

# WEB 2.0-ENABLED LEGAL REVOLUTION IN INDIA—WHY AND HOW INDIA WILL CLIMB THE LADDER OF ASTOUNDING SUCCESS

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## Abstract

The Indian legal literati – comprising law students, law teachers, legal professionals, lawyers and not to forget, the teeming citizenry – is emerging as a vibrant community of intellectuals with great potential to contribute significantly to the global legal developments, whether research-based or profession-oriented. To further facilitate this tremendous potential of us to accelerate towards a bright future, induction of the ICT (Information and Communications Technology) tools into legal information-dispensation, study and research seems to be an excellent idea with not only of a great intrinsic value, but which also poses to be an apt elixir to salvage the Indian legal fraternity.

Without prejudice to the fact that the Indian legal community does have an immense potential to lead the world's lawyers, the author respectfully concedes here that, this potential is yet to be realized. Leaving aside a handful of law schools in India doing exceptionally good, the general legal scene of the country is pathetic. Some of the law schools here lack even the basic infrastructure, including full-time faculties and decent libraries, calling us for a need of not pressing too hard, in questioning the absence of ICT in the classrooms and libraries of such law schools.

The problem of lack of facilities, traces its tangled roots to the lack of market-ready legal scholars who can be appointed as lecturers. A general lack of funds, India still being a land of the poor, further fuels the problem of lack of access to standard legal libraries. These coupled with the bureaucratic red tape prevalent in the Indian Executive, make even the so-called highly educated tech-savvy professional fall a hapless prey to the winding proceedings and incomprehensible legalese, every time he enters a government office, or a Court of Law, leave alone a man of average intellect, who has little knowledge of even the basic alphabet.

In this paper, the author analyses in detail, how, even with these hardships, we can build a chain of world-class legal researchers, lawyers and legal professionals, together with a legally informed citizenry, rising up from the bottom of every doomed ladder in our nation, with the effective and intelligent

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aid of the integration of ICT in the legal profession, with the advent of Web 2.0 in the class rooms, and with the installment of interactive and actively responsive web portals on the government websites, for the citizens to inform themselves for their own upliftment – thus feeding their basic human right.

Drawing from the various successful working models of the West, the author underscores the fact that India as a responsible nation, cannot continue to provide legal education deficient in quality and anachronistic in its existence, to its wannabe lawyers.

As a bridge connecting the gap between what is and what ought to be, the author deals with the idea of a possible collaboration of certain of the able law schools of our nation with the NME-ICT (National Mission on Education through Information and Communications Technology) of the Indian Government, in creating a synergetic effect on the way in which access to legal information and research is currently being got in India.

With this proposed synergetic partnership of the premier legal education institutions with the State's functionaries, the author envisages a movement spearheading the legal-education revolution in the nation, which would aim not only at disseminating legal education to millions of students free of cost – in the form of free online study materials and free online lectures by stalwarts, but also at bringing in a paradigm shift in the way in which legal research presently gets undertaken, by students and lawyers alike.

The collaboration also envisions mass digitization projects in producing standard e-books – richly and liberally funded by all the able and willing patrons and donors, within and without the legal field. The e-books would be mandatorily in English and all the regional languages of India. Further, the movement is also envisioned to aid the government in supplying with the necessary skilled manpower in assisting in the developing of citizen-friendly understandable legal content on the government websites. The problem of access to internet by all the students, lawyers and citizens is accorded an effective solution in the paper.

The author goes on thus to explain further: how with a relatively small amount of investment – of money and people – the partnership between the law schools and the government will take us a long way in lessening the burden of courts, in increasing legal literacy among citizens, and also in conceiving a new stage in the evolution of the legal system of India. That is, the author envisages a tipping point of success culminating the revolution.

The paper takes leave from the readers with a conclusion which champions a vision on the lines below mentioned:

From hard-bound case-books to digitized e-casebooks; from the boring talk-and-chalk pedagogical method to the dynamics of the web-based interactive

multi-layered method of teaching, from an oblivious layman to a highly knowledge-equipped legally literate responsible citizen, free access to legal information, research and education in the way as has been elucidated – drawing from various sources and authorities – will make India more market-ready, more proactive and more educated; and thus more successful (economic, social, political success inclusive)!

*P.S.: The author views this work as a vision supporting the constitutional mandate of universal access to education, and more so in the author's view, is the need for universal access to legal education in this highly industrialized world. The author would like this vision to be ultimately realized under the aegis of those responsible and able, and thus pave way for a panacea to offer all it has, in enlivening the vibrant democracy that India is.*

### **Introduction**

Web 2.0. This is making waves all around the world as the coolest modern technology. Blogs, wikis, tagging, social bookmarking, multimedia sharing, audio blogging, podcasting, RSS and syndication, you name it, Web 2.0 has it. Web 2.0 has emerged as the best facilitator of participatory information sharing, interoperability, and collaboration on the World Wide Web, all with a user-centered design. Tim O'Reilly, the founder of O' Reilly Media, who sparked for the first time, ideas about the concept of Web 2.0 in the O'Reilly Media Web 2.0 Conference in 2004, has defined Web 2.0 as:

*"Web 2.0 is the business revolution in the computer industry caused by the move to the Internet as platform, and an attempt to understand the rules for success on that new platform."*<sup>1</sup>

*Thus, the term is simply understood as a transition of the World Wide Web from the read-only Web 1.0, to a highly interactive, multi-layered cyber space in which is seen an active participation and contribution, by people all over the world. The term stands as the harbinger of the active netizen who contributes to the contents on the World Wide Web.*

Off late, Web 2.0 has been inducted in the education field in the West, which resultanty has seen enormous improvements in the grasping ability of the students due to the use of interactive technological tools. Both in the primary and higher education sectors, Web 2.0 has been a big hit. Before dwelling onto how Web 2.0 could be inducted into the Indian Legal scenario, let us look into the development of the Indian legal education system.

### **Legal Education in India – Where it all started**

The Indian legal education system, dates as far back as the hallowed Vedic times. It is a well-known fact that ancient India had supremely accurate legal system functioning very efficiently. Stress was laid on *dharma* and duties, rather than rights and fights for the same. In those times there was no formal education

or training in the field. Knowledge and expertise in the area was acquired through self-study and introspection.<sup>2</sup>

The existing legal education system came to us as one of the many colonial side-effects, in which hangover we still remain. The British, during their rule over India, enacted many statutes, as also establishing many educational institutions, which *inter alia*, catered to the needs of imparting legal education in the nation.

Later when the Constitution of India was adopted, education as a matter of policy fell under List III of Schedule VII, thus enabling both the Centre and the States to legislate to regulate the legal educational institutions. Thus started the regulation of the legal educational institutions by the Bar Council of India, in pursuance of the UGC Act, 1956 and Advocates Act, 1961. Though the regulatory measures have been reduced into rules and laws, their grass roots implementation has suffered a serious setback.

### **India Legal – The Current State of Affairs**

India, has more than 900 legal education institutions, in which approximately 400,000 to 500,000 students study law, among who, around 60,000 to 70,000 graduate every year to join the legal profession.<sup>3</sup> The nation no doubt appears to have in place, a full-fledged legal education system. Estimates state that India has approximately 1.2 million enrolled lawyers.<sup>4</sup> But what is the quality of these graduating lawyers, is the million-dollar question.

In *Powell v. Alabama*,<sup>5</sup> the US Supreme Court has enunciated the importance of an advocate to a society thus:

*“Even the intelligent and educated layman has small and sometimes no skill in the science of law. If charged with crime, he is incapable, generally, in determining for himself whether the indictment is good or bad. He is unfamiliar with the rules of evidence. Left without the aid of counsel he may be put on trial without a proper charge, be convicted on improper evidence or evidence irrelevant to the issue or otherwise inadmissible. He lacks both skill and knowledge to adequately prepare his defense, even though he may have a perfect one. He requires the guiding hand of counsel at every step in the proceedings against him. Without it, though he may not be guilty, he faces the danger of conviction because he knows not how to establish his innocence. If that be true of men of intelligence, how much more trice is it of the ignorant and illiterate, or those of feeble intellect...”*

This underscores the quintessential role an advocate plays in any given civilization – that of defending justice and the Rule of Law; that of protecting the unprotected; that of giving voice to the unheard and that of preventing injustice from dilapidating the structure of natural justice. The profession of law is quite special and unique in its own way. This is because the profession is a noble one

and has a certain amount of respect attached to it. It is for this reason that Roscoe Pound referred to a lawyer as one pursuing a learned act.<sup>6</sup>

But, the reality of the legal education sector is sadly very different. Education, as has been understood by humankind, is supposed to lead to the overall spiritual development of a human being. Education is supposed to enlighten a human being towards his/her complete self-realization and self-actualization, leading to the formation of an enlightened individual. But, is this kind of education being realized in India today?

Let us picture an ordinary classroom in an ordinary law school in an equally ordinary town of India: The rate of attendance of the students is abysmally low, leave alone the rate of enrolment in the law school. The faculty, if the students are lucky enough to have one, is one among the lowest quality of the sorts in the world. Now, is this the kind of legal education we envisage our Nation to have? Do we cherish being in this position, when our dreams about India are sky-scraping? *Easy is to dream every night, difficult is to fight for a dream*, says an age-old adage. How aptly does it apply to India right now!

The overall literacy rate in the country, as per the 2001 census, was 64.8 %. This implies that we do not even have the formal means to know about the talents of the remaining 35.2 % of the population, let alone try to nurture their talents. This is a very high under-utilization of the nation's human resources.<sup>7</sup>

When the National Knowledge Commission (NKC) was constituted in 2005 as a high-level advisory body to the Prime Minister of India, it called for a change in the approach towards legal education. The NKC stated:

*“Legal education should ... prepare professionals equipped to meet the new challenges and dimensions of internationalization, where the nature and organization of law and legal practice are undergoing a paradigm shift. Further, there is need for original and path breaking legal research to create new legal knowledge and ideas that will help meet these challenges in a manner responsive to the needs of the country and the ideals and goals of our Constitution.”<sup>8</sup>*

Five years down the line, have we achieved what we had set ourselves to achieve? The answer is an emphatic No. Apart from handful islands of excellence in legal education in India, the overall picture is nothing more than a nightmare. And for India to be the knowledge super-power it yearns to be, excellence should rather be the rule than the coveted exception.

But, just because these flipsides exist, it does not mean that India has not got talent. Milton Friedman, who was a Consultant to the Indian Ministry of Finance in 1955 had said:

*“The great untapped resource of technical and scientific knowledge available to India for the taking is the economic equivalent of the untapped continent available to the United States 150 years ago.”*

Thus, among the various strengths India possesses, the important are:

- A large human resource of high intellectual caliber
- A growing middle class with a high priority for education
- The potential of the technological and communications backbone to expedite the process of knowledge empowerment.

As has been pontificated by the Supreme Court of India in *Suk Das v. Union Territory of Arunachal Pradesh*,<sup>9</sup> the absence of legal awareness is responsible for the deception, exploitation and deprivation of rights and benefits of the poor. In such a situation, law ceases to be the Protector because the person it protects is unaware of the protection extended to them.

The Indian legal education and literacy are a means to achieve the end of formulating a vibrant judicial system. The Indian judicial system, with all the millions of arrears of cases in the Higher and lower courts, is distinguished to be one of the best judicial systems in the world. When with all the lacunae it is so, it is not hard to realize what potential we have in us, which can be made kinetic, if only we plug the systemic loopholes looming large.

### **Gen Y and the ICT – Modern Education Demystified**

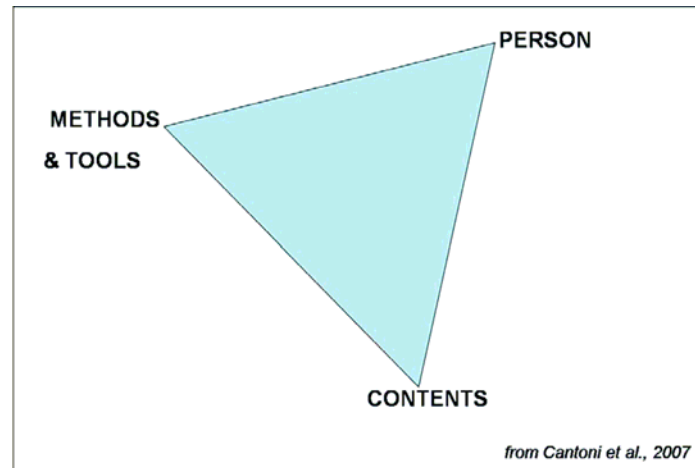
*“Someday, in the distant future, our grandchildren’s grandchildren will develop a new equivalent of our classrooms. They will spend many hours in front of boxes with fires glowing within. May they have the wisdom to know the difference between light and knowledge.”- Plato (427-347 B.C.)*

This was the prediction of one of the greatest philosophers of yore, and undoubtedly, it has unequivocally come true. Students born between 1980 and 1996 (sometimes 1982-2000) have been labeled the Net Generation (Net Gen), Gen Y, Millennials, iGen, or digital natives<sup>10</sup> to reflect their upbringing in a milieu where communications technology is a given. Their familiarity with the web as a source of information and their preference to be constantly and immediately in touch with their peers through ICTs distinguishes them from previous generations of students.<sup>11</sup> No generation is more at ease with online, collaborative technologies than today’s young people – “digital natives”, who have grown up in an immersive computing environment. Where a notebook and pen may have formed the tool kit of prior generations, today’s students come to class armed with smart phones, laptops and iPods.<sup>12</sup>

Marc Prensky, who coined the expression “digital natives” states that the Millennials have developed new neural paths by using the ICTs since childhood

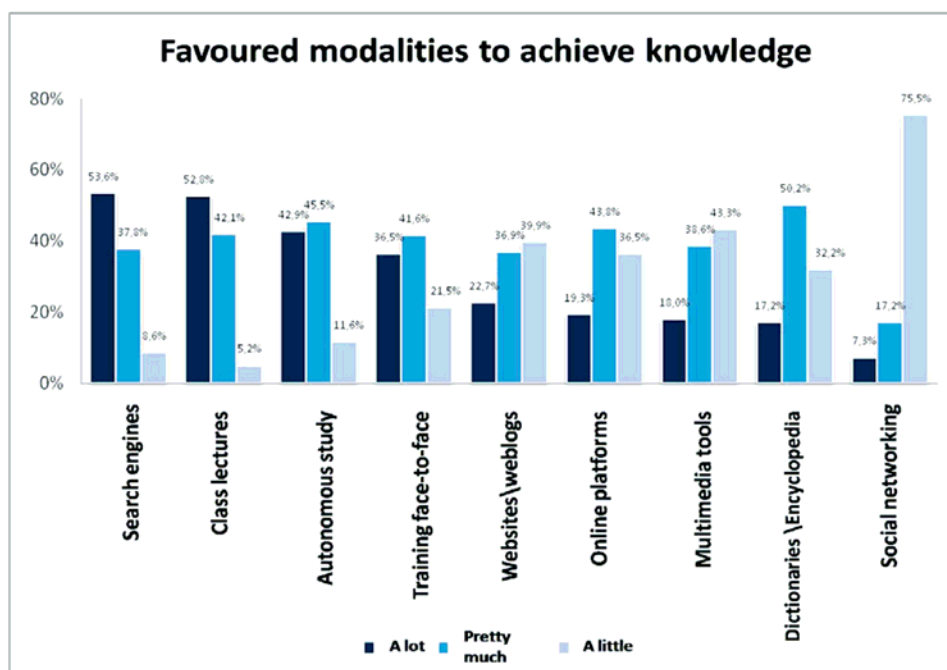
and that this makes them different in the way they think and learn, when compared to the previous generations.<sup>13</sup>

The three milestones in the education of these digital natives in the present day world can be diagrammatically represented<sup>14</sup> as follows:



Thus, the above diagram clearly indicates that the description of the relationship between people/strategies/educational contents now-a-days, can be understood and set in a – more or less- deterministic way, considering it like a direct impact, or a systemic influence.<sup>15</sup>

The results of the research conducted at Ticino, Switzerland, regarding the relationship between the Gen Y and ICT, lead to certain surprising revelations. The study has unveiled a complex reality, where a sort of “technological potential” or “media skill”<sup>16</sup> has been confirmed indeed, but to a less great extent than acclaimed by some researchers describing the “digital generation”. It seems that “attitude” (rather than “skill” or “potential”) would be more correct to define a sort of broader disposal (if compared to the one of older colleagues) to relate to other people and to knowledge through ICTs. Predictably, indeed, it came into light that young people hang out daily with technologies, both to perform their working tasks and – and most of all – to communicate and for leisure. But, the need of digital experiences in the learning process has not been really remarked: new technologies are perceived mainly as a useful help, and not as a binding step. The demand of digital learning appears more as a contextual opportunity (“if you can use a projector during class, why not do so?” said a participant) than a learning need; furthermore, the qualitative phase cleared that ICTs are appreciated in the training experience only when they are supported by “traditional” instruments such as lessons in presence, interpersonal interviews, books, folders of photocopies, notes, etc.<sup>17</sup>



The above graphical representation denotes the results of the study. It is very much evident that Class lectures, autonomous study and training face-to-face are still the most preferred modalities of gaining knowledge among the students. Though the use of Search Engines has equivalent, if not equal, takers, it is gathered from the research that the students use search engines as quick fix remedies, when they are in need of urgent information; one of the students described the results obtained by the search engines as “preambles to the literature”.

When this is the attitude of the students, and when this is what research has confirmed, it would be but intelligent of India, if this psychology of the Gen Y is cashed on and their propensity of being tech-savvy is milked effectively.

#### **NME-ICT: What does it have to say?**

National Mission on Education through Information and Communications Technology (NME-ICT), is a flagship initiative of the Government of India, which is built on the following philosophy:

*“For India to emerge as a knowledge super power of the world in the shortest possible time it is imperative to convert our demographic advantage into knowledge powerhouse by nurturing and honing our working population into knowledge or knowledge enabled working population.”<sup>18</sup>*

Under this Mission, a proper balance between content generation, research in critical areas relating to imparting of education, and connectivity for integrating our knowledge with the advancements in other countries is being



attempted by the Government. For this, a critical mass of experts in every field working in a networked manner with dedication is being sought by the Government. Although disjointed efforts have been going on in this area by various institutions/organizations and isolated success stories are also available, a holistic approach is being worked on. This Mission seeks to support such initiatives and build upon the synergies between various efforts by adopting a holistic approach.

It is obvious that emphasis on ICT is a crying need as it acts as a multiplier for capacity building efforts of educational institutions without compromising the quality. The Mission is also deemed necessary to sustain a high growth rate of our economy through the capacity building and knowledge empowerment of the people and for promoting new, upcoming multi-disciplinary fields of knowledge.

The Mission aims at delivering at the doorsteps of all the learners, free study materials, by which a self-paced holistic learning takes place, leading to the education of millions of those who cannot afford to go to schools and colleges. Thus, by this Mission, the Government aims at realizing the right of universal access to education. Thus, in part, it aims at fulfilling the mandate of Article 21A<sup>19</sup> of the Constitution of India.

### **The Legal Revolution**

New communication technologies through the Internet offer opportunities for law students, faculty and practicing lawyers to support the learning process. The Internet provides a wealth of resources and diverse communications platforms to encourage peer interaction, collaboration and feedback from teachers and others.<sup>20</sup>

Legal education should employ new technologies so that law students are prepared for their professional lives in which technology for research and communications will play an important role. It is important to teach students in a way that increases their comfort with technology and collaborative work.<sup>21</sup>

In total, there is no doubt that the well-off and the able law schools in India can benefit from such huge advantages of Web 2.0. What about the revolution? What about the majority of the law schools which lack even the basic amenities, leave alone the modern ICT gadgets? Improving the administration and pedagogy of law schools is just one part of the revolution. The other main part is the empowerment of the electorate and the have-not-students, who can benefit from the synergetic partnership between the elite law schools and the governmental organizations.

### ***Cost effectiveness of the National Legal Cloud***

The author, in this paper, envisages the creation of a *National Legal Cloud*, which would serve as the one-stop legal database for not only law students, but

also the common man. There can be two parallel clouds operating in this mega cloud, one each for the law students and the electorate in general.

From the viewpoint of funding agencies, the question of cost-effectiveness of any solution that is proposed assumes great importance. When performing a cost-benefit analysis, the cost of deploying a technological solution should be supplemented with the recurring costs which can be substantial. On the positive side, these costs should be balanced with savings resulting from the fact that a single instructor now reaches out to a much wider audience. Further, the result of having better-trained manpower can confer enormous benefits to India and will have a positive cascading effect throughout the Indian economy. This would be more difficult to quantify but has to be a crucial input in any analysis of the viability of the projects. Finally, since better trained manpower would obviously reduce the retraining costs of law colleges (which many law colleges are forced to undertake, given the poor input quality), a public-private partnership to bring down costs could be considered.<sup>22</sup>

#### ***What we can learn from the Distance Education Program at IIT Bombay<sup>23</sup>***

The Distance Education Program (DEP) of IIT, Bombay, is an activity of the Kanwal Rekhi School of Information Technology (KReSIT). The DEP was set-up in early 2002 with the specific mission of reaching IIT courses to teachers, working professionals, and students of other institutes and organizations across India. The program started out the modest four Remote Centers (RCs), including one at IITB. The program had eleven centers, as of March 2003, with several centers being commissioned to join shortly thereafter.

The goal of DEP is to offer courses taught by expert teachers to a large number of participants across the country. Objectives of the program can be summarized as:

- Creating a quality learning environment at remote locations, with facility for live interaction between participants and faculty.
- Providing a cost effective and scalable solution for the participating centers and participants in program, using technology to ensure that the dynamics of content delivery matches the learning needs.

The model provides the benefit of live interaction between the participants and faculty. The mechanism to provide interaction is briefly outlined below:

- Lectures from the central site are synchronously transmitted, *via* satellite based communication system through RCs.
- A typical classroom at each RC has thirty to forty students viewing the lectures, which are projected onto a large screen. This classroom environment provides the opportunity for the participants to interact with each other.

- Any participant from any of the RCs has the freedom to ask questions during the lectures. The desire to ask a question is communicated to the faculty through video-conferencing software.
- The faculty may grant the floor to the RC, in which case the question being asked is heard by the faculty as well as the participants at all the other RCs. Subsequently, the floor is taken back by the faculty, the question is answered and the lecture continues.<sup>24</sup>

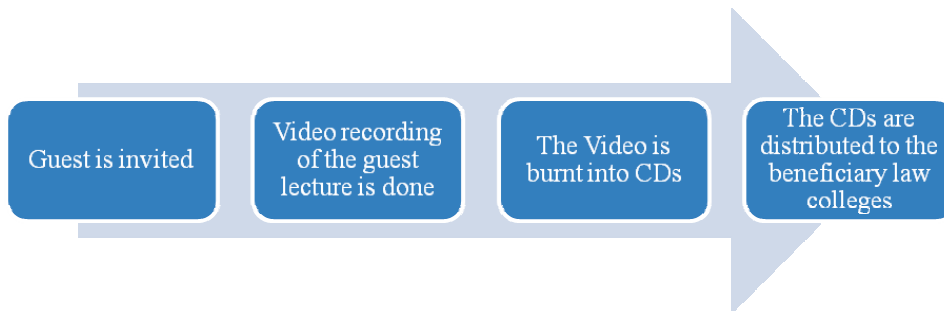
This model of distance education has an immense potential of application in the field of Law. Certain of the ably promising Law Universities of India have all the infrastructure, funding and manpower to host such RCs, together with the potential of being the resource centers to develop the course materials, syllabi and suitable pedagogical methods.

Lectures by legal bigwigs can be streamed live through the technologies of cloud computing and online interactive portals, which will benefit the thousands of law students studying at the ordinary law colleges spread across India. Also, under the NME-ICT, more than half of the financial support is provided by the Central government, in order that, *inter alia*, the required internet connection is obtained from BSNL, which in turn is provided free of cost.

#### **Models of using ICTs in enabling the Revolution**

Presently, be it in the premier law schools, or in the ordinary law colleges, guest lectures are conducted by inviting the guest lecturers to the respective colleges. It is a very private affair, which is not recorded in any sentient form. Even if the lecture is recorded, the video is circulated among a limited circle of academicians and students at the college at which the lecture was conducted. Also, not all law colleges in India can afford the cost of inviting eminent personalities to address their students. Hence, there is a sort of inequality in access to knowledge and information, with the well-off students studying in the relatively well-off colleges gathering more benefits when compared to those poor students, who study in not-so-reputed colleges. Thus, there is no equality of status and opportunity being realized, though it has been guaranteed by the Constitution of India, in its very Preamble.

Hence, to nullify this inequality of status and of opportunity, the author presents here, two sample models of conducting lectures in such a way, so that it reaches the maximum possible students throughout India. Below are the pictorial representations of the models:



### Model Number 1

In this model, the only extra cost incurred by the college administration is the cost of the CDs which is distributed among the various beneficiaries. Also, the time required to do this is considerable. Hence, let us look into the second viable option, which according to the author, is the best suitable model, which can be followed by almost all the law colleges in India, irrespective of their financial statuses.

Instead of investing in CDs, which stand the chances of getting corrupted or destroyed in untoward events happening, the second model prescribes for a more cost-effective and long-lasting way of not only preserving the lecture series, but also of disseminating the same at the least possible cost. And this can be done only with the help of the technology of Cloud Computing.<sup>25</sup>

It is a well known fact, based on the concept of Economies of Scale that, in general, large organizations/businesses run more efficient IT departments, run more sophisticated applications, and reach more employees. The below table shows the cost differences in cost profile by business size. It shows that businesses over \$1 billion in revenue spend less than \$1,100/seat/year, or 38% lower than the cost/seat for a small business.<sup>26</sup>

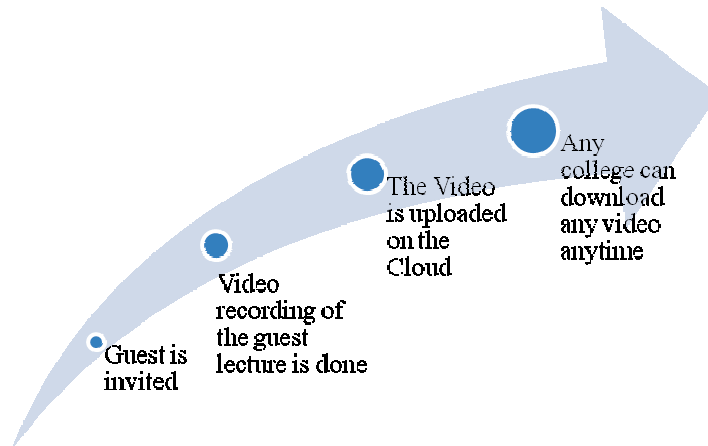
	Small Business	Medium Business	Large Business	Very Large Business
Revenue	\$20,000,000	\$230,000,000	\$1,000,000,000	\$10,000,000,000
# Employees	100	1,000	4,000	36,000
IT Budget	\$1,000,000	\$9,200,000	\$30,000,000	\$260,000,000
IT Spend/User	\$13,333	\$11,500	\$8,824	\$8,301
Average \$Cost/Seat	\$1,667	\$1,438	\$1,103	\$1,038

Source: Wikibon 2010

Thus, inferring from the above table, it is clear that India (The annual revenues of India as per the 2010 estimate is \$183.6 billion<sup>27</sup>) is well above the specified revenue rate which is required to break even for the sustenance of a financially stable internal cloud computing network. Thus, if a *National Legal Cloud* is created, it would hardly affect the Indian economy; in fact, it would benefit the business of government in saving the money which would otherwise be spent on giving out largesse sums to educate the uneducated.

### The Cloud Computing Model

The second model, which is the Cloud Computing Model is the most apt model of ICT-enabled legal education for India. The following is its pictorial representation:



**Model Number 2**

It is thus seen that the above model poses no threat – financial or otherwise – to either the elite Law Schools of India, or the Government of India. The author opines that it is the best way of dealing with the increasing education needs of our growing population.

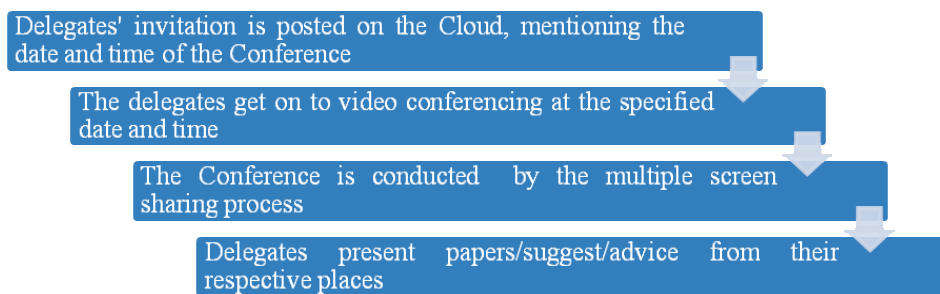
Thus, the above figures (1) and (2) show two of the many models which if implemented by the elite Law Schools, together with aid and assistance by the Government of India, will lead to a dramatic improvement in the status of the legal education in India, which would eventually help maintain the standards of the judiciary.

### Conducting Conferences

Organizing lectures apart, ICT can be inducted in the conduction of national and international conferences too. The following flow chart shows the way in which conferences are conducted at present. One word which describes the procedure is – Complex:



With the advent of ICT, the same process can be drastically simplified, whose pictorial representation is as follows:

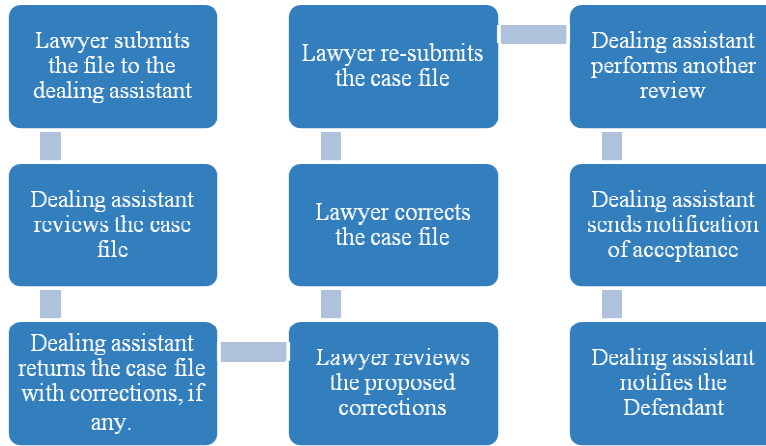


Thus, the process of conducting the academic exercises like Conferences are so utterly simplified by the use of Cloud computing, that almost anyone, irrespective of the financial constraints of travel, accommodation, etc., can contribute to the existing think tank and hence can bolster the creation of the knowledge economy.

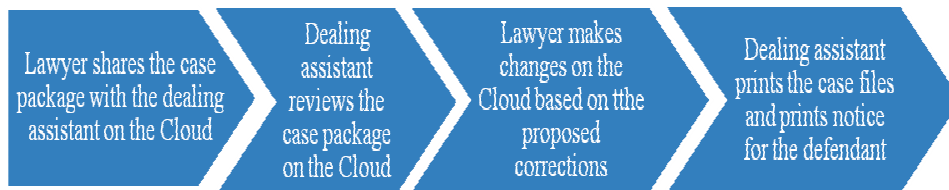
The same method can be used in the conduction of e-Moot Court Competitions, Lecturers' Conferences and meetings, legal professional networking and sharing of online legal data bases, which raises the bar of the Indian legal system considerably.

Why, with the help of this useful technology, Courts of Law are going electronic, with India's first e-Courtroom having been set-up in the Delhi High Court. The entire proceedings of the suits are overly simplified, not only for the judges and the pleading lawyers, but also for the plaintiffs and the defendants, by the induction of ICT in Courts of Law. One simple example of how digitization of Courts helps all the stakeholders involved is represented pictorially as follows:

**Traditional method of filing and review in Courts**



This long and tedious process of filing and review of plaints in the Court is cut-short by the induction of ICT, as follows:



Thus, the time consumption in routine tasks is very much reduced, making way for the judges and the lawyers to be involved in more productive intellectually stimulating works. The above representations are only indicative, and not exhaustive. Similar simplification of the listing and hearing procedures are experienced, once the ICT-led reforms get entrenched in the judicial system.

**How does the layman benefit from this Synergy**

The synergy thus created by the collaboration among the elite Law Schools, engineering colleges (for the development of newer viable technologies) and the governmental agencies could help the common man, when access to legal information is provided to the general public through:

- Live streaming of legal awareness series in vernacular languages, through the internet, as also through certain of the popular television channels.
- E-books on the same lecture series may be uploaded on parallel clouds exclusively meant for the common man.

- The technology inducted into the courts reduces the court fees which has to be borne by them, thus lessening their burden.
- Every block and district headquarters in India, must have an e-portal, which should screen periodic awareness programs in vernacular languages, they being transmitted via the *National Legal Cloud*.
- The videos may be downloaded from the Cloud, and may be freely distributed among the people who so desire to have their own copies.

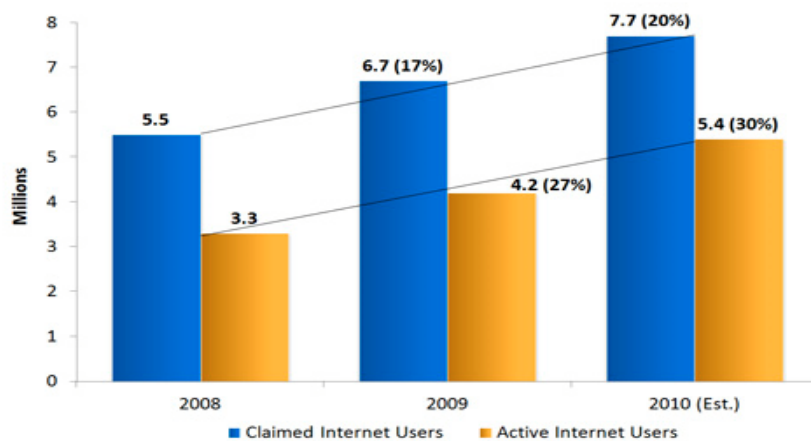
This would raise the bar of the Indian legal scenario to a considerable extent, paving way for a legally well-informed citizenry.

#### *Why is it possible?*

Recent trends in the internet penetration in India, though lesser in rural India as compared to the urban, has shown an overall growth in the internet usage among Indians.

In a recent survey by Internet and Mobile Association of India (IAMAI) and Indian Market Research Bureau (IMRB), claimed internet users, who have ever used Internet, in rural villages, have grown from 5.5 million in 2008 to 6.46 million in 2009 and the number of Active Internet users, who have used Internet in the last one month, has risen to 4.18 million in 2009.<sup>28</sup>

**Internet Penetration in Rural India**



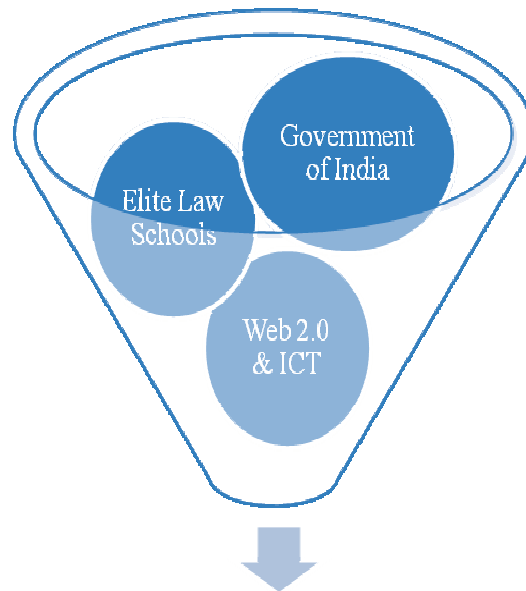
Source: Internet for Rural India, IAMAI, 2010

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This change in the internet usage pattern among Indians is a welcome sign which would bolster the programs of legal literacy and education.



### Conclusion



**Legal Revolution in India, paving way for an informed and legally aware citizenry: Realization of Constitutional ideals of Provision of equality of opportunity and social and economic justice = SUCCESS**

The above diagram poses a fitting conclusion to this paper. When Web 2.0 and ICT are used in educating not only the law students, but also the masses, there is a creation of a legally literate society, whose people are more aware of their rights and duties towards the nation as a whole. This is nothing but the realization of the Constitutional ideals of provision of equality of opportunity and social and economic justice.

*“Our Progress as a Nation can be no swifter than our progress in education. The Human mind is our fundamental resource,”* said John F. Kennedy. Let us embark upon making our minds our most cherished resource. By the implementation of the above elucidated projects of revamping the legal system in India, the author believes that, India would climb not only material success (the raise in the GDP and per capita income), but also moral and spiritual success (contented and happier living, rise in the ranking by the Gross Happiness Index<sup>29</sup> and the Human Development Index<sup>30</sup>).

As Peter Senge has rightly said:

*“It’s not what the vision is, it’s what the vision does..”*

This vision, the author opines, would be very helpful for India in not only improving the education system, but also in leading the rest of the world, by pioneering a first-of-its-kind *National Legal Cloud*.

So be it.

#### Endnotes

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14. *Ibid.*

15. *Ibid.*
16. Schulmeister, 2008.
17. *Supra* note 12, at p. 44.
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23. *Ibid.*
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25. The National Institute of Standards and Technology (NIST) Information Technology Laboratory, a constituent of the U.S. Department of Commerce, after years in the work and 15 drafts, has published the 16th and final definition of cloud computing as “The NIST Definition of Cloud Computing”. The definition states: Cloud computing is a model for enabling ubiquitous, convenient, on-demand network access to a shared pool of configurable computing resources (e.g., networks, servers, storage, applications, and services) that can be rapidly provisioned and released with minimal management effort or service

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28. <http://india-reports.in/shop/powerpoint-slide-on-internet-penetration-in-rural-india/> January 26, 2012.
29. India ranks 35th in The Happy Planet Index 2.0; HPI (Happy Planet Index) is an index of human well-being and environmental impact that was introduced by the New Economics Foundation (NEF) in July 2006. <http://www.happyplanetindex.org/public-data/files/happy-planet-index-2-0.pdf> (last visited on January 30, 2012).
30. India ranks a low 134 in the 2011 HDI, among the total 187 countries ranked. <http://hdr.undp.org/en/statistics/> (last visited on January 30, 2012).