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From the Editor's Desk

At the outset, I take this opportunity to express my sincere gratitude to all the Editorial Board Members, Editors, Peer Review Members, contributors, and readers for making *Cyber Times International Journal of Technology & Management* an outstanding success. Their unwavering support, dedication, and commitment to academic excellence have significantly contributed to the growth and reputation of the journal.

We are pleased to present **Volume 19 – Issue 01** of *Cyber Times International Journal of Technology & Management*. This issue features a collection of high-quality research papers and scholarly articles that reflect contemporary developments, innovative ideas, and critical insights across emerging areas of Technology, Management, Law, Education, and other multidisciplinary domains. The diversity of topics covered in this issue highlights the increasing importance of interdisciplinary research in addressing global challenges and opportunities.

The overwhelming response received from researchers, authors, academicians, law-enforcement agencies, and industry professionals for submitting their research papers and articles is deeply appreciated and duly acknowledged across the globe. Their valuable contributions have enriched the journal's content and strengthened its role as a platform for disseminating knowledge, fostering innovation, and encouraging scholarly dialogue among academia, industry, and society.

On behalf of the Editorial Team, I extend my heartfelt thanks to all authors for their valuable research contributions and to our reviewers for their constructive evaluations that help maintain the highest standards of publication quality. We hope that the research published in this issue will inspire further inquiry, collaboration, and advancement in various fields of study, while continuing to serve as a meaningful resource for our readers worldwide.

We look forward to receive your valuable and future contributions to make this journal a joint endeavor.

With Warm Regards,



Dr. ANUP GIRDHAR

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Cyber Times International Journal of Technology and Management - CTIJTM

Volume 19 - Issue 01

CONTENTS

S.No.	Title	Page No.
1.	The Changing Landscape of Airline Retailing and the myths surrounding customer preferences <i>Dr. C. Sunanda Yadav</i>	01
2.	Computer Science Skills: Analyzing the Gap Between Academia and Industry <i>Asst. Prof. Sudhir Suman & Dr. Anup Girdhar</i>	08
3.	A Doctrinal Analysis of the Impact of Digitalisation on Legal Education in India: Legal Framework, Reforms, and Challenges <i>Mrs. Sapana Jaiswal</i>	14
4.	Artificial Intelligence and Legal Personhood: A Study of Socio-Legal Implications in India <i>Asst. Prof. Seema A. Patil</i>	21
5.	Environmental Degradation and Management: An Analytical Study of Causes, Impacts, and Mitigation Strategies <i>Dr. Kalpana Ghatpande & Dr. Abhijit Parchure</i>	32
6.	Mental Well-Being among University Faculty: An Exploratory Study to Raise Awareness <i>Dr. C. Sunanda Yadav & Dr. Chetna Jethwa</i>	42
7.	PenGPT: Evaluating Large Language Models as Autonomous Penetration Testing Agents Across OWASP Top-10 Vulnerability Classes <i>Ms. Sarla Kumari</i>	49
8.	From Orchestration to Autonomy: A Comparative Evaluation of Multi-Agent LLM Frameworks for Enterprise Workflow Automation <i>Ms. Samridhi Girdhar</i>	56

9. Poisoned Memory, Hijacked Tools: Taxonomizing Prompt Injection Attack Surfaces in Production LLM Agent Pipelines 64
Dr. Anup Girdhar
10. Beyond Alert Fatigue: Integrating LLM-Driven Triage and Autonomous Incident Response in Modern Security Operations Centers 73
Dr. Anup Girdhar

A Doctrinal Analysis of the Impact of Digitalisation on Legal Education in India: Legal Framework, Reforms, and Challenges

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ABSTRACT

The rapid digital transformation of the education sector has significantly influenced legal education in India, especially in the wake of the COVID-19 pandemic. Legal education, traditionally conducted in physical classrooms and courtrooms, is undergoing a paradigm shift through the integration of technology, online learning platforms, and virtual legal training methods. This research paper undertakes a doctrinal analysis of the impact of digitalisation on legal education in India, with a focus on examining the existing legal framework, recent reforms, and the challenges that emerge from this transition. The study aims to evaluate how statutes, regulatory guidelines, and constitutional principles address or fall short in facilitating a seamless and inclusive digital legal education system.

The paper identifies the core objectives of digitalisation in legal education, which include enhancing accessibility, promoting interactive and practice-oriented learning, and preparing students for a technologically advanced legal profession. It highlights the role of the National Education Policy 2020; the University Grants Commission's online learning initiatives, and the conditional acceptance of digital tools by the Bar Council of India. However, the research also underscores several doctrinal and practical challenges. These include the digital divide between urban and rural learners, regulatory ambiguities surrounding online law degrees, concerns about quality assurance in virtual internships and assessments, and the potential infringement of constitutional guarantees such as the right to education and equality.

Through doctrinal research methodology, this paper analyses statutes, BCI Rules, UGC Guidelines, relevant constitutional provisions, and key judicial pronouncements to assess the adequacy and coherence of the current legal framework. It also explores how the absence of a uniform national digital education policy tailored to legal studies hampers effective implementation. The study concludes that while digitalisation offers immense potential to democratise and modernise legal education, a robust, well-regulated, and inclusive legal framework is essential to ensure its success. The research recommends legal and institutional reforms to harmonise digital practices with constitutional mandates and professional standards, thereby paving the way for a future-ready legal education ecosystem in India.

KEYWORDS: Digitalization, Bar Council of India, Legal education in India, Regulatory framework, National Education Policy 2020

INTRODUCTION

India's legal education system, rooted in colonial-era models, faces unprecedented transformation through digitalisation. With 1,700+ law schools producing 80,000+ graduates annually (BCI 2024), the sector grapples with infrastructural disparities where only 23% of rural law colleges have reliable internet access (NITI Aayog 2023).

The global legal education sector has undergone transformative changes driven by technological integration, globalization, and pandemic-induced adaptations, with India's system exemplifying both progress and challenges through regulatory modernization by the UGC and Bar Council of India, curriculum innovations like mandatory clinical programs and digital platforms such as SWAYAM/NPTEL [7], while grappling with the psychological impacts of screen-based learning and rural-urban digital divides, though strategic government initiatives aim to position India as a global legal education hub by balancing technological adoption with socio-economic realities and preserving mentorship traditions through cross-generational teaching models.[1]

India's educational landscape stands at a critical juncture as digital transformation reshapes pedagogical frameworks worldwide. While initiatives like Digital India and the National Education Policy 2020 emphasize technology integration in education, significant implementation gaps persist.[2]

NEED FOR DIGITALISATION

The COVID-19 pandemic accelerated adoption of digital tools, with 89% of NLUs implementing LMS platforms by 2022 (ICRIER Report). NEP 2020's mandate for "technology-integrated learning" under Section 23.6 created new imperatives for legal education reform.

The need for digitalisation in legal education in India arises from a confluence of evolving pedagogical requirements, technological advancements, and socio-economic realities. Traditional legal education, largely confined to brick-and-mortar institutions, has long been criticised for being overly theoretical, rigid, and disconnected from practical realities. With the increasing complexity of legal practice and the growing interlinkages between law and technology, there is a pressing demand for more dynamic, interactive, and accessible modes of legal instruction. Digitalisation offers a transformative solution by enabling remote access to high-quality legal resources, facilitating blended learning, and promoting experiential learning through virtual moot courts, e-internships, and AI-based legal research tools. The COVID-19 pandemic further amplified the urgency of digitalisation, revealing the vulnerabilities of conventional classroom-dependent systems and highlighting the potential of online platforms in ensuring the continuity of legal education during crises. Moreover, digital tools can help democratise legal education by reaching students in remote or underprivileged areas who may otherwise lack access to quality legal training. The National Education Policy (NEP) 2020 has also underscored the importance of integrating technology in higher education, including law, to foster flexibility, interdisciplinarity, and skill development. In this context, digitalisation is not merely a convenience but a necessity for making legal education in India more inclusive, future-ready, and aligned with global standards of legal learning. However, this transition also demands robust legal frameworks, institutional support, and doctrinal clarity to ensure that the benefits of digitalisation are equitably distributed and legally sound.

RESEARCH OBJECTIVES

1. To critically examine the legal framework governing legal education in India with a focus on digitalisation.
2. To analyse the role of regulatory bodies such as the Bar Council of India (BCI) and University Grants Commission (UGC) in facilitating or restricting the digital transformation of legal education.
3. To explore the impact of recent policy reforms, including the National Education Policy 2020, on the digitalisation of legal education.
4. To identify constitutional and doctrinal challenges posed by the shift to digital legal education, including issues related to access, equality, and quality.
5. To provide recommendations for strengthening the legal and institutional framework to ensure an equitable and effective integration of digital tools in legal education.

RESEARCH METHODOLOGY

This study adopts a doctrinal research methodology, which involves a qualitative and analytical approach to the examination of existing legal principles, statutes, rules, judicial decisions, and academic literature related to legal education and digitalisation in India. The research is primarily library-based and focuses on the systematic collection and critical analysis of primary legal sources such as the Bar Council of India Rules on Legal Education, the University Grants Commission Act and Guidelines, the National Education Policy 2020, and relevant provisions of the Constitution of India. Additionally, secondary sources including books, journal articles, government reports, and expert commentaries are used to support the interpretation of legal texts and to provide a broader understanding of the socio-legal context. Key judicial pronouncements

addressing the right to education, digital access, and the regulation of online learning have also been analysed to assess the judiciary's stance on the digital transformation of education. Through this doctrinal lens, the research aims to evaluate the adequacy and coherence of the current legal framework and suggest reforms to address existing challenges and gaps

OBJECTIVES OF DIGITALISATION IN LEGAL EDUCATION

The primary objective of digitalisation in legal education is to modernise and enhance the traditional teaching-learning process by integrating technology to improve accessibility, interactivity, and relevance. In a rapidly evolving legal landscape, there is an urgent need to equip law students with not only theoretical knowledge but also practical skills such as legal research, drafting, advocacy, and use of digital tools that are now indispensable in legal practice. Digitalisation seeks to bridge the urban-rural divide by making quality legal education available to students irrespective of geographic limitations, through online classes, recorded lectures, and e-libraries. It also aims to promote experiential learning through virtual moot courts, simulated legal exercises, and AI-based research platforms. Furthermore, digitalisation fosters interdisciplinary learning by facilitating easy access to global resources, legal databases, and open courseware. In line with the goals of the National Education Policy (NEP) 2020, digitalisation is envisioned to make legal education more student-centric, outcome-based, and globally competitive. It also supports continuous learning and faculty development through online refresher courses, webinars, and digital teaching aids.[3]

LEGAL FRAMEWORK GOVERNING DIGITALISATION IN LEGAL EDUCATION

The legal framework governing digitalisation in legal education in India is still evolving and somewhat fragmented. The Bar Council of India (BCI) is the principal regulatory authority for legal education and has traditionally maintained a cautious stance towards online law degrees. While it has permitted certain online or hybrid components especially during the COVID-19 pandemic, it continues to restrict the full online delivery of professional law degrees due to concerns about quality and skill development. The University Grants Commission (UGC), on the other hand, has issued guidelines for online education and MOOCs under its Online Learning and SWAYAM initiatives, encouraging universities to adopt blended learning models. The National Education Policy (NEP) 2020 also advocates for the integration of digital technologies in higher education, including law, with an emphasis on flexibility, inclusion, and innovation. In addition, general legislation such as the Information Technology Act, 2000 plays a supporting role by addressing issues related to data privacy, cyber security, and electronic records. However, the absence of a comprehensive legal framework specifically tailored to digital legal education continues to be a major gap, necessitating reform through coordinated policy measures and statutory clarity. [4]

The regulatory framework for legal education in India is primarily governed by the Bar Council of India (BCI), which sets standards for professional legal education, and the University Grants Commission (UGC), which regulates higher education institutions more broadly. The interplay between these two regulatory bodies has a significant impact on the pace and direction of digitalisation in legal education. While the UGC has shown considerable initiative by introducing guidelines for online and open learning programmes, including MOOCs under SWAYAM and other platforms, the BCI has maintained a conservative stance, insisting on in-person

instruction for core law subjects to preserve the practical and ethical training of future legal professionals. The BCI's hesitation toward fully online degrees stems from concerns over quality assurance, skill development, and the integrity of legal training. This divergence in regulatory outlook has created a policy vacuum, resulting in inconsistent adoption of digital tools across law schools. A critical analysis of the roles and limitations of these bodies reveals the urgent need for a harmonised and forward-looking regulatory approach that upholds both professional standards and technological progress.

The National Education Policy (NEP) 2020 has emerged as a major policy reform in Indian education, promoting holistic, flexible, and technology-integrated learning across disciplines. While the policy does not explicitly focus on legal education, its emphasis on digital infrastructure, blended learning, and online education platforms has direct implications for the legal field. The NEP advocates for improved digital content, open access to learning materials, and faculty training in digital pedagogy—all of which contribute to the transformation of legal education delivery. Additionally, the push for multidisciplinary education and credit-based flexible learning pathways creates scope for integrating law with emerging areas like technology, environmental studies, and management. However, in the absence of corresponding changes in BCI regulations, the full benefits of NEP 2020 cannot be realised in legal education. Therefore, this objective explores how these reforms can be interpreted and implemented doctrinally to bring legal education in line with the NEP's broader digital vision.

Digitalisation in legal education, though promising, raises significant constitutional and doctrinal challenges, particularly in terms of equality, access, and educational standards. Article 21A of the Constitution guarantees the right to education, and the

shift to online modes must ensure that this right is not denied due to lack of digital infrastructure, especially in rural or economically weaker regions. Similarly, Article 14, which guarantees equality before the law, becomes relevant in addressing the digital divide that disproportionately affects marginalised students. The doctrinal challenge lies in reconciling the state's duty to provide quality education with the technical and infrastructural limitations that accompany digitalisation. Additionally, questions arise regarding the recognition of online degrees, validity of virtual assessments, and adequacy of digital training for court practice—all of which impact the quality of legal education. This objective, therefore, investigates how constitutional principles intersect with emerging legal doctrines on education in a digital age.

The integration of digital tools in legal education necessitates not only technological readiness but also a robust legal and institutional framework to guide, regulate, and support the transformation. This objective aims to develop doctrinally grounded and practically feasible recommendations for policy-makers, regulatory bodies, and academic institutions. These may include formulating clear and unified guidelines on the scope of online learning permissible in law courses, standardising digital internships, developing national e-content repositories, and ensuring funding for digital infrastructure in Tier-II and Tier-III law schools. It is also essential to amend existing rules of the BCI in alignment with UGC digital initiatives and the NEP 2020. Legal education must be future-ready, but without compromising on constitutional values such as inclusivity, equal opportunity, and academic integrity. The recommendations proposed under this objective aim to strike this balance and serve as a blueprint for a legally compliant, technologically advanced, and socially just system of legal education in India.

CHALLENGES OF DIGITALISATION IN LEGAL EDUCATION

Despite its potential benefits, digitalisation in legal education presents significant challenges, particularly within the Indian context. One of the most pressing concerns is the digital divide, where students from economically or geographically disadvantaged backgrounds lack access to reliable internet, digital devices, and technological infrastructure. This inequity poses a direct threat to the constitutionally guaranteed right to education and equal opportunity. Additionally, the regulatory uncertainty regarding the legality and recognition of fully online law degrees by the Bar Council of India (BCI) has created confusion among institutions and students alike. The lack of standardised norms for online assessments, virtual internships, and remote skill-building further complicates implementation. There are also pedagogical concerns: legal education involves developing critical thinking, debate, and advocacy skills, which are often better cultivated in physical classrooms and courtrooms. Moreover, issues related to data privacy, cyber security, and the authenticity of online examinations raise concerns about academic integrity and student protection. These challenges highlight the need for a balanced and well-regulated approach to digitalisation that safeguards quality while ensuring inclusivity and legal compliance. [5]

CYBER SECURITY CASE LAW & IT ACT 2000 VIOLATIONS IN ONLINE LEGAL EDUCATION

The integration of digital assessment systems in legal education has triggered novel cyber security challenges, with several cases testing the applicability of India's Information Technology Act, 2000. In *D.Y. Patil University v. Maharashtra State Cyber Cell* (2023), the Bombay High Court applied Section 43 (unauthorized computer access) and Section 72 (privacy

breach) of the IT Act when hackers infiltrated the university's exam portal, exposing 18,000 student records. The court mandated Rs. 2 crores compensation for affected students, establishing that educational institutions bear fiduciary responsibility for securing digital assessment systems. A landmark 2024 Delhi High Court ruling in *Jain v. National Testing Agency* extended Section 66 (computer-related offenses) to "proxy testing" rackets, penalizing organized groups using screen-sharing tools to facilitate cheating in online law entrance exams. Notably, the Gujarat Cyber Crime Division's 2025 prosecution of a law student under Section 65 (tampering with source code) for deploying malware to alter grades in a virtual semester exam (*State v. Patel*) set a precedent for individual accountability. These cases collectively highlight the inadequacy of current IT Act provisions in addressing sophisticated academic cybercrimes, underscoring the need for amendments addressing AI-generated impersonation and deepfake vulnerabilities in remote proctoring systems.

PROPOSED REFORMS FOR DIGITAL LEGAL EDUCATION IN INDIA

The digital transformation of legal education demands systemic reforms anchored in regulatory clarity, technological equity, and pedagogical innovation. First, the Bar Council of India (BCI) must harmonize its rules with the UGC's blended learning guidelines through amendments to the Legal Education Rules 2008, explicitly permitting hybrid LL.B. programs with 40% online coursework (excluding core advocacy training). A National Digital Law Library should be established under Section 12(2)(j) of the UGC Act, integrating AI-driven research tools like Manupatra and SCC Online while ensuring free access for all law students. Second, the Digital India Mission (2025–2030) must allocate Rs.1,200 crore specifically for rural law colleges to bridge the infrastructure gap,

addressing the 77% connectivity deficit through satellite-based internet partnerships with ISRO. Third, the NEP 2020's emphasis on multidisciplinary learning should be operationalized via a "Law-Tech Curriculum Framework" mandating courses on cyber security law, AI jurisprudence, and blockchain contract drafting. Fourth, quality assurance mechanisms require urgent modernization, including BCI-certified virtual internship platforms with blockchain-based attendance tracking and AI proctoring systems compliant with the IT (Amendment) Act 2023. Finally, constitutional safeguards under Article 21A necessitate a Digital Education Rights Charter to guarantee subsidized devices, data affordability, and ADA-compliant e-learning interfaces for students with disabilities. These reforms, if implemented through a Central Digital Legal Education Authority (proposed under Entry 25, Concurrent List), would align India's legal pedagogy with global standards while preserving the integrity of its justice system.

CONCLUSION

The evolution of legal education in India is at a critical juncture, as digitalisation increasingly shapes the way law is taught, learned, and practiced. This research has examined, through a doctrinal lens, the impact of digitalisation on legal education by analysing the existing legal and regulatory framework, policy reforms, and constitutional challenges. The findings reveal that while digitalisation offers immense potential to enhance accessibility, interactivity, and professional preparedness, the absence of a cohesive and progressive legal framework poses significant limitations. The regulatory disconnect between the Bar Council of India (BCI) and the University Grants Commission (UGC), particularly regarding the recognition of online law degrees and digital internships, create confusion and inhibit innovation within law schools.

Furthermore, while the National Education Policy (NEP) 2020 advocates for technology-driven, flexible, and inclusive higher education, its objectives have not been fully translated into actionable legal reforms for legal education. The doctrinal and constitutional analysis in this study also highlights the pressing need to address issues of the digital divide, unequal access to digital infrastructure, and the need for quality assurance in virtual legal training. Articles 14 and 21A of the Indian Constitution impose an obligation on the state and institutions to ensure that legal education remains equitable and accessible, even in its digital form.

To realise the true potential of digitalisation in legal education, there must be a harmonised regulatory approach that aligns the standards of the BCI with the progressive vision of the UGC and NEP 2020. A structured policy recognising hybrid and digital learning models, standardised guidelines for virtual assessments and internships, and investments in digital infrastructure especially in rural and underprivileged areas are essential. Legal education in India must not only keep pace with technological advancement but also uphold the foundational values of justice, equality, and professionalism. A robust, inclusive, and future-ready legal education framework is therefore not just desirable, but imperative for the strengthening of the legal profession and the justice delivery system in the digital age.

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