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RESEARCH PAPER

Learning through Eyes and Ears: Teaching Relevancy of Facts with "The Great Train Robbery"

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ABSTRACT

The purpose of the present study was to develop a theoretically justified teaching model to teach the relevancy of facts under Qanoon e Shahadat Order (hereinafter QSO). The term "relevant fact" refers to the situation when one fact is relevant to another in any of the ways referred to from article 19 to article 69 of QSO. The facts which have been declared relevant in various provisions are also called factum probans and teaching the concept of relevancy to the under graduate law student is a difficult task. The researchers argue that the academicians must deploy modern technology in the class room as pedagogical tool. Similarly, various law teachers suggested using new technology to teach the law of evidence. However, there is scarcity of research suggesting that how the relevancy of facts may be taught by using the modern technology. The present study, after reviewing the literature and using personal experience, proposes a three step model called CLC to teach the relevancy of facts to the under graduate law students. The present study argues that the students may be effectively taught the relevancy of facts under QSO by combining lecture method and showing movies. It is expected that the prosed model will make it easier for the law teachers to teach effectively the idea of relevancy under QSO in general and evidence law, criminal law and civil and criminal procedure code in particular.

Keywords: Evidence Scholarship, Learning Theories, New Technology, Pedagogical Strategies, Relevancy of Facts

Introduction

Education refers to a cumulative process of development of intellectual abilities, skills and attitudes, all of which form our various outlooks and dispositions to action in life generally" (Bamisaiye, 1989). It is a wise cultivation of learning in learners. On the other hand, learning involves acquiring and modifying knowledge, skills, strategies, beliefs, attitudes, and behaviors (Shunk, 2012). Learning improves the subsequent performance of the same task or of tasks drawn from the same population (Langley, & Simon, 1981). The psychologists have argued that the learning style and ability varies from age to age and depends upon culture and handling of information (Boyle, & Dunn, 1998). Similarly, teaching is an activity which enables students to learn. To Centra (1993), teaching is an intellectual process that 'produces beneficial and purposeful student learning through the use of appropriate procedures. Teaching involves two things; the transfer of knowledge or information and teaching skills (Jarvis, 2002). The former component of teaching is so important that these are considered to be the essential part of any academic institution (Braskamp & Ory, 1994). It is believed that teachers must take into account all available teaching strategies and methods (Eagar, 1996) since their teaching methods may greatly affect the quality of learning (Friedland, 1996). The law teachers have been using numerous methods including traditional lecturing (Moskovitz, 1992), case methods, text book methods (Friedman, 2005), dialogue methods (Stropus, 1995) clinical legal education, and empirical methods to teach law courses. All these methods aim at developing practical skills and imparting knowledge of law in the students. It is significant to mention that lecturing is the

most frequently applied method in law school. This method requires the teachers to deliver the lecture and requires the students to listen and take notes to understand the concept. This method is affective; however, the students may lose their attention which may lead to poor understanding of the concept. In addition, teaching concepts, ideas and rules with words is too elusive, and a student can swiftly drop his attention about important things.

The law of evidence is one of the most significant, interesting and vexatious subject due to its technicalities and conceptual complications (Twining, 1990, p. 208). To handle the technicalities of the law of evidence, various academicians have tried a number of methods to teach law of evidence to the law students. These methods include case methods and material (Gunning, 1998), readings from the casebook, a hornbook, and CALI exercises (Shapiro, 1996), telling simple stories (Blaustone, 1991), war stories (Seigel, 2005), and movies (Buck, 2011). The methods of teaching evidence law may be grouped into two categories; the traditional methods and the modern methods. The traditional methods of teaching the law of evidence include lecturing, case methods, and text book methods. However, these methods aim at making the students learn the various principles and rules of the law of evidence. On the other hand, it has been pointed out that the law of evidence may be effectively learnt if students know how to apply them since their understanding depends upon the context of trials (Posner, 2001). Similarly, the modern methods include all those methods which use the modern technology to teach the subject since it is thought that the modern technology is the future of law teaching (Corbin & Bugden, 2018). Though various academicians have recommended using clips and movies to teach law of evidence; however, their suggestions are not theoretically supported. In addition, their suggestions are not models as they lack of details regarding how to use the movies to teach the law of evidence in general and the relevancy of facts in particular. The present study intends to fill this gap by addressing the research question; what may be a theoretically justified model of teaching relevancy of fact to the law students? The present study proposes a model to teach relevancy of facts by drawing various insights from the various theories of learning. The present study argues that relevancy of facts may be affectively taught by following clip-lecture- clip model. The present study, other than introductory section, has four sections. The second section discusses the previous work on the methods of teaching law of evidence, the third section describes the conceptual framework behind the proposed model, the fourth section describes, illustrates and analyzes the proposed model and the last section concludes the study.

Literature Review

This section provides a brief review of the literature on the various methods suggested and practiced by numerous academicians to teach the law of evidence. It is important to mention that the researchers have stressed the significance of the law of evidence by maintain that law of evidence substantially contributes in achieving the universities' goals of students' learning and transferring skills (Roberts 2002).

While keeping in view the intellectual capacity and students' intellectual level, various researchers have practiced or suggested numerous ways to teach law of evidence to the law students. These pedagogical methods vary in their nature and style. For instance, numerous academicians have suggested teaching law of evidence by creating hypothetical problems to comprehend the various principles of the law of evidence. These researchers claimed that such style of teaching would enable students to understand the law of evidence by coming out of their personal biases and opinion. For instance, Kinports (1991) suggested that hypothetical scenarios might prompt students to critically examine their own biases and assumptions regarding feminist issues in the context of the law of evidence. Similarly, Aiken (2006) posited that such methods would furnish an opportunity for the students to view the principles of the law of evidence from multiple perspectives especially they would learn that the context of their application would affect their meanings. Arnott (2018) added that such method would bring criticall thinking skills in students and they would be able to

understand how various principles of the law of evidence work jointly. Similarly, various academicians have suggested to teach law of evidence by asking questions intending to explore the "why" perspective instead of "what" perspective. For instance, Noish (2009) maintained that by directing attention towards the fundamental inquiries that underlie the law of evidence, it is possible to facilitate the cultivation of such abilities among students within our discipline - the law - and to encourage them to pose inquiries concerning, and comprehend, the rationale behind legal principles, rather than merely assimilating their content. He claimed that this method would enable students to understand the complexities of the law of evidence.

On the same line of reasoning, various analysts advised to adopt critical thinking approach couples with the hypothetical approach to teach the law of evidence. The critical thinking approach required producing specific skills in students like reading, analyzing, and applying the various principles derived from statutes and cases (Putman & Albright, 2014). Various researchers recommended to combine hypothetical problem based teaching and critical thinking teaching to teach the law of evidence. For instance, Muller & Kirkpatrick (2012) pointed out that the students must be taught law of evidence by combining critical thinking approach and hypothetical problem based approach so that they might be able to apply the various principles of the law of evidence on hypothetical problems. Similarly, some academicians suggested combining critical thinking approach with practical assignments instead of hypothetical problem to teach law of evidence (Arnott, 2018). Moreover, some academicians recommended teaching law of evidence by charting (simple and flow charts) the various principles of the law of evidence. For instance, Arnott (2018) taught the law of evidence by dividing the students into small groups and required them to make flow charts of the various principles of the law of evidence on the basis of their understanding these principles. Similarly, many law teachers recommended and practiced teaching law of evidence by telling either simple (Blaustone, 1991) or war stories to the students (Seigel, 2005). Similarly, various academicians taught law of evidence by providing the students with text and case material. This approach required the students to go through various cases coupled with the relevant statutory provisions of the law of evidence and then they were engaged in discussion in the class room (Sharpe, 2002). Similarly, various law teachers used the cases on material on evidence to teach law of evidence. Similarly, various law teachers advised using videos clips to teach the law of evidence. For instance, Bergman (2001) used videos clips from various movies to teach different principles of the law of evidence. To him, incorporating film excerpts as a pedagogical tool in the course on evidence has the potential to serve as a valuable tool for elucidating evidentiary principles and furnishing students with a comprehensive understanding of the functioning of evidentiary rules. He concluded that the utilization of scenes from films can be an effective tool for demonstrating evidentiary doctrine and providing case studies for classroom examination.

The above discussion indicates that law teachers have used variety of methods and pedagogical techniques to teach law of evidence. However, the above discussed methods and techniques have specific limitations. For instance, problem based approach require the students to prepare and it has been empirically established that the preparation level of the students is not even and have brought discomfort to the students (Sharpe, 2002). Similarly, with case-based approach, the students do not understand the real time application of the rules of evidence and the effect of misinterpretation of these rules on the outcome of the case (Sharpe, 2002). On the same line of reasoning, the charting methods, the traditional lecturing methods and storytelling are not effective methods since these methods do not cultivate critical thinking, deeper understanding and better memory and retention in the students. In addition to this, the above methods are either student centered or teacher centered and these methods have failed to strike a balance between the central place between learner and teachers. Further to that, the pedagogical methods recommending using movie clips are not backed by theoretical underpinning. In addition, these methods are students-centered and do not give a clear place either to the teachers or lectures

methods. The present study, on the other hand, offers a model by drawing insights from the established theories of learning and combines the lecture method and video representation.

Conceptual Framework

This section is devoted to describe the various aspects of theories of learning which were used to construct conceptual framework to propose the model (proposed in the following section). The present section briefly describes the five learning theories by discussing their prominent and distinguishing features. It is pertinent to point out that a theory is constructed when a proposed hypothesis regarding a specific phenomenon is tested, backed and justified by empirical data. Such theory subsequently describes or foretells the characteristics of that phenomenon (Dennick, 2014). Similarly, the various researchers from different disciplines have propounded various theories on the process of learning which describe, or explain the process of learning in human being. These theories include constructivism, behaviourism, connectionism, humanism and cognitivist and shed light on process of attaining knowledge and how previous knowledge may be used to accommodate or modify the existing knowledge. The above mentioned five learning theories are briefly described in the following sections.

Constructivism

According to Reynolds and Reynolds (2002), the constructivist perspective posits that the process of learning is intricate and dynamic, characterized by active participation, the creation of meaning, and the ongoing development and reconfiguration of knowledge. The beginning of the theory of constructivism is associated with Piaget (1954) who advocated the idea that children learn and build knowledge by intermingling with their environment. Piaget's theoretical framework emphasized the cognitive processes of accommodation and integration. To him, individuals integrate novel information into their pre-existing cognitive structures through assimilation, or alternatively, they adjust their present structures to adjust new information (Piaget, 1954). The theory has been further developed and refined by numerous researchers and their collective work associates learning with “mental construction” (Bada, & Olusegun, 2015). This theory proposes that people (especially students) learn by adjusting their prior knowledge with new information on the basis of their experience and the learning process may be affected by three points; the context of an idea, students’ beliefs and their attitudes (Bada, & Olusegun, 2015). The theory has been relied upon various researchers to develop a model for teachers. Honebein (1996) recaps the pedagogical goals of constructivist which include provision of experience in order to construct knowledge, provision of experience for various perspectives especially to evaluate substitute resolutions, provision of reliable assignments, to give them (students) the central place, encouraging learning by interacting with environment, advocating the use of audio and video text, and inculcate consciousness of the process of knowledge construction. In addition, the constructivists believe that teachers should scaffold the students, assist them in active learning and constructing their understanding by asking questions, and facilitate the students in their social interaction (Schunk, 2012). Moreover, the major emphasis of constructivism is on the prior knowledge however, it also stresses on the active construction of new knowledge (Jonassen, & Land, 2012).

Behaviorism

The beginning of the Behaviorism is associated with Ivan Pavlov who discovered the relationship between observable stimuli and responses in learning (Pickren, & Rutherford, 2010). This approach of learning does not pay attention to internal mental process and personal experience rather it emphasis the significance of the external stimuli, environment and observable behavior informing that the people learn owning to stimuli and responses (Skinner, 2019). The eye-catching features of Behaviorism may be summarized in the following three points. First, this approaches believes that reinforcement is essential for

learning since reinforcement (in the shape of positive or negative rewards) rises the probability that specific behavior will or will not happen again (Domjan, 2014). Second, this approach advocates the implementation of rewards and punishments to enhance the learning results and form preferred behaviours (Leahey, 1992). However, it is thought that the idea of negative reward to shape learners' behaviour is ethically unacceptable and may have sever consequences (Alberto, & Troutman, 2013). Third, the contemporary researchers have combined this theory with other approaches since they believe that active learning models regarding behaviour change may be constructed if the significance of internal mental process, motivation and social interaction is duly recognised (Kazdin, 2011).

Connectionism

Scholars adhering to this paradigm have investigated the function of connectionist networks in comprehending perception, language comprehension, memory retention, reasoning, and additional cognitive processes (McClelland & Rumelhart, 1989). The aforementioned theory places significant emphasis on parallel processing and the interconnectivity of basic computational units, also known as artificial neurons, as a means of simulating and elucidating cognitive processes (Elman, 1990). The prominent features of this theory may be summarised in the following four points. First, it highlights the significance of examples and generalization for the learning process. The theory posits that the exposure of a connectionist network to a set of input-output pairs, also known as training examples, may facilitate the generalization of information, or outputs, as argued by Clark (1993). Second, the theory is highly dependent on the quality and accessibility of training data, the intricacy of the learning task, and the suitability of the network architecture and learning algorithms employed (Rogers & McClelland, 2004). Third, connectionist models place greater emphasis on distributed representations and statistical learning, which may render them less appropriate for assignments that necessitate obvious symbolic manipulation and logical reasoning (Elman, 1993). Four, the models developed in this approach are not transparent which makes it difficult to assess how decisions are taken in this theory. Insufficient transparency has the potential to impede comprehension of the fundamental mechanisms and restrict their relevance in situations that necessitate elucidation (Smolensky, 1988). Five, the model based on this theory may pose some generalization problems. It is thought that these models may demonstrate a propensity to either over-fit or under-fit the data (Fodor & Pylyshyn, 1988).

Humanism Learning Theory

The theory is learner-centered and places great emphasis on the importance of personal development, self-realization, and individual's fulfilment in the process of learning (Maslow, 1970). The key concepts of the theory may be described in the following six pints. First, the theory maintains that individuals possess an inherent motivation to actualize their complete capabilities and attain optimal self-actualization. In addition, the education may facilitate the process of personal growth and self-discovery by offering suitable opportunities (Gage and Berliner, 1998). Second, the theory places a special focus on the personal observations of the learner and promotes the development of reflection, critical thinking, and self-directed learning, as posited by Ertmer and Newby (1993). Third, the humanistic movement posed an opposition to the medieval perspective that assigned utmost significance to religious dogma and the concept of the hereafter. The humanism places emphasis on the intrinsic value, merit, and capacity of individuals in the present moment (Grafton, 2011). Four, the philosophy of humanism advocated for the principles of rationality, acceptance, active participation in community affairs, and the quest for enlightenment with the aim of enhancing the welfare of humanity (Cassirer, 2021). Five, the humanism is criticised on the ground that it exhibits cultural bias and fall short in comprehensively acknowledging varied cultural viewpoints. Du Bois (1903) argues that adopting a culturally relativistic approach is imperative to acknowledge and accommodate the diverse cultural differences and values of various communities. Six, the theory advocates

encouraging active participation of learner in the learning process and taking care of their needs related to their autonomy, interests and needs (Deci, & Ryan, 2000).

Cognitive Theory of Learning

This theory prioritizes comprehending the cognitive mechanisms involved in the acquisition of knowledge and capabilities. The theory highlights the significance of cognition, encompassing perception, memory, attention, and problem-solving in learning process in general and in education in particular. As per the theory, the acquisition of knowledge is an intellectual endeavour that necessitates the active engagement of the learner in the organization, processing, and utilization of information. Moreover, it perceives learners as dynamic agents who generate significance and expertise by means of their engagements with the surroundings. The key components of the theory may be discussed in the following six points. First, the theory emphasises on the deeper understanding of a learner by using various strategies like scaffolding, modelling, and guided practice (Michael & Keane, 2015). Second, the theory pays attention towards the meaningful learning. It encourages and supports the learners to connect new information to their existing knowledge and experiences, promoting deeper understanding and retention. Meaningful learning involves relating new information to prior knowledge, organizing it in a meaningful way, and applying it to real-life problems (Branford, Brown, and Cocking, 2000). Third, the cognitive theory stresses on the selective perception to keep intact a learner's attention. According to Branford, Brown, and Cocking (2000), the theory postulates that information is filtered and interpreted by selective perception based on pre-existing beliefs, expectations, and prior knowledge. Four, the theory postulates that two skills namely problem solving and critical thinking must be developed in the learners. According to Gredler (2011), both these skills require a learner to have a dab hand at analysis, evaluation, and synthesis for the resolution of problems and making decisions. In addition to this, the theory requires the educators to develop high order thinking tasks among learners, which necessitate the utilization of cognitive abilities to sc utinize intricate problems and devise innovative solutions (Gredler, 2011). Five, the theory promotes the idea of problem based learning. Problem-based learning is characterized by its engagement with practical problem-solving in real-world contexts. Meanwhile, the cognitive theory of learning offers valuable perspectives on the cognitive mechanisms that underlie diverse facets of human cognition, learning, and problem-solving (Bruning, Schraw, and Ronning, 2002). The cognitive theory of learning considers education as a type of information processing. Learners continually process and alter information in their thoughts through mental operations such as encoding, storage, and retrieval of information. Learners rely heavily on their attention, perception, and memory capabilities in order to acquire new knowledge, store it, and later retrieve it. Learning can be improved by the use of methods that simplify the processing of information.

A deeper examination of the above discussed theories depicts some key concepts and ideas to make the process of learning very effective and these ideas are borrowed to propose the teaching model for teaching relevancy of facts under QSO. These theories reveal that the acquisition of knowledge is a complex and dynamic process that involves active engagement, the construction of meaning, and the continual evolution and restructuring of knowledge. The theorists believe that individuals incorporate new information into their pre-existing cognitive frameworks through the process of assimilation. Alternatively, the learners may modify their existing structures to accommodate new information. The theories also suggest that individuals, particularly students, acquire knowledge through the process of assimilating new information with their pre-existing knowledge, which is influenced by their experiences. Furthermore, educators are expected to support students' active engagement in the learning process, encourage them to construct their own knowledge through questioning, and facilitate their social interactions. Likewise, these theories have examined the role of connectionist networks in various cognitive processes,

including perception, language comprehension, memory retention, reasoning, and other related functions. The theories emphasize the importance of cognitive processes, such as perception, memory, attention, and problem-solving, in the overall learning process, including its application in the field of education. Furthermore, these theoretical frameworks conceptualize learners as active participants who construct meaning and knowledge through their interactions with the environment. Significantly, all of the theories prioritize meaningful learning, the capacity for problem-solving, and the cultivation of critical thinking skills in learners. Lastly, some theories encourage the academicians to deploy new technology as their pedagogical tool. While keeping in view all the points discussed in this paragraph, the model is proposed, explained, illustrated and analysed in the following section.

The Proposed Model: Teaching Evidence with the Great Train Robbery

This section describes the proposed model for teaching the relevancy of facts under Qanoon e Shahadat Order (hereinafter QSO). The fundamental claim made in the present section is that movies and lecturing are the most effective means for teaching both evidence theory and practice. The present section argues that the students' ability to retain, store and retrieve the concept of relevancy of facts may be increased by communicating with the students not only through their ears but also through their eyes.

The Model

The researchers of the present study call the proposed model "CLC" (clip-lecture-clip) since the model integrates the traditional methods of teaching i.e. lecturing and the modern pedagogical tool i.e. the video representation (movies). The model proposes to teach the relevancy of facts at three steps; the first step is concerned with showing the relevant clips from the movie "The Great Train Robbery" and asking the questions about the relevancy of various dialogues, acts and facts under QSO. It is significant to mention that the students must be required to watch the complete movie (it has two parts and their links are given in the references) before the commencement of their semester. The teacher must play in the class one or two relevant clips from the movie since it will take maximum 5 minutes to play these clips. The second step involves the traditional lecturing in the class room on the topic pertinent to the clip and it aims at enabling the students to comprehend what the clips illustrates or describes by providing maximum information from the statute and the judicial decisions. For instance, if the clip is about relevancy of conspiracy, the students must comprehend the meaning of conspiracy, the time and the conditions of its relevancy and how the judicial decisions have treated relevancy of conspiracy. The third steps is about showing the same clip again to the student and asking the same questions as were asked at the first step. Having briefly described the three steps of the model, the following paragraphs offer the explanation and justification of the integration of lecturing and its related video representation of the various topics of the relevancy of facts.

As stated above, the model is composed of traditional lecturing method and its relevant visual representation. The lecturing method is the most frequently used pedagogical method within educational institutions by which the teacher occupies central place and are expected to impart knowledge to the students in an organised way (Kaur, 2011). The lecturing occupies significant place in the model since it is meant to "fill the vessels". It is expected that the teacher will transfer maximum knowledge or information to the student on given topic. Moreover, the researchers of the present study propose that the information related to the topic should be classified in various categories so that the students may perceive, retain or remember the information easily as suggested by the cognitive theory of learning. Similarly, the teacher not only discuss the "what" aspect of the given topic but also the "why" aspect to ensure students' deeper understanding.

Similarly, the model proposes to integrate movies with the traditional lecturing. Numerous research studies have found the movies clips as very effective pedagogical tool for education purposes especially for illustrating, and elucidating the given topic and keeping the students' attention intact (Swimelar, 2013). It is important to mention that the significance of the movie clips as pedagogical tool has been acknowledged in other academic disciplines (Engert and Spencer 2009) since the movie clips motivates the senses, lays foundation for learning of abstract ideas, and assist in active learning (Kuzma and Haney 2001). Bergman (2001) summarizes the potential benefits of movies for teaching law of evidence by maintaining that the movie clips are involving, easy to show and analyse in the class room, and may represent the legal system. Owning to these benefits of the video representation, the movie clips have been integrated in the proposed model. It is significant to mention that the movies will not replace the tradition lecturing rather these will complement to the lectures. These movies will be used to make the student understand various concepts of relevancy of facts or illustrate or explain these concepts.

Illustration of the Model

The CLC model is illustrated with the example of the relevancy of conspiracy and preparation of fact in issue or relevant fact. "The Great Train Robbery" is based on a true story of train robbery of 1963 in England and it consists of two parts. The movie has been selected for the reason that almost all the facts falling in the chapter dealing with the relevancy of facts in QSO may be illustrated with the various clips from first and second part of the movie. The relevant clip of the movie on the relevancy of conspiracy and preparation starts from 15:36 to 18:58 in the first part of the movie. The clip depicts that four men are at a railway station where various bags full of money are lodged and dislodged from one train to another without the presence of any security guard. These men watched the process and left the place. While leaving the railway station, they talked about the transfer of bags without any security and concluded that these may be robbed. The scene is changed then and they are seen siting in a room where four men are on the sofa and one man is standing using the black board, writing and discussing the possibility of right place to stop and loot the train. The scene ends with the conclusion that they must hire a person who knows how to drive a railway engine. According to the model, the students must ask the question about the relevancy of the various actions, and the dialogues. In addition, the students must be asked the meaning of conspiracy and the preparation to commit any offence. Further to that they must be asked whether the various acts, dialogues and the writing may be sued against them if they are caught right at that place. Lastly, they must be asked that why it is necessary to declare the relevancy of conspiracy and preparation of the fact in issue or relevant fact.

After playing the clip and asking the question, the teacher should deliver the lecture on articles 21 and 23 of QSO; article 21 deals with the relevancy of preparation, subsequent and previous conduct of parties and the article 23 is about the relevancy of conspiracy. The relevant provision of article 23 is to be classified into four categories namely prerequisite for the application of the said article, the subject matter of relevancy, the time of relevancy and purposes for which the various facts pertaining to conspiracy may be proved or adduced in the court. As far as the prerequisites are concerned, the students must be taught (with case laws) that where there is reasonable ground to believe that two or more persons have conspired together to commit an offence or an actionable wrong, these facts may be given in evidence. Similarly, the students must be taught that anything said, done or written by any one of such persons in reference to their common intention is relevant. On the same line of reasoning, the students must be taught that various facts will be relevant after the time when such intention was first entertained by any one of them. Likewise, the students must be informed that these facts will be relevant as against each of the persons believed to be so conspiring, as well for the purpose of proving the existence of the conspiracy, and as for the purpose of showing that any such person was a party to it. Similarly, the teacher must create two categories from article 21 which deals with the relevancy of preparation and previous

and subsequent conduct of parties. The first category includes the discussion on the facts which shows preparation of fact in issue or relevant fact and the second category includes the discussion on the facts which constitute preparation of fact in issue or relevant fact. After the lecture, the same clip will be played in the class and the teacher will ask the same questions which he asked at the first step.

Analysis

The proposed model for teaching the relevancy of facts under QSO has various merits which can be described in the following eight points. First, the proposed model is theoretically strong and justified since the model has been developed by drawing insight from the theories which have been tested and acknowledged by the academicians across the globe. Second, the model gives clear place to the context in which the relevancy of facts is taught since the fact in issue is clearly defined (robbery in the above section) which will enable the students to deeply comprehend the idea of relevancy of facts. Third, the model is an involving since it is dramatic and entertaining which will keep intact the interest and attention of the students. Four, the proposed model is based on problem-process idea which provides a cutting edge understanding of the topic which cannot be achieved by other methods of teaching the relevancy of facts. Five, the proposed model is an effective devise to illustrate, explain or present evidentiary issues pertaining to the relevancy of various facts under QSO. Six, the application of the proposed model may be widened by using it for teaching the criminal law, trial advocacy and civil and criminal procedure code. Seven, the proposed model gives prominent place to the centuries old traditional lecturing to impart maximum knowledge to the students. Lastly, the clips may be used for other academic purposes like assignments, and quizzes. Apart from the merits, the proposed model has certain limitations which may be described in the following three points. First, the model may pose linguistic issue to the students since the proposed movie to teach the relevancy is in the English language. The students may find it difficult to understand the various dialogues exchanged between the actors. However, the issue may be handled by playing the movie or clip with subtitle or finding the complete script of the movie from Google or searching the relevant movie in vernacular language. Second, the playing of clips and movies may trigger some ethical concerns among the students in co-education institution since some clips may contain scenes or dialogues which may be termed as immoral. However, the issue may be handled if the teacher gives the student the edited version of the movie or clips. Lastly, the teachers may find it difficult to play the movies or clips in the class room due to the unavailability of technical instruments. However, the issue may be handled if the students are asked to use their mobile phones or laptop in the class room to play the given clips.

Conclusions

The preceding discussion culminates in the deduction of the following five conclusions. First, teaching the law of evidence is a complex and nuanced undertaking that has prompted scholars to investigate various pedagogical approaches for imparting this subject matter. Second, academic scholars and psychologists have proposed diverse theories of learning that ought to be employed in the development of instructional models or the design of curricula pertaining to the law of evidence. Third, it is imperative for scholars and academicians to recognize and appreciate the importance of emerging technologies and incorporate them as pedagogical aids in teaching the principles of evidence law. Four, videos can serve as an effective instructional tool for maintaining student engagement and focus during class. Finally, the acquisition of knowledge pertaining to the law of evidence and the relevance of facts can be facilitated by the students' comprehension of the diverse concepts and principles of evidence law through both visual and auditory means.

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