

# TOWARD RESEARCH-DRIVEN PUBLIC LAW EDUCATION

## The Role of Human-Centred Qualitative Coding amidst AI Normalisation

### Introduction

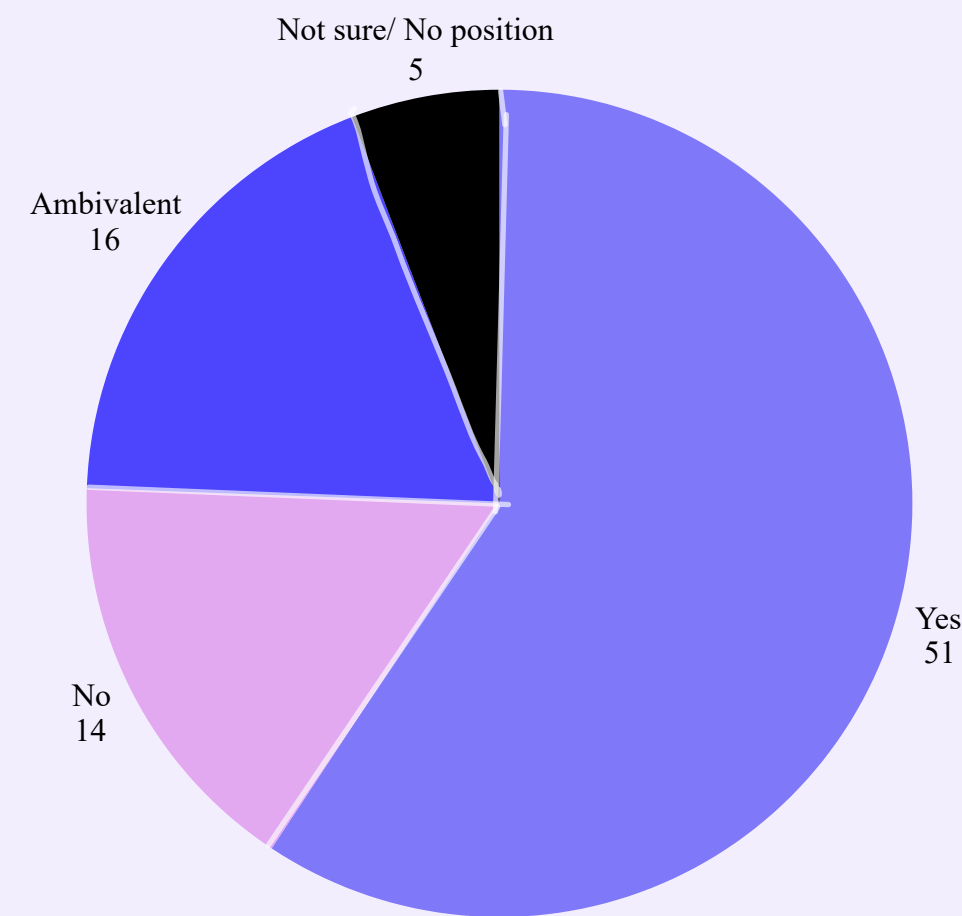
- We examine the implementation of an assignment on systematic qualitative coding of resources on constitutional courts' resilience against erosion of democracy, in an Indian law school.
- OBJECTIVE: How can interdisciplinary modes of assessments help reorient legal education towards democracy by bridging the two contemporary divides:
  1. between law and other social sciences and;
  2. between research and education in public law.
- AI has disrupted both the education and the legal fields;
- Coding-based assignments can introduce a successful break and promote skills that AI is unable to substitute for.

**100,000**  
With 100,000 students graduating every year from 1,700+ law schools, the Indian legal academia is the largest in the world  
**1,700**

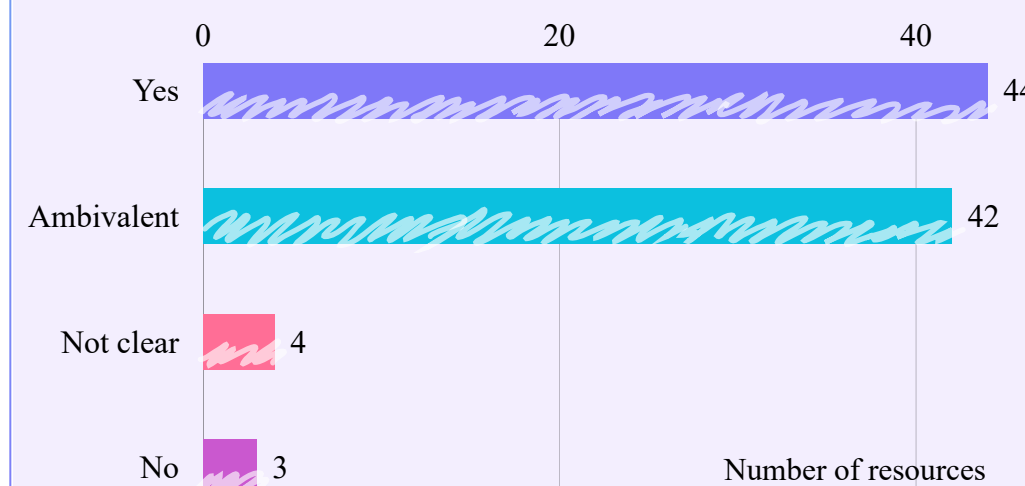
### Implementing the Assignment

- 1 Coding followed the method of systematic qualitative content analysis; resources were coded using a pre-determined set of questions.
- 2 Coding was carried out by multiple student coders enrolled in an elective on Comparative Constitutional Adjudication as a part of course assessment
- 3 Questions pertained to both direct factual inquiries on year of publication, jurisdiction etc. as well as more subject specific questions on conception of democracy and counter-majoritarian role of courts, demanding close reading and critical reflections on the resource.

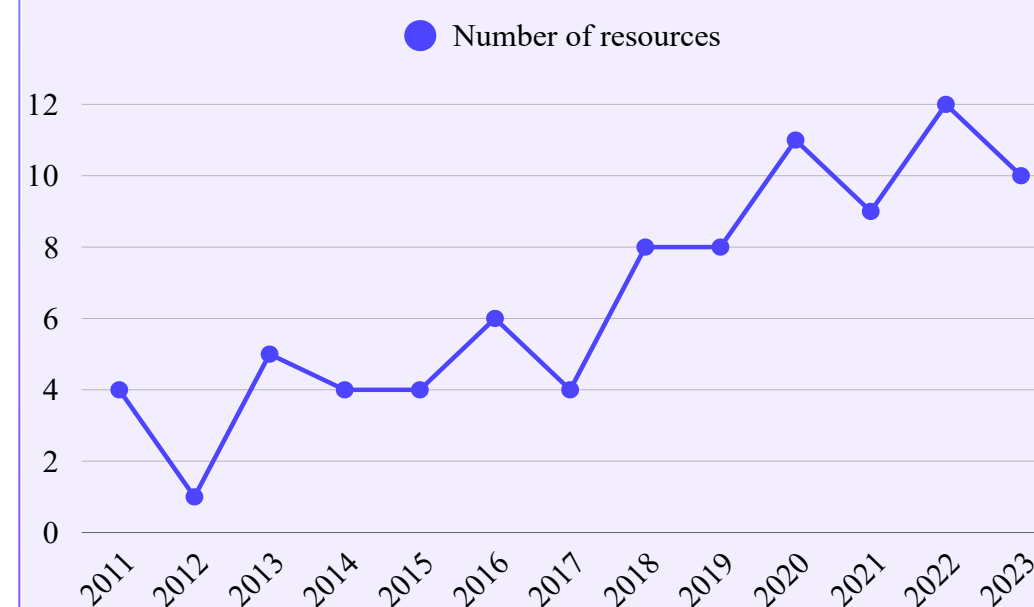
Does the resource conceive of courts as counter-majoritarian institutions?



Does the resource conceive of courts as resisting erosion of democracy?



Year of publication



### Interdisciplinarity in Legal Education

- Legal education disproportionately prioritises vocational practice over academic skills like critical thinking which are nevertheless necessary for a holistic legal training.
- Interdisciplinary studies promote a multi-linear approach to reading law which is conducive for critical inquiry.
- Despite being more amenable to interdisciplinarity, Global South law schools undervalue humanities.
- Using empirical methods grounded in humanities to teach law subjects promises to be an effective solution to breach new perspectives without needing a radical overhaul.

### Disruptions Caused by AI

Traditional legal skills like reading and drafting are becoming obsolete as they are easily delegable to AI. By requiring student coders to think reflexively and engage closely with texts, coding-based assignments can:

- 1 promote skills that AI fails to effectively substitute for
- 2 discourage students from delegating assignments to AI

### Conclusion

- Defended the continued relevance and need for interdisciplinary research methods to enrich legal education in the context of increasing reliance on AI.
- Our contribution is limited by the focus on an elite university in a single country;
- Opens up the possibilities for evaluations across different jurisdictions and contexts beyond public law

