

**MANDATORY ATTENDANCE IN LEGAL EDUCATION: A CRITICAL STUDY OF
PHYSICAL PRESENCE, MEANINGFUL ACADEMIC ENGAGEMENT AND LAW
STUDENTS' RIGHTS IN INDIA**

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Abstract

Mandatory attendance is a settled feature of Indian legal education, intended to promote regular participation, academic discipline and professional competence. Yet, when examination eligibility and academic progression depend heavily on numerical attendance, a distinction arises between physical presence and meaningful academic engagement. This paper examines whether the existing attendance framework for law students genuinely advances learning or risks converting attendance into an end in itself. Its principal objectives are to analyse the statutory and constitutional basis of attendance requirements in legal education, to assess the proportionality of examination debarment for attendance shortage, and to evaluate whether experiential activities such as moot courts, internships, court visits, legal aid and research should receive greater academic recognition. The study adopts a doctrinal, analytical and limited comparative methodology, drawing upon the Constitution of India, the Advocates Act, the Bar Council of India Rules of Legal Education, 2008, university regulations, judicial decisions, policy materials and academic literature. Particular attention is given to Court on its Own Motion in *Re: Suicide Committed by Sushant Rohilla*, Law Student of I.P. University, the Delhi High Court's 2025 directions, the Supreme Court's subsequent interim orders, and later attendance litigation. The paper finds that a reasonable minimum attendance requirement is legitimate in a

professional course, but automatic or inflexible exclusion from examinations may become disproportionate where alternative forms of engagement, exceptional circumstances, procedural fairness and institutional compliance are ignored. It argues for a flexible, outcome-oriented framework in which attendance remains relevant but is supplemented by experiential learning, transparent condonation, early warning, an opportunity of hearing, and graduated consequences. The study thereby seeks to reconcile professional standards with student welfare, autonomy and meaningful participation in contemporary legal education.

Keywords: Mandatory Attendance; Legal Education; Student Rights; Proportionality; Experiential Learning.

CHAPTER-1. INTRODUCTION

Law schools in India ordinarily prescribe a minimum level of attendance that a student must maintain to remain eligible for examinations and for progression through the degree. The prescription rests on the Bar Council of India (BCI) Rules of Legal Education, 2008, under which a student who falls short of the stipulated percentage may not appear in the end-semester examination of the subject concerned.¹ The consequences of shortage are serious: debarment from examinations, detention for a semester, or the loss of an academic year.

The purpose of an attendance rule is presumably not to ensure that a student is merely seated in a classroom. Its object is to facilitate learning, interaction and participation in the educational process. A difficulty arises when the attendance percentage becomes so central to academic progression that students attend lectures primarily to secure the percentage rather than because they are engaged with the subject. A regulatory mechanism of that kind may succeed in producing physical presence without producing learning.

The distinction matters especially in legal education, where professional formation occurs through moot courts, internships, court visits, legal aid, research, seminars and similar activities, as much as through lectures. The BCI Rules themselves recognise this, since the attendance computation under Rule 12 includes moot court exercises, tutorials and practical training alongside classroom instruction.² Institutional practice, however, often attaches greater value to a lecture-hall signature than to an afternoon spent in a court or a legal aid clinic.

¹ Bar Council of India, Rules of Legal Education, 2008, r. 12.

² Id., r. 12.

The issue acquired national prominence after the death of Sushant Rohilla, a third-year student of Amity Law School, Delhi, on 10 August 2016, allegedly after he was barred from sitting for semester examinations for want of attendance. The Delhi High Court's judgment of 16 December 2024 directed a re-evaluation of attendance norms towards The Bar Council of India and the UGC;³ the Supreme Court stayed its principal operative direction, granted limited protection to students whose sessions were already under way, and on 6 October 2026 reserved judgment.⁴

This paper does not argue that attendance should be abolished. Its central proposition is that attendance is not engagement: attendance should remain a means of promoting education rather than become the objective of education itself. The sections that follow state the research objectives, questions, methodology and hypothesis; review the relevant scholarship; examine the regulatory, constitutional and judicial framework; distinguish physical presence from meaningful academic engagement; and conclude with practical suggestions and limitations.

RESEARCH OBJECTIVES

1. To critically examine the legal and constitutional framework governing mandatory attendance in Indian legal education, with particular reference to the Bar Council of India Rules of Legal Education, 2008, Articles 14 and 21 of the Constitution, judicial developments, and the proportionality of penalties imposed for attendance shortages.
2. To evaluate whether mandatory attendance promotes meaningful academic engagement or merely ensures physical classroom presence, and to explore reforms that integrate experiential learning, practical legal training and student welfare into a more flexible and effective legal education framework.

RESEARCH QUESTIONS

1. To what extent are mandatory attendance requirements and their enforcement in Indian legal education legally justified, constitutionally reasonable and proportionate, particularly in light of the Bar Council of India Rules and recent judicial developments?
2. Does the existing mandatory attendance system effectively promote meaningful academic engagement among law students, and how can it be restructured to incorporate

³ Court on its Own Motion in Re: Suicide Committed by Sushant Rohilla, Law Student of I.P. University, W.P. (Crl.) No. 793/2017, order dated Dec. 16, 2024 (Del. HC), para. 11

⁴ Prakruthi Jain v. Bar Council of India, W.P. (C) No. 31/2025

experiential learning, practical legal skills and greater flexibility without compromising professional educational standards?

RESEARCH METHODOLOGY

The study adopts a doctrinal and analytical methodology with a limited comparative component. It examines the legal rules governing attendance and evaluates their operation against constitutional principles, judicial doctrine and the educational objectives of a professional law course.

Primary sources include the Constitution of India, the Advocates Act, 1961, the Bar Council of India Rules of Legal Education, 2008, relevant university rules, judgments and orders of the Supreme Court and High Courts, and official policy materials. Secondary sources include books and commentaries on constitutional and legal education, peer-reviewed journal literature on attendance and motivation, Law Commission material, and literature on clinical and experiential legal education. Recent procedural developments have been cross-checked against available court orders and reliable contemporary legal reporting where necessary.

The research is non-empirical. No survey, interview or questionnaire has been conducted. The observation that students may sometimes attend primarily to avoid attendance-related penalties is therefore treated as a research concern to be tested through legal and educational analysis, not as a statistically established fact. The study is confined principally to LL.B. and five-year integrated law programmes in India.

HYPOTHESIS

While a reasonable minimum attendance requirement serves a legitimate purpose in maintaining academic discipline and professional standards in legal education, an excessively rigid percentage-based framework may prioritise physical presence over meaningful academic engagement. Automatic examination debarment or loss of an academic term may operate disproportionately where genuine exceptional circumstances, experiential learning, procedural fairness, institutional compliance and the student's overall academic engagement are ignored. A flexible and outcome-oriented framework can better reconcile professional standards with student welfare and meaningful participation.

LITERATURE REVIEW

Existing studies on mandatory attendance suggest that regular classroom participation is generally associated with better academic performance. However, attendance alone does not necessarily reflect a student's understanding, interest or meaningful engagement with the subject. Students may attend classes to fulfil attendance requirements rather than out of genuine academic interest.

Research on legal education also highlights the importance of practical learning through moot courts, internships, legal aid, court visits and legal research. These activities contribute to the development of professional skills that cannot be acquired through classroom teaching alone. While existing literature recognises the importance of both classroom attendance and practical legal training, limited attention has been given to whether strict attendance requirements adequately measure meaningful academic engagement in Indian law schools. This research attempts to address that gap by examining the legal framework governing mandatory attendance and exploring how theoretical and practical education can be better integrated without compromising academic standards.

CHAPTER-2. LEGAL AND REGULATORY FRAMEWORK

Statutory Basis of Regulation

Legal education in India is governed by a dual structure which includes the Advocates Act, 1961, the Bar Council of India or BCI is concerned with inculcating legal education amongst students and laying down its regulations in consultation with universities and State Bar Councils, and with recognising universities whose law degrees qualify a person for enrolment as an advocate.⁵ The Supreme Court has recognised the BCI's authority to establish such regulations, while also adopting the fact that universities have their own statutory role in conducting courses and examinations.⁶ The Law Commission of India has long noted the resulting discord and the need for coordinated standard-setting.⁷

⁵ The Advocates Act, 1961 (Act 25 of 1961), s. 7(1)(h), (i); id., s. 49(1)(d) (rule-making power regarding standards of legal education and inspection of universities).

⁶ Bar Council of India v. Board of Management, Dayanand College of Law, (2007) 2 SCC 202.

⁷ Law Commission of India, 184th Report on the Advocates Act, 1961: Legal Education and Professional Training and Proposals for Amendments (2002).

Rule 12 of the BCI Rules of Legal Education, 2008

The 12th Rule states that a student may not be allowed to sit in the end-semester test in a subject unless it has attended at least 70 per cent of the classes held in that specific subject, together with the moot court exercises, tutorials and practical training conducted in it. The proviso permits the competent academic authority, for exceptional reasons, to allow a student to take the test where the student has attended at least 65 per cent of the classes in the subject concerned and 70 per cent of classes in all subjects taken together. The Rule operates alongside Rule 10, which prescribes minimum instructional days and hours⁸. In December 2024, while examining the attendance regime, the Delhi High Court asked the BCI to disclose the basis for the existing percentage and questioned the practicality of a biometric and CCTV-based attendance approach.⁹

University Rules, Autonomy and Judicial Deference

Universities may prescribe internal attendance requirements that are more demanding than the BCI minimum, but the interaction between such rules and Rule 12 remains contested. In *Shreesh Chaudhry v. Bar Council of India*, a student of CHRIST (Deemed to be University), Delhi-NCR had 70.72 per cent aggregate attendance against the University's internal requirement of 85 per cent. On 8 May 2026, the Delhi High Court observed at the interim stage that Rule 12 prima facie appeared to permit a student having 70 per cent aggregate attendance to participate in semester examinations and allowed the petitioner to sit the examinations, subject to the outcome of the writ petition¹⁰. Earlier Delhi High Court authority has nevertheless treated stricter university attendance requirements as enforceable where they operate consistently with the governing legal-education framework.¹¹

Judicial review of academic standards has traditionally been deferential: courts ordinarily leave the fixing of qualifying standards to expert academic bodies unless the decision is arbitrary, illegal or unconstitutional¹². Broader doctrine also recognises a sphere of institutional autonomy, but autonomy does not displace statutory compliance or basic public-law fairness. Equally, attendance is a reciprocal obligation¹³. Also some institutions itself fails to conduct the mandated

⁸ Bar Council of India, Rules of Legal Education, 2008, r. 12.

⁹ Court on its Own Motion in Re: Suicide Committed by Sushant Rohilla, Law Student of I.P. University, W.P. (Crl.) No. 793/2017, order dated Dec. 16, 2024 (Del. HC), paras. 5–6, 12–13.

¹⁰ *Shreesh Chaudhry v. Bar Council of India & Ors.*, W.P.(C) 6331/2026, orders dated 8 May 2026.

¹¹ *Sukriti Upadhyay v. University of Delhi*, LPA 539/2010 (Del. HC, 4 Oct. 2010).

¹² *Maharashtra State Board of Secondary and Higher Secondary Education v. Paritosh Bhupeshkumar Sheth*, (1984) 4 SCC 27.

¹³ *T.M.A. Pai Foundation v. State of Karnataka*, (2002) 8 SCC 481.

instructional hours or barely maintains a reliable attendance records and keeping such conditions and having strict enforcement against students becomes difficult to justify.

CHAPTER-3. ATTENDANCE RULES, CONSTITUTIONAL RIGHTS AND PROPORTIONALITY

Article 14: Arbitrariness and Fair Application

Article 14 prohibits arbitrary State action and requires legally relevant distinctions to be administered fairly¹⁴. A minimum attendance requirement is not inherently unconstitutional merely because it applies uniformly to all students. However, concerns under Article 14 may arise when such requirements are enforced rigidly without considering individual circumstances. For instance, treating a student who deliberately avoids classes in the same manner as one who has been absent due to a genuine medical emergency or participation in university-approved academic activities, without considering the exceptions permitted under the applicable rules, may raise questions of arbitrariness and procedural fairness. A system that automatically excludes a student without a rational mechanism for notice, representation or condonation risks arbitrariness in application even where the underlying attendance requirement pursues a legitimate objective.¹⁵

Article 21: Education, Dignity and Mental Well-being

The Supreme Court has connected education with the dignity and development protected by Article 21, while Article 21A now expressly guarantees free and compulsory education only to children between six and fourteen years. Higher professional education is therefore not a fundamental right in the same sense¹⁶. Nevertheless, exclusion from examinations or loss of academic progression can significantly affect a student's educational development, future career opportunities and overall well-being. Therefore, attendance regulations should be implemented fairly and reasonably, ensuring that academic discipline is maintained without unnecessarily compromising students' interests.

The welfare dimension has been sharpened by recent authority. In *Sukdeb Saha v. State of Andhra Pradesh*, the Supreme Court recognised mental health as an integral part of the right to life and issued binding interim guidelines requiring educational institutions to adopt a uniform

¹⁴ Constitution of India, art. 14; *E.P. Royappa v. State of Tamil Nadu*, (1974) 4 SCC 3

¹⁵ *Ajay Hasia v. Khalid Mujib Sehravardi*, (1981) 1 SCC 722; M.P. Jain, *Indian Constitutional Law* (LexisNexis, Gurgaon, 8th edn., 2018) (chapter on Article 14).

¹⁶ *Unni Krishnan J.P. v. State of Andhra Pradesh*, (1993) 1 SCC 645; Constitution of India, arts. 21 and 21A.

mental health policy, ensure access to counsellors and maintain referral protocols.¹⁷ The same judgment cautions that student suicides are rarely the product of a single cause.¹⁸ That caution governs the present paper. It does not assert that attendance rules cause suicide; it asserts that institutions regulating a high-pressure professional course carry a duty to ensure that their rules do not add avoidable and irreversible harm.

The Proportionality Test

Proportionality has been adopted by the Supreme Court as the standard for assessing restrictions on rights. In *Modern Dental College*, the Court articulated four stages: a legitimate goal; a rational connection between the measure and the goal; necessity, meaning that no equally effective but less restrictive alternative exists; and a balance between the importance of the goal and the extent of the infringement.¹⁹

The Delhi High Court's interim framework, subsequently stayed prospectively by the Supreme Court, proposed several alternatives, including regular attendance notifications, additional physical or online classes, make-up assignments, legal aid clinic work and limited grade reductions instead of automatic examination debarment.²⁰ At the final stage, the loss of a semester or year is a heavy burden, particularly where the student's academic performance is otherwise satisfactory.

A balanced assessment must also acknowledge the importance of maintaining academic discipline in professional legal education. While excessive rigidity may undermine student welfare, removing meaningful attendance requirements altogether could weaken regular academic participation and the institutional objectives of legal education. Therefore, a balanced approach should preserve minimum attendance requirements while allowing students to explain genuine shortages, undertake appropriate remedial measures and receive recognition for approved academic activities. Such an approach would promote fairness without compromising professional educational standards.

¹⁷ Sukdeb Saha v. State of Andhra Pradesh, 2025 INSC 893, Criminal Appeal No. 3177 of 2025, decided on July 25, 2025 (SC).

¹⁸ Ibid.

¹⁹ *Modern Dental College and Research Centre v. State of Madhya Pradesh*, (2016) 7 SCC 353, paras. 60–65.

²⁰ Court on its Own Motion in Re: Suicide Committed by Sushant Rohilla, Law Student of I.P. University, W.P. (CrL.) 793/2017, 2025:DHC:9600-DB (Del. HC, 3 Nov. 2025), para. 249;

CHAPTER-4. THE SUSHANT ROHILLA LITIGATION AND SUBSEQUENT DEVELOPMENTS

Background and the Delhi High Court Judgment

The Supreme Court took suo motu cognizance of the death in September 2016 and transferred the matter to the Delhi High Court in March 2017. In its judgment of 3 November 2025, a Division Bench held that attendance requirements in legal education could not be enforced so rigidly as to cause mental trauma or contribute to extreme consequences. It directed that no student of a recognised law college or university be detained from an examination or prevented from academic progression for want of minimum attendance, and that no institution prescribe norms higher than the BCI minimum.²¹

The Court reasoned that legal education cannot be reduced to classroom attendance, since moot courts, seminars, parliamentary debates, court hearings and legal aid clinics supply essential training. It referred to the National Education Policy, 2020 and the University Grants Commission framework as evidence of a movement towards flexibility and technology-enabled learning.²² It directed the BCI to undertake stakeholder consultation with students, parents and teachers and to consider giving credit for such activities. Pending that exercise, it prescribed an interim regime: regular notice of attendance, intimation to guardians, additional classes, make-up assignments, and, for students who remained short, permission to sit the examination subject to a maximum grade reduction of 5 per cent (or 0.33 per cent under a CGPA system), with promotion not to be withheld for attendance shortage alone.²³

The Supreme Court's Response and the Present Position

The Supreme Court subsequently intervened in the attendance controversy. On 26 May 2026, while considering the challenge to the Delhi High Court judgment and connected matters, the Court stayed the effect and operation of paragraph 249 prospectively. It simultaneously clarified that High Courts where similar attendance disputes were pending remained free to decide those matters on their own merits. The order therefore restored enforceability of attendance

²¹ Court on its Own Motion in Re: Suicide Committed by Sushant Rohilla, Law Student of I.P. University, W.P. (CrL.) 793/2017, 2025:DHC:9600-DB (Del. HC, 3 Nov. 2025), para. 249.

²² Ministry of Human Resource Development, Government of India, National Education Policy 2020 (2020).

²³ Court on its Own Motion in Re: Suicide Committed by Sushant Rohilla, Law Student of I.P. University, W.P. (CrL.) 793/2017, 2025:DHC:9600-DB (Del. HC, 3 Nov. 2025), para. 249.

consequences prospectively without retrospectively unsettling the period during which students had acted under the Delhi High Court regime.²⁴

On 21 July 2026, the Supreme Court granted a one-time protection to students whose academic session was ongoing on 3 November 2025. Such students were not to be detained or prevented from appearing in the final examinations for that academic session solely because of attendance shortage, and students who had missed examinations were to be permitted to take supplementary examinations for that session. On 6 October 2026, arguments were concluded and judgment/order was reserved in the two special leave petitions challenging the Delhi High Court attendance ruling; the connected writ petitions concerning the BCI circular were directed to be listed separately. The final appellate determination of the attendance issue was therefore still awaited as on 11 October 2026.²⁵

Assessment of the Judicial Developments

Three lessons emerge. First, the litigation has shifted the question from *how much* attendance to *what attendance is for*. Secondly, the competing judicial positions are not irreconcilable: the Delhi High Court's concern was the severity and rigidity of the consequence, while the Supreme Court's concern was the loss of any enforceable expectation of presence. A graduated model answers both. Thirdly, the pending decision should produce a clearer account of the relationship between BCI minima, university autonomy and constitutional proportionality; any framework proposed now must remain provisional until it is delivered.

CHAPTER-5. FROM PHYSICAL PRESENCE TO MEANINGFUL ACADEMIC ENGAGEMENT

Attendance as a Proxy, Not the Educational End

The material reviewed above supports a distinction between attendance as an administratively convenient proxy and engagement as the educational objective. Regular presence can facilitate interaction, continuity and professional preparation, but the existence of a correlation between attendance and marks does not by itself establish that compulsory presence at a fixed percentage causes better learning. The regulatory question is therefore whether the chosen attendance rule

²⁴ SVKM's Narsee Monjee Institute of Management Studies v. Bar Council of India, SLP (Crl.) No. 9450/2026 & connected matters, order dated 26 May 2026 (SC).

²⁵ Prakruthi Jain v. Bar Council of India, W.P.(C) No. 31/2025 & connected matters, order dated 6 Oct. 2026 (SC) (judgment/order reserved in SLP (Crl.) Nos. 9450/2026 and 10717/2026).

remains sufficiently connected to educational participation when its most visible consequence is exclusion from examinations.

The concern is especially relevant where students remain physically present mainly because the cost of absence is detention rather than because the class itself commands intellectual participation. This paper does not claim, without empirical data, that a particular percentage of Indian law students behave in that manner. It instead treats that possibility as a design problem: if a rule can be satisfied through passive presence, the rule should be supplemented by measures that capture actual academic participation rather than assuming presence and engagement are identical.

Experiential Legal Education

Legal education is inherently mixed in form. Classroom teaching develops doctrine and analytical method, while moots, drafting exercises, internships, legal aid, court observation, negotiation, mediation and research develop professional judgment and skills. A coherent attendance framework should therefore recognise verified academic activity that directly contributes to the curriculum instead of forcing students to choose between classroom percentages and institutionally valuable professional experiences.

Balancing Standards and Flexibility

A flexible system need not become an attendance-free system. National minima, regular monitoring and consequences for persistent non-participation can coexist with early warning, make-up work, transparent condonation and credit for approved experiential activity. Such a model responds to the Supreme Court's concern that legal education must retain meaningful expectations of presence while also responding to the Delhi High Court's concern that a single attendance deficit should not automatically destroy an academic term without proportionate alternatives.

CHAPTER-6. SUGGESTIONS

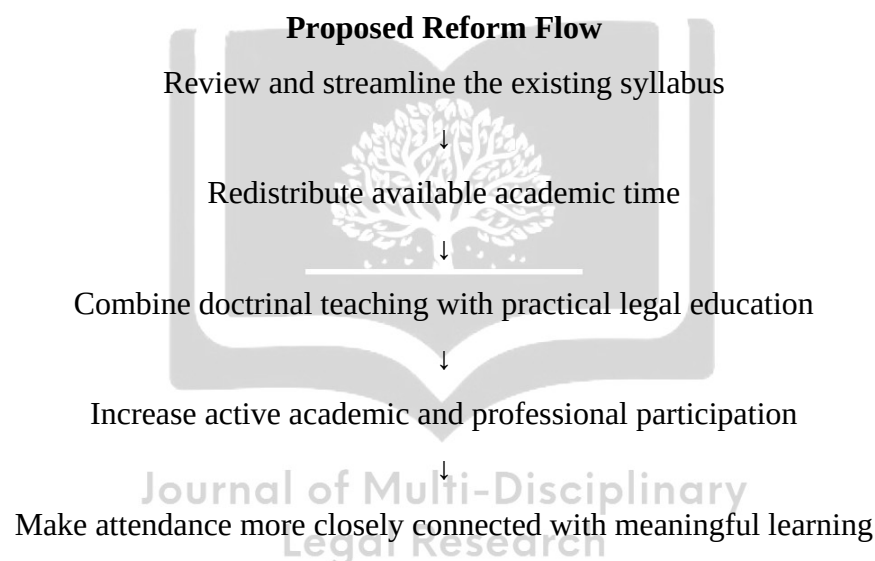
The analysis undertaken in this paper suggests that reform of attendance regulation should not merely add more remedial classes, assignments or monitoring mechanisms. Such measures may increase academic pressure without addressing the underlying concern: how effectively the existing academic time of law students is used. The preferable approach is to improve the

educational value of compulsory academic participation through curriculum rationalisation, practical exposure and professional skill development.

Curriculum Rationalisation and Better Use of Academic Time

The Bar Council of India, universities and law schools should periodically review the curriculum to identify repetitive, overlapping or excessively theoretical portions that may be streamlined. The objective should not be to dilute academic standards, but to concentrate classroom teaching on core legal principles, interpretation and analytical understanding while creating space within the existing timetable for practical learning.

Practical components should therefore be integrated into regular academic hours rather than added on top of an already demanding schedule. Reform should focus on redistribution of existing time, not an increase in the total academic burden.



Practical and Experiential Legal Education

A defined part of the regular timetable should be devoted to practical activities such as legal research, drafting, case analysis, client counselling, negotiation, mediation, moot courts and professional legal writing. Law students should also receive structured and academically supervised exposure to institutions such as District Courts, High Courts, tribunals, Legal Services Authorities, Human Rights Commissions, consumer commissions, mediation centres and other relevant statutory bodies.

Moot courts, internships, legal aid, court visits, research activities and other verified forms of professional learning should receive appropriate academic or attendance recognition so that

students are not forced to choose between classroom percentages and institutionally valuable legal experience.

Traditional and Proposed Approaches

Traditional Approach	Proposed Approach
Predominantly lecture-based teaching	Combination of doctrinal and practical learning
Attendance measured mainly through physical presence	Participation reflected through multiple forms of academic engagement
Field visits remain occasional or extracurricular	Structured institutional exposure incorporated into the curriculum
Professional skills often learned informally during internships	Core practical skills taught within regular academic hours

Professional and Research Skills Development

Law schools should formally train students in skills routinely required in academic and professional legal work. These should include the use of legal research databases, case-law and statutory research, citation and verification of authorities, legal drafting, editing and proofreading, document formatting, preparation of tables of contents and authorities, CV and cover-letter preparation, internship applications, professional email communication and interview preparation.

Structured reading of newspapers, recent judgments, legislative developments and major legal controversies should also form part of legal education so that students learn to connect doctrinal subjects with the contemporary operation of law.

From Passive Attendance to Meaningful Participation

Attendance should remain relevant because law is a professional course, but physical presence should not become the sole or dominant indicator of participation. Teaching methods should place greater emphasis on case discussions, drafting exercises, simulations, research, workshops and supervised field exposure so that students are required to engage rather than merely remain present.

Attendance reform should therefore be accompanied by curricular and pedagogical reform. The objective should not merely be to ensure that students spend a prescribed number of hours within the institution, but to ensure that those hours contribute meaningfully to legal knowledge, practical competence and professional development.

Proposed Overall Model

Streamline the syllabus



Redistribute existing academic hours



Combine doctrinal teaching, practical training and institutional exposure



Integrate research and professional skills



Promote active student participation



Achieve meaningful academic and professional engagement

CHAPTER-7. CONCLUSION

The research questions can be answered in a qualified manner. Indian legal education is governed by a statutory and regulatory framework in which the BCI prescribes national standards and universities retain an important academic role. Rule 12 establishes a meaningful attendance expectation, and courts have historically shown deference to professional and academic standards. A minimum attendance requirement is therefore neither unnecessary nor inherently unconstitutional.

The analysis nevertheless demonstrates that attendance and engagement are not identical. The constitutional difficulty lies less in the existence of a minimum than in rigid enforcement that ignores exceptional circumstances, experiential learning, accurate record-keeping, institutional compliance and procedural fairness. Under the proportionality framework, examination debarment can serve a legitimate objective but should not automatically follow every shortfall where less restrictive and educationally meaningful alternatives are available. The Sushant Rohilla litigation has brought this tension into sharp focus, while the Supreme Court's pending final determination leaves the precise national legal position in transition.

The objectives of the study are therefore substantially achieved and the hypothesis is supported in a qualified form. Professional legal education requires regular participation, but the success of an attendance regime should ultimately be judged by whether it promotes genuine academic and professional development. Physical presence remains relevant; meaningful engagement is the

educational objective. A system that combines a reasoned minimum with experiential credit, transparent condonation, early notice, procedural fairness and graduated consequences offers a more defensible balance between standards, autonomy and student welfare than either automatic debarment or complete abolition of attendance requirements.

CHAPTER-8. LIMITATIONS OF THE STUDY

1. The study is doctrinal and non-empirical. It does not measure how frequently students attend only to secure attendance, nor does it establish a causal relationship between compulsory attendance, academic engagement, mental health or academic performance.
2. The research is confined principally to Indian LL.B. and five-year integrated law programmes and does not attempt a comprehensive study of attendance practices across all professional courses or every university in India.
3. The comparative component is deliberately limited and uses United States accreditation standards only to illustrate the formal recognition of experiential legal education; it does not claim that the United States regulatory model can be transplanted directly into India.
4. The legal position remains temporally sensitive. As on 11 October 2026, judgment/order in the principal special leave petitions challenging the Delhi High Court attendance ruling had been reserved by the Supreme Court. Any subsequent final judgment may require reconsideration of parts of the analysis and recommendations.

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