the future of use of technology in the legal education of Bangladesh is to "dream things that never were and ask, why not?"

Endnotes

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22. Ibid.


24. dtechnology.co.uk/ Article/how-technology-will-shape-the-future-of-education.


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