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WHITE BLACK LEGAL is an open access, peer-reviewed and refereed journal providededicated to express views on topical legal issues, thereby generating a cross current of ideas on emerging matters. This platform shall also ignite the initiative and desire of young law students to contribute in the field of law. The erudite response of legal luminaries shall be solicited to enable readers to explore challenges that lie before law makers, lawyers and the society at large, in the event of the ever changing social, economic and technological scenario.

With this thought, we hereby present to you

INDIAN LEGAL EDUCATION SYSTEM IN THE AGE OF GLOBALISATION: CHALLENGES AND OPPORTUNITIES¹

AUTHORED BY - ANURAG GOURAV

INTRODUCTION

The function of education is to teach one to think intensively and to think critically. Intelligence plus character- that is the goal of true education – Martin Luther King, Jr. According to John Dewey, a democratic state cannot exist without education. He underlined how important it is for democratic citizens to comprehend and take into account the wellbeing of society as a whole². The development of a compassionate, people-sensitive democracy committed to advancing each and every person's possibility for life, liberty, and the pursuit of happiness should be one of education's objectives. Democracy is the most often used type of government in the contemporary era. Every democracy's judicial system, which is linked to legal education, is its backbone.

Due to globalisation, Indian legal education is about to undergo a dynamic transition from its long-standing established system. This movement is known as the transformation phase of Indian legal education. 'Revolutionary changes which have come into legal education by reason of developments in information, communication, transport, technology, intellectual property rights corporate law, cyber law, human rights, alternative dispute resolution, international business, comparative taxation laws, space laws, environmental laws etc. the very nature of law, legal institutions and law practice are in the midst of a paradigm shift³', the Law Commission said in its 184th report. The Indian legal system has been exposed to various legal frameworks and systems from around the world as a result of globalisation in the legal sector, notably in legal education. The Indian Constitution guarantees liberty, equality, and fraternity for all citizens, and the country's legal system enables justice to be administered through both

¹ Anurag Gourav (Research Scholar), Narayan School of Law, GNSU, Jamuhar, Bihar

² Nidhi Sharma, *Clinical Legal Education In India: A Contemporary Legal Pedagogy*, INSTITUTIONAL REPOSITORY, UNIVERSITY OF NORTH BENGAL, (Jan 25, 2024, 11:30 AM) https://ir.nbu.ac.in/bitstream/123456789/3046/1/March2017_14.pdf

³ Taruna Solanki, *Impact of globalization on Indian legal education system: An analytical study*, INTERNATIONAL JOURNAL OF LAW, (Jan 25 2024, 11:30 AM) <https://www.lawjournals.org/assets/archives/2019/vol5issue3/5-2-53-292.pdf>

civil and criminal laws. Currently, legal education is available at various levels at Indian universities and law colleges. Prior to recent changes in legal education, a student could only pursue law after earning an undergraduate degree⁴. Now, however, students can study law after completing their senior secondary education and can begin their legal studies immediately after graduating from high school. a student can take admission in Masters in Law (LL.M.) and the Ph.D. in Law. integrated courses have also been introduced by various universities.

HISTORY AND BACKGROUND OF GLOBALIZATION AND THE EDUCATION SYSTEM

The legal system of the nation was subjected to British regulations prior to independence, which were comparable to English law in England. Following its independence, India developed into a democratic country with a constitution that outlined values and rules that all citizens were required to abide by⁵. Criminal laws were created to shield citizens from acts that posed a risk to their lives, whereas civil laws were created to safeguard civil rights. International laws were established to facilitate international litigation. The modern era, or the twenty-first century, saw numerous profound shifts in many facets of social life. These unconventional methods had an impact on India's educational system, especially on the legal education sector⁶. Even while the economics, politics, law, and many other aspects that shaped the nation's administrative strategy in the modern era were influenced by globalisation, the Indian constitution from the outset had some hazy characteristics of the current features of globalisation. As a result, what is commonly understood as education worldwide today—the mass education of children—may be seen as the first example of how globalisation has affected education. This is because traditional education was traditionally thought of as small-scale, locally based, vocational or apprenticeship-based, and/or religious training in many non-Western contexts. Institutionalised formal schools first appeared as part of colonial or (often intersecting) missionary programmes throughout most of Africa, Asia, the Middle East, the indigenous Americas, and Australasia, for local elite youth and children of officers⁷. From a historical perspective, research on colonial educational projects in East Asia, Africa, and India

⁴ *Globalisation And Its Impact On Legal Education In India*, SUSHANT UNIVERSITY, (Jan 25, 2024, 11:30 AM) <https://Sushantuniversity.Edu.In/Blog/Globalisation-And-Its-Impact-On-Legal-Education-In-India/>

⁵ *Globalization and its impact on Legal Education in India*, LAWYERSLAW.ORG, (Jan 25, 2024, 11:30 AM) https://lawyerslaw.org/globalization-and-its-impact-on-legal-education-in-india/#google_vignette

⁶ *ibid*

⁷ Liz Jackson, *Globalization and Education*, OXFORD RESEARCH ENCYCLOPEDIAS, (Jan 25, 2024, 11:30 AM) <https://oxfordre.com/education/display/10.1093/acrefore/9780190264093.001.0001/acrefore-9780190264093-e-52>

would therefore be the first educational scholarship with a global character. These projects trained locals to work in industries beneficial to the colony, created elite local communities to serve colonial officials, and maintained the status quo. Most people nowadays would characterise this schooling as a foreign intrusion intended to maintain the worldwide empire or exert social control, rather than as a component of a larger development effort that belongs to local communities. The United Nations recognised the need of education for maintaining cultural diversity, promoting future world peace and prosperity, and advancing global stability in 1945, leading to the creation of the United Nations Educational, Scientific, and Cultural Organisation (UNESCO)⁸. Through promoting international transferability of teaching credentials and educational resources, establishing a global human right to education, facilitating the multinational distribution of educational resources, creating mechanisms for measuring educational achievement across national borders, and bolstering national and regional scientific and cultural developments, UNESCO has pushed for improvements in both the quality and accessibility of education worldwide. In terms of legal education, globalisation would entail exposing students to a worldwide curriculum, global faculty, and global engagement. But it comes with a tonne of difficulties. Universities and schools today place equal emphasis on classroom instruction and the practical experience that law students must need. The most difficult issue is finding the right balance so that students are taught a fair combination of courses that not only prepare them for addressing the difficulties of globalisation by exposing them to a global curriculum, but also provide them with knowledge and training in Indian law⁹. Hiring qualified instructors who can fully support this expanding curriculum is the next difficulty.

With the goal of creating a society that is socially equitable, legal education functions as a tool for social design. The Indian Constitution's¹⁰ guarantees the right to life and personal liberty, and one of the fundamental tenets of that document should be the pursuit of education. Thus, there is an inherent connection between legal proceedings and Article 39A¹¹, which ensures equal justice and legal aid. The judicial system depends greatly on legal education, making it

⁸ ibid

⁹ *Globalisation And Its Impact On Legal Education In India*, SUSHANT UNIVERSITY, (Jan 25, 2024, 11:30 AM) <https://Sushantuniversity.Edu.In/Blog/Globalisation-And-Its-Impact-On-Legal-Education-In-India/>

¹⁰ INDIA CONST. art. 21

¹¹ INDIA CONST. art. 39A

even more relevant when viewed from a 'constitutional standpoint'¹². In order to achieve the stated fraternity in a sovereign, goals of justice, secular, democratic, liberty, equality, and socialist, republic, legal education must be recognized for its critical role in forming and imagining the nation's legal system. Therefore, it can be acknowledged as essential to a society founded on the principles of the rule of law and as serving the general welfare. In Blackstone's view, the goal of legal education is to spread national knowledge as part of the necessary culture for a gentleman, nobleman, or commoner pursuing a career in learning¹³. The Hon'ble Supreme Court echoed this sentiment¹⁴ in a case holding that the impoverisher's exploitation, corruption, and denial of rights and benefits were caused by their ignorance of the law and legal education.

GLOBALISATION AND ITS IMPACT ON LEGAL EDUCATION

In essence, globalization is the process of lowering borders to facilitate the free flow of products and services, including legitimate social services into its periphery. This phenomenon unequivocally demonstrates how globalization allows developed nations to share their knowledge and skills with developing nations and even cross international borders to further their professional development¹⁵. Global legal education aspires to produce educated minds who can not only practise in multiple jurisdictions but also handle worldwide and global challenges. It goes beyond simply meeting international educational standards. The nature of the law is inherently dynamic; it can never be static. Similar to how societal demands evolve with time, so do the laws and regulations that govern them, necessitating modifications to established practices. Globalisation has created new global goals that must be met since national and international trade practices call for creative legal opinions, tactics, and counsel, all of which can only be given through a comparative analysis of country legal systems¹⁶.

The global economy, which has grown more interconnected and interdependent, has been particularly affected. Additionally, it increased the competitiveness and knowledge-based nature of the global economy, particularly in the industrialised western nations. Global

¹² Sanjit Kumar Chakraborty and Tushar Krishna, *Promises and Prospects of Legal Education in India in the Context of the New Education Policy: A Reality Check*, ASIAN JOURNAL OF LEGAL EDUCATION, (Jan 25, 2024, 11:30 AM) <https://journals.sagepub.com/doi/pdf/10.1177/23220058211065983>

¹³ *ibid*

¹⁴ Suk Das v. Union Territory of Arunachal Pradesh AIR 1986 SC 990

¹⁵ Taruna Solanki, *Impact of globalization on Indian legal education system: An analytical study*, INTERNATIONAL JOURNAL OF LAW, (Jan 25, 2024, 11:30 AM) <https://www.lawjournals.org/assets/archives/2019/vol5issue3/5-2-53-292.pdf>

¹⁶ *ibid*

education links teaching strategies from various educational systems throughout the world to support global industry fortification and the international development of environmental sustainability¹⁷. These educational programmes place a high priority on universal access to education, from pre-school to university. Globalisation also leads to a rise in the number of people with technical and scientific training. Globalization produces an increased quantity of technically and scientifically trained people. Fostering harmony, international understanding, cooperation, and acceptance of cultural variety among nations and areas¹⁸. The growth of the knowledge economy via the improvement of human capital—that is, skills and abilities—has taken centre stage in the agendas of many nations' educational policies¹⁹. Rather than focusing on cooperation and reciprocity, school administrators are currently more interested in the instrumental abilities of efficiency, accountability, and planning. Commoditization has a growing impact on education. As colleges internationalise their campuses, courses, and faculty, the lines defining how, where, and under whose control education is conducted and approved are becoming increasingly hazy in the global setting. It is probable that management, rather than academic experts, would assume responsibility for defining and establishing quality. Administrators will presume that intellectuals are no longer the defenders of the pursuit of truth, and will become dominant person²⁰.

ROLE OF GOVERNMENT AND JUDICIARY REFORMS

A Centrally Sponsored Scheme (CSS) for the development of the judiciary's physical infrastructure, including housing requirements for officers, has been put into place by the Department of Justice²¹. Encouraging an efficient justice delivery system is the goal. The CSS programme was recently extended to 2025–2026. Digitalisation is crucial in today's interconnected and globalised environment. The Indian government, High Courts, and Supreme Court have all taken action to use digital platforms to provide justice more quickly and effectively. In 2006, the Indian government introduced e-courts as part of the National e-Governance Plan (NeGP). In less than a year, Justice D Y Chandrachud of the Allahabad High

¹⁷Priyanka Gupta, *Impact of Globalization in Education*, EDTECH REVIEW, (Jan 25, 2024, 11:30 AM) <https://www.edtechreview.in/news/globalization-in-education/>

¹⁸ ibid

¹⁹ Nicholas Sun-Keung Pang, *Globalization In The One World: Impacts On Education In Different Nations*, INSTITUTE OF EDUCATION SCIENCE, (Jan 25, 2024, 11:30 AM) <https://Www.Lawjournals.Org/Assets/Archives/2019/Vol5issue3/5-2-53-292.Pdf>

²⁰ ibid

²¹ *Impact of Globalisation on Indian Law and Legal Institutions. An Analysis*, BENNETT UNIVERSITY, (Jan 28, 2024, 10:30 AM) <https://Www.Lawjournals.Org/Assets/Archives/2019/Vol5issue3/5-2-53-292.Pdf>

Court conceived and launched the project to digitise about one crore case files²². In one of case, the Supreme Court of India has permitted the use of videoconferencing for the hearing of matrimonial matters²³. The Supreme Court of India permitted live broadcasting for significant national and constitutional matters in the Swapnil Tripathi case²⁴. The goal was to increase transparency and openness. In July 2021, the Gujarat High Court made history by being the first high court in India to begin live streaming its proceedings²⁵. The High Courts of Odisha, Karnataka, Madhya Pradesh, and Bihar then followed it. The Indian Law Minister has stressed the need to computerise all Indian courts and to deploy more AI, ML, and cutting-edge technology to deliver justice effectively. Additionally, the Ministry established a specialised Artificial Intelligence committee.

RECOMMENDATION FOR LEGAL EDUCATION REFORMS AS PER NEW EDUCATION POLICY 2020

As per the New Education Policy 2020, the best teaching approaches should be used in B.A., LL.B., and other law programmes to make them competitive on a global scale. Students should learn how to use cutting-edge, modern technology in the classroom in order to have faster, more convenient access to just and equal justice. The goal of NEP 2020 is to integrate social, political, and economic elements into the LLB Honours programme while maintaining its spirit²⁶. It should be presented in an understandable way and cover jurisprudential practice within a sociocultural framework. Global standards for mediation, arbitration, and conciliation as well as real-world experiences such as courtrooms, should be incorporated into experiential learning programmes like Moot Courts²⁷. Essential components of the legal programme should be covered in mock exercises as part of the curriculum. The goal of NEP 2020's educational reforms is to produce justice-seeking, public-spirited attorneys for society.

²² *ibid*

²³ Krishna Veni Nagam V. Harish Nagam (2017) Air 2017 SC 1345

²⁴ Swapnil Tripathi V. Supreme Court of India Writ petition (C) No. 66 of 2018

²⁵ *Impact of Globalisation on Indian Law and Legal Institutions. An Analysis*, BENNETT UNIVERSITY, (Jan 28, 2024, 10:30 AM) <https://www.lawjournals.org/assets/archives/2019/Vol5issue3/5-2-53-292.pdf>

²⁶ Sanjit Kumar Chakraborty and Tushar Krishna, *Promises and Prospects of Legal Education in India in the Context of the New Education Policy: A Reality Check*, ASIAN JOURNAL OF LEGAL EDUCATION, (Jan 28, 2024, 10:30 AM) <https://journals.sagepub.com/doi/pdf/10.1177/23220058211065983>

²⁷ *ibid*

ROLE OF REGULATING BODIES IN DEVELOPMENT OF LEGAL EDUCATION

The two primary oversight organisations in charge of upholding the standard of legal education in India are the University Grants Commission (UGC) and the Bar Council of India (BCI)²⁸. In an effort to raise the Caliber of legal education, the UGC and the BCI have established guidelines for accreditation and curricula and have given financial support to institutions that offer legal education. All of the problems pertaining to the Caliber of legal education in India, nevertheless, have not been fully resolved by these initiatives. A statutory body, BCI created under the Advocates Act: The Bar Council of India was established by the report that the All-India Bar Committee, led by S.R. Das, proposed in March 1953²⁹. Legal practice and legal education are governed by the Bar Council in India. The Bar Committee is composed of Indian lawyers who are chosen for membership. It oversees bar discipline and sets rules for proper conduct and manners. In addition, they establish the standards for legal education across the nation and confer accreditation upon colleges so that students can pursue legal degrees and become certified advocates. In accordance with act, the Bar Council of India's role is to establish standards for legal education and to encourage its advancement, working with state bar councils and Indian universities that offer such programs³⁰. Concurrently, the University Grants Commission oversees grants, manages university curriculum, and maintains standards for research, examinations, and instruction. The commission was first established in 1945 with the task of managing the three universities in central India: Delhi, Banaras, and Aligarh³¹. The duties were expanded to include all Indian universities later in 1947. The University Education Commission was founded in 1948, with Dr. S. Radhakrishnan serving as its chairman³². Its purpose was to assess university education in India and suggest modifications to better suit the needs of the nation. Reassembling the UGC general model as the UK model was suggested. Additionally, the commission offers fellowship programs, awards, research grants, and scholarships to promote advancement in the fields of education and research.

²⁸ *Quality of Legal Education in India: All you need to know*, CLEAR IAS, (Jan 28, 2024, 10:30 AM) <https://www.clearias.com/quality-of-legal-education-in-india/>

²⁹ Sanidhya Pateriya, *Bar council of India and its role in legal education*, LAW COLUMN, (Jan 28, 2024, 10:30 AM) https://www.lawcolumn.in/bar-council-of-india-and-its-role-in-legal-education/#google_vignette

³⁰ Advocates Act, 1961, § 4(1)(h), No. 25, Acts of Parliament, 1961 (India)

³¹ Saloni Vohra, *What is UGC? Know its History, Roles and Functions?*, IPEM GROUP, (Jan 28, 2024, 10:30 AM) <https://www.blog.ipemgzb.ac.in/what-is-university-grants-commission-ugc-history-roles-and-functions>

³² *ibid*

Pushing for a "complete revamp" of the nation's legal education system, the Supreme Court advised the Bar Council of India to implement a number of reforms, ranging from placing recent law graduates to changing the standards law colleges adhere to³³. It was once again very clear that until BCI, the highest regulatory body for the legal profession in India, tightens examination standards, enforces stricter entry-level controls, and guarantees ongoing monitoring of law colleges to determine a specific standard of education, there would be no improvement in the quality of legal education. There are approximately 1,500 law schools in the nation, of which 75% are private, according to BCI data³⁴. In the Mahipal Singh Rana case³⁵, the Indian Supreme Court examined the Advocates Act, which deals with the legal profession's regulatory framework, and noted the necessity for legal reformation³⁶. The Law Commission and the Indian government were tasked by the three benched judges to take the necessary action in this regard. The Hon'ble Supreme Court ruled in a case that, legal education must be fully equipped to handle the complexities of various situations in addition to being able to meet society's ever-increasing demands³⁷.

CHALLENGES TO THE INDIAN LEGAL EDUCATION SYSTEM IN RESPECT OF GLOBALISATION

Despite its admirable goals, the current legal education system in India faces a number of obstacles, such as the absence of standalone law universities in every state, the proliferation of poorly equipped private law colleges, curriculum issues resulting from law schools' affiliation with general universities, barriers to admission for students from lower socioeconomic backgrounds, a lack of employment opportunities, concerns about professionalism, inadequate funding for legal aid, a lack of emphasis on research and innovation³⁸, and a shortage of highly qualified and motivated teachers. Inadequate attendance, linguistic differences, and conventional teaching techniques are some other factors that contribute to the shortcomings in legal education.

³³Utkarsh Anand, *Legal education needs full revamp: Supreme Court*, HINDUSTAN TIMES, (Jan 28, 2024, 10:30 AM) <https://www.hindustantimes.com/india-news/legal-education-needs-full-revamp-supreme-court-101647542554973.html>

³⁴ ibid

³⁵ Mahipal Singh Rana vs State Of U.P AIR 2016 SC 3302

³⁶ Shriyanshi Chitransh, *Globalization and its effects on legal profession*, IPLEADERS, (Jan 28, 2024, 10:30 AM) <https://blog.ipleaders.in/globalization-effects-legal-profession/>

³⁷ State of Maharashtra Vs. Manubhai Pragaji Vashi 1996 AIR 1 1995 SCC (5)

³⁸ *Legal Education in India: Challenges, Innovations, and a Vision for Tomorrow*, KING STUBB & KASIVA, (Jan 28, 2024, 10:40 AM) <https://ksandk.com/regulatory/legal-education-in-india-challenges-and-innovations/>

i. Insufficient Infrastructure

When compared to foreign universities, Indian law schools must be organised so that students receive high-quality instruction and faculty and students have access to resources for the development of creative analytical skills. Upgrades are required for facilities like moot court rooms, libraries, e-labs, legal aid cells, and legal language programs. Due to the high financial costs associated with the aforementioned requirements, many Indian legal institutions are unable to provide the fundamental infrastructure and specialized legal faculty that they need³⁹.

ii. Curriculum of Legal Education in India

Indian Constitution discusses three lists⁴⁰: the central list, the state list, and the concurrent list. These lists specify the subjects on which the state, the federal government, or both may enact laws. The Bar Council of India and the University Grant Commission are the two organisations that the parliament established to regulate the profession of professional legal education, as stated in entries 66, 67, and 78 of the central list⁴¹. The curriculum is not regularly updated, lacking the addition of new subjects like space law, Int laws etc, in most university. These lead to non-awareness about the new subject to students.

iii. Foreign Direct Investment in Education Sector

100% of FDI is permitted automatically in the education sector⁴². The legal education sector in India has seen foreign investment as well, which has been shown to be a standard-raising and challenge-giving factor. Developing nations like India are more focused on creating a global curriculum and standardized legal education to provide high-quality legal education in order to keep up with globalization. Without a doubt, FDI has increased the level of competition and presented another danger to Indian lawyers.

iv. Continuous Legal Education and Research-Based Approach to Study Law

Any college can teach its students and impart knowledge, but the legal profession is entirely dependent on the social practices that are followed. Our Indian legal education

³⁹ Taruna Solanki, *Impact of globalization on Indian legal education system: An analytical study*, INTERNATIONAL JOURNAL OF LAW, (Jan 28, 2024, 04:30 PM) <https://www.lawjournals.org/assets/archives/2019/vol5issue3/5-2-53-292.pdf>

⁴⁰ INDIA CONST. art. 246

⁴¹ *ibid*

⁴² Taruna Solanki, *Impact of globalization on Indian legal education system: An analytical study*, INTERNATIONAL JOURNAL OF LAW, (Jan 28, 2024, 04:30 PM) <https://www.lawjournals.org/assets/archives/2019/vol5issue3/5-2-53-292.pdf>

system falls short in some areas when it comes to observation and active participation from law students, which presents another obstacle for us in the race against globalization. It is evident from the faculty profiles of the best law schools in the world that academics place a high value on research and publication. However, it is still not on par with other international law schools in India⁴³.

v. WTO Agreement and Globalisation

GATS signatory nations are subject to a number of general obligations. Every nation that has ratified the WTO is required to follow its regulations. Countries must grant "most favoured nation" status under GATS. A member nation is required by this agreement to grant other members "national treatment" in addition to market access⁴⁴. Consequently, we are powerless to stop foreign attorneys from entering India. Should we take such action, it would be considered a violation of the GATS and WTO regulations. The educational service sectors now face intense competition as a result of globalisation. There is fierce competition for us within India and from outside also.

vi. Lack of Nexus Between the Institutions

Institutions are leading the way in community engagement in a number of fields, including climate change and environmental protection, through numerous organisations worldwide. These kinds of community research engagement initiatives have the power to raise awareness of important global issues among the general public and recent law graduates⁴⁵. Students can gain first-hand experience through this kind of exposure and other extensions, which could raise the bar for high-quality education.

SUGGESTIONS TOWARDS UPLIFTING THE INDIAN LEGAL EDUCATION TO MEET THE INTERNATIONAL STANDARDS

- i. Institutions must adopt a "Transformative Vision" to ensure that their courses and instructional strategies reflect the social, political, and economic shifts occurring in society. For instance, more courses that embody the interdisciplinarity ethos could be made available to students, like political interpretations, law of poverty, etc.

⁴³ *Legal Education in India: Challenges, Innovations, and a Vision for Tomorrow*, KING STUBB & KASIVA, (Jan 28, 2024, 04:30 PM) <https://ksandk.com/regulatory/legal-education-in-india-challenges-and-innovations/>

⁴⁴ Taruna Solanki, *Impact of globalization on Indian legal education system: An analytical study*, INTERNATIONAL JOURNAL OF LAW, (Jan 28, 2024, 04:30 PM) <https://www.lawjournals.org/assets/archives/2019/vol5issue3/5-2-53-292.pdf>

⁴⁵ K. Rajashree, Chetan Singai, and Shimreichon Awungshi Shimray, *Advancements in Legal Education in India: Challenges and Opportunities for Interdisciplinary Research*, ASIAN JOURNAL OF LEGAL EDUCATION, (Jan 28, 2024, 04:30 PM) <https://journals.sagepub.com/doi/full/10.1177/2322005820946699>

- ii. Encouragement of law schools to collaborate with a variety of institutions and organisations, including corporations, non-governmental organisations, municipalities, and the Parliament, is necessary to diversify research areas, give students first-hand experience⁴⁶, help them understand how these organisations operate, and help them become capable of making contributions to other fields.
- iii. To raise the bar for legal education in the nation, the Bar Council of India, State Bar Councils, State Governments, University Grants Commission, and Universities all have important roles to play. They ought to cooperate harmoniously and comprehensively.
- iv. Regulating authority ought to ascertain how to address the novel obstacles and furnish superior research instruments and pedagogical approaches for future generations⁴⁷.
- v. Teachers are required to engage with globalisation on purpose, preparing pupils worldwide to adapt to its problems, rather than just reacting to it as it happens.
- vi. Positionality, research ethics, and reflexivity continue to be significant research concerns in order to understand globalisation, since cultural and political-economic factors continue to be critical in comprehending key components of both globalisation and education.

CONCLUSIONS

Globalisation and legal education are incompatible. Globalisation as a process leads to the reduction or abolition of state-imposed limitations on everything, including the legal sphere. As national borders dissolve, world legal education—basically an integrated version of legal education leading to a functional legal system preserving "the rule of law" in a global setting—will inevitably grow. It typically calls for a pan-global vision supported by national credentials and legal leadership, as NEP 2020 also emphasises. The idea that legal education is a lifetime activity rather than a one-time event should be pioneered by law schools. In order to accomplish the additional objectives of NEP, including the promotion of inclusivity and multidisciplinary, and to confront the challenges presented by the evolving global order, continuous and well-organized legal education is necessary. In today's legal education, clarification, direction, and the creation of new ideas are all desperately needed. There isn't a single, identifiable issue affecting the law education system. Nonetheless, a multitude of problems combined present an

⁴⁶ ibid

⁴⁷ Pradeep Kumar Das, *Legal Education to Meet Challenges of Globalisation*, LEGAL SERVICE INDIA, (Jan 28, 2024, 04:30 PM) <https://www.legalserviceindia.com/article/1321-Legal-Education-To-Meet-Challenges-Of-Globalisation.html#:~:text=According%20to%20C.%20Rajkumar%2C%20in%20the%20era%20of,of%20the%20most%20dynamic%20subjects%20of%20the%20world>

enormous challenge. Above all, the. To respond to modern issues in a meaningful and efficient way, the system needs a revolution. According to the writers, there isn't an instant fix for this situation. Over the time, more development will be seen.

