
INDIAN LEGAL EDUCATION CROSSING THE SEAS - THE INFLUENCE AND DEMANDS OF GLOBALIZATION ON INDIAN LAW SCHOOLS

Jaya Hari Rasika J.

ABSTRACT

Globalization is a phenomenon that brought opportunities as well as challenges. By reducing the barriers and opening boundaries, it has facilitated easy exchange of goods and services, which includes legal social service also into its periphery. Its advent has introduced opportunities of elevated stakes of legal educational efficiency. Lawyers and advocates are the social engineers in a society who bridge the morals of justice to the society. This can be achieved by exposing the law students with fostered legal education, which involves advanced academic standards, and raised intellectual environment. The legal academia is no longer limited to the domestic law and is gradually expanding to integrate with the international laws. Globalization also paves way for the developed nations to exchange their skills and knowledge and even enter into the jurisdiction of developing countries for improving their global career growth. Now the challenge lies in striking a balance with the integration of globalized fields of legal education and enabling this collaboration between Indian institutions and foreign teachers, to meet the international standards at length. Such globally influenced developments encourage new opportunities in the Indian education system, and has also emerged challenges to the existing system of training and curriculum that requisites dire need of reformation to cope with the raised standards. This need for reform is pressing, as globalization sets higher benchmarks for innovation, inclusivity and quality.

Keywords: Globalization, Transnational Legal education, National Education Policy 2020, Bar Council of India, Curriculum Reform.

Review of Literature:

1. **Tony George Puthucherril, Charu Sharma, Amritha V. Shenoy, Saurabh Sood and Stuti Lal, *Integrating the Sustainable Development Goals into India's Legal Education Landscape: The What, Why and How of a Reform Paradigm* (2024)¹**

The paper argues that since lawyers are the key actors in advancing human rights and social equity, this calls for the introduction of sustainability as a reform paradigm for Indian Legal Education. The author further introduces the idea of embedding UN Sustainable Development Goals into the curriculum, research, and institutional ethos. The paper outlines a 'what, why, and how' framework with respect to curriculum design and institutional culture. While the article notes the importance of curriculum reforms and elective offerings, it does not review literature on innovative educational tools. Further, the barriers are mostly confined only to regulatory rigidity and also includes disparities in the availability of standard legal education.

2. **Chakraborty & Krishna, *Promises and Prospects of Legal Education in India in the Context of the New Education Policy: A Reality Check* (2021)²**

The authors examine the development of legal education in India, emphasizing a colonial influence and a continued reliance on a practice of knowledge transference through a lecture-based pedagogy. Some of the problems they identify that remain invariant are elitism in National Law Universities (NLUs), inadequate moments for experiential learning, and poor research culture, inaccessibility of law schools for many children in India due to language issues, limited use of technology, and inadequate focus on issues related to ethics. The authors also examine the relevance of India's National Education Policy (NEP) 2020 on legal education. This new policy makes promises for a radical redevelopment of legal education by endorsing constitutional values, ethics, accessibility, and interdisciplinary approaches. However, the authors argue this policy does not sufficiently address many structural challenges to engaging legal education such as

¹ Tony George Puthucherril, Charu Sharma, Amritha V. Shenoy, Saurabh Sood and Stuti Lal, *Integrating the Sustainable Development Goals into India's Legal Education Landscape: The What, Why and How of a Reform Paradigm*, Asian Journal of Legal Education 12(1) 40–60 (2025) 10.1177/23220058241265614 journals.sagepub.com/home/ale.

² Chakraborty & 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 9(1) 64–85 (2022), 10.1177/23220058211065983 journals.sagepub.com/home/ale.

regulatory overlaps (e.g. BCI vs UGC), affordable legal education, or inclusivity. The authors finish with recommendations for incorporating clinical approaches to legal education, increasing research opportunities, providing diversity of character in legal education, and making some issues related to ethics a formal component of legal education. The paper falls short on the upgradation of recent developments that came to the legal educational system.

3. Shuvro Prosun Sarker & Prakash Sharma, Bridging the Gap: Understanding the Trends in Indian Legal Education from Recent Developments (2020)³

The authors explore the recent reforms in Indian legal education with a focus on bridging the gap between theory and practice. They highlight the constitutional mandate of legal aid and the role of Clinical Legal Education (CLE) as a means to create socially sensitive, practice-ready lawyers. The authors argue for introducing continuing legal education in India to ensure lifelong learning and professional responsibility. Their unique contribution is a blueprint that links structural reforms (policy and regulation), pedagogical reforms (CLE and innovation), and professional reforms (continuing education) into a holistic vision of legal education that balances local needs with global standards.

Statement of Problem:

Globalized world that has brought several challenges, has expanded the scope of legal services and has highlighted the duties of advocates as social engineers who must uphold the rule of law in the expanding societies. This has certainly raised the academic standards and has made intellectual environments more rigorous. Can the legal education system which is no longer confined to domestic law, integrate into the international and comparative perspectives? Existing literature underlines the benefits of globalization, but there remains insufficient research on how Indian law schools can effectively collaborate with foreign institutions, adapt curricula, and build capacities to meet international standards. Furthermore, the pressures of globalization have exposed gaps in innovation, inclusivity, and quality within Indian legal education, revealing a pressing need for reform.

³ Shuvro Prosun Sarker & Prakash Sharma, *Bridging the Gap: Understanding the Trends in Indian Legal Education from Recent Developments* *Asian Journal of Legal Education* 7(1) 57–72 (2020), 10.1177/2322005819881100 journals.sagepub.com/home/ale.

Research Objective:

1. Analyzing the policy regulations with respect to legal education in India in light of globalization.
2. Mapping the transition of the intellectual environment from Local to Global grounds.
3. Identifying the gaps existing in the current education system with the advent of globalized standards and expansions.
4. Identifying elevated standards of skills and training programs of Global educational models.

Research Questions:

1. What is the state of education system before and after the confrontation with globalization?
2. Does Legal Education in India fall behind in adapting to globalized fields of law and the global standards of legal instruction, and if yes, to what extent?
3. Are law schools elevating and matching to the increased challenges brought about by Globalization?
4. Can the research standards of legal education institutions be promoted and improved with the raised demands of globalization?
5. Can the Indian legal educational model adequately accommodate and adapt to the elevated stakes put forth by globalization?

Hypothesis:

The legal education system in India, in its current stature is insufficiently structured and developed to match the elevated standards and demands of globalization with respect to curriculum, faculties, infrastructure and practical training. Therefore, a systemic reform in the above determinants is requisite along with the need for institutional collaboration to meet the global standards of innovation, inclusivity and quality.

Scope and Limitation of Study:

Globalization has emerged as a significant factor, and force, in changing societies, cultures, and educational systems across the world and in many countries, including India. With respect to legal education, it has brought with it further questions and challenges, beyond what was already there as part of a legal education system, in terms of both the sufficiency of the existing system and associated reforms.

This study is limited to: -

- (1) The current state of education and the existing state of pluralism brought about, in part, by globalization;
- (2) The challenges to existing legal education contexts and limitations of the system to truly reform in relation to international standards and reform issues, as well as the value of the existing educational possibilities to prepare legal students to the legal market in an increasingly globalized and popular market for legal representation and practice.
- (3) The study examines in-depth areas of curriculum design, educational models, and professional training in the process of understanding challenges and curriculum suggestions to improve legal education.

It is hoped that this will clarify the weaknesses of legal education that need attention and propose something useful and certain possibilities for improving the overall education experience in the field of legal education and legal engagement, locally and internationally.

Research Methodology:

The research equips a *doctrinal research method*, examining the primary and secondary legal sources, focusing on the critical analysis of the effect and consequences of globalization on the legal education of India. The study focuses on the constructive review of the legislations, policies, and judgments that form the cornerstone of and regulate the Indian legal educational system. The study attempts to investigate and analyse how globalization has redefined and transformed the legal education and how the expectations for the standards of legal education have been elevated with confrontation with globalization.

The study further seeks to identify and highlight the areas of potential reforms to achieve convergence of Indian University Law School curriculum and international legal education standards to reach the progressive benchmarks.

Chapter I-Introduction

Legal education has changed significantly ever since globalization kicked in 30 years ago. Indian legal education has seen distinct phases of reform, starting with traditional government law colleges established in post-colonial and insular traditions, then through the National Law Schools started in the late 1980s and subsequent transformations fueled by NEP 2020 and digitalization. At this stage of development, Indian legal education has to deal with the challenge of meeting international standards, while still meeting and responding to wide streams of domestic, social, economic and constitutional necessities.

Globalization and to a lesser extent technology has also forced a challenge to the traditional boundaries of educational pedagogy in use in India as well professional standards in legal practice. Globalization has disintegrated geographical boundaries of nations and ensured that legal practice extends efficiency outside of national jurisdictions. Legal practice is now including the globally in large part. India is also uniquely positioned here in that it has significant weight in the international community with its dynamic political and economic identity. Resultantly, the progression from advanced standards of legal education to the transnational operation of law firms to the need for complex legal services from the multinational corporation and legal dilemmas becoming more cross-border has taken place due to the influence of globalization. As a result, with national boundaries spanning beyond its local jurisdiction, the Indian legal educational model must be structured to produce law professionals who have proficiency not only in domestic laws but also knowledge and ability to work in international legal frameworks, are familiar with comparative legal areas, and can work in multi-cultural settings. This change creates a need for more serious reconsideration of the structure, curriculum, governance and pedagogy of India's legal education.

While these forward-looking changes are waited upon to happen, the law education is still hindered by structural impediments, including discrepancies in quality, lack of research orientation, outdated curricula, and lack of global experimentation. Similarly, globalization provided new opportunities through academic collaborations and the mobility of faculty and students and the adoption of new methods of teaching and learning. This study focuses on

curricular reform, regulatory challenges, transnationalism, and digitalization, and aims to discuss how globalization influences legal education in India, as well as how law schools respond to this demand.

Chapter II- Historical Foundations and Evolution of Legal Education:

Colonial Legacy:

The formal and institutional legal education in India acquired its foundation from colonial past. The formal legal education was introduced by the British government through charters. This instructional system was to train Indians to serve as legal practitioners in the colonial courts. The earliest law schools in India were established in the Presidency towns of Bombay, Calcutta and Madras in the year 1857. This model which was primarily evening institutions which taught part-time, constituted rote learning of statutes and judicial case laws that reflected the British legal system and traditions rather than indigenous jurisprudence or domestic customs. The objectives of these colleges was to train the uneducated individuals who have a decent hold of English language of the laws and regulations of East India Company and to inculcate legal instruction on Indians to place them as judicial officers or Vakils in the lower rings of legal executive such as the lower courts to regulate equity and in the administration of justice within the massive populace.⁴

Evolution Post Independence:

The colonial legal education system was based on utilizing the legal system to control the population in India, owing to which the skills and the knowledge of law equipped by the then legal practitioners did not serve or aid the polity-based society of India after achieving her Independence. Since 1950, when democratic form of government was established, 'rule of law' became the foundational doctrine.⁵ Because of the debasing standards of legal education in India, there was a need to re-prompt the standards, to improve the model of instruction. Various committees were instituted, among which the 14th Report in 1st Law Commission (1958), headed by Mr. M.C. Setalvad highlighted the vital significance in reforming legal education in India and also recommended various reforms that modernization and professionalization of

⁴ Shikha Sharma, *Restructuring Legal Education in India: A Never-Ending Process*, 6 UPES L. Rev. 138 (2021).

⁵ Raghul Sudeesh, *History of Legal Education in India*, (Nov 2010), <https://strippedlaw.blogspot.com/2010/11/history-of-legal-education-in-india.html>

Indian legal education. Though we struggled to detach from the ‘colonial ghost’ that persisted well into the late twentieth century with the formalistic education, post that, the Indian legal education gained impetus and witnessed immense growth.

After the enactment of Advocates Act, 1961⁶ and the enactment of The Bar Council of India Rules⁷ inducted under the said act, was Bar Council of India (BCI) established, and it was given the power to recognise universities to conduct the law courses and grant degrees. Also, the Advocates act laid down the curriculum of legal education and procedural aspects of legal education. The procedural aspects included subjects in syllabus, mode of conduct of examinations, degrees to be conferred on successful completion of the course etc. Moreover, only in 1967 was the three-year degree adopted, which included procedural subjects as well into the curriculum.

National Law School Model and Initial Reforms:

The integration of legal education with committed academic and practical training was formalized through the setting up of National Law School of India University (NLSIU), Bangalore in 1987, under the guidance of Professor N.R. Madhava Menon. The introduction of the five-year integrated law course led to a multidisciplinary approach that set in motion a heightened progressive standard of education which emphasised on legal academic scholarship, critical thinking and social engagement. With its success, several northern states adopted its educational model and led to the advent of ‘National Law Universities’ (NLUs) through the length and breadth of India, whereupon both progressive academic scholarship and law students were produced.

The National law schools were clearly successful in attracting and graduating talented individuals, but this had the downside of attracting only talented students who would be exposed to the innovative curriculum they provided and maintain the reach limited, ceiling and attending only to a limited section of elite. However, on the other hand, the traditional law schools still deal with outdated curriculum, not enough adequately qualified faculty staffs, and inadequate infrastructure development. This disparity in between NLUs adequately progressing and other more traditional law colleges falling behind in this race towards betterment in terms of international demands became a significant hallmark of the deficiencies

⁶ *The Advocates Act*, No. 25 of 1961, India Code (1961).

⁷ *The Bar Council of India Rules* (Sept 6, 1975).

of the Indian legal education system.

Chapter III- Globalization and Transnational Legal Education:

Globalised Market Forces as Determiners of Innovation:

The economic liberalisation in 1991 initiated India's deeper integration and engagement with the global order. Globalisation touched every corner of the globe, and influenced every facet. Legal education is undeniably one of those subjects affected by (positively and negatively) globalisation. Globalisation and liberalisation have effectively turned the world into a global village as more legal scholars, practitioners, and legal actors carve out and become involved in specialized areas of legal research and practice. Increased cross-border transactions, foreign investment, and involvement in international dispute resolution are the early tools of legal profession integration with globalisation. Being exposed to new market forces by globalisation means that advance the field of legal research, which results in amended policies, and in turn improve aspects of law and order globally.

Therefore, market dynamics are crucial determinants of innovation in the legal field and this innovation requires the change to better knowledge, better skills, professional conduct codes and ethics of legal practitioners. This requires the educational framework to not only move beyond traditional standard curricula patterns that are redundant among new world order ideologies, but are outmoded to the new competency levels that develop amidst the latest technological advancement our world is the moving towards.

This demands that the law school students in India not simply be trained with a domestic syllabus, but with a syllabus with the breadth and depth to accommodate problems associated with transnational law. Scholars have argued for adopting a 'transnational approach' to legal education that goes beyond the border-bound curriculum, training students to navigate through the global legal networks while remaining rooted in local foundation.⁸ This approach requires inclusion of comparative public law, foreign language instructions, international student exchange programs, and exposure and engagement with global legal issues like trade, climate change, human rights, migration. However, there still exists the disconnect between the academic offerings and market demands and majority of Indian law schools have still not embraced this leap. Globalization also evokes unusual skill sets from lawyers, most of which

⁸ Prabha Kotiswaran, *Case for a Transnational Approach in Legal Education*, 50, 54 (2015).

are not covered under the conventional legal education curriculum.⁹

Digitalization and Technological Integration:

Rapid Technological advancement is closely and parallelly aligned with Globalization. These technological advancements ultimately go to the heart of how legal services are packaged and delivered to the clients. Technology is heavily relied on for legal research, case law management, contract drafting and the like. Thus, the digital revolution has found its way to legal education and has impacted the latter significantly. One of such impact can be seen in the ways legal education is delivered in online portals. Various initiatives like virtual classrooms, Massive Open Online Course (MOOCs), government's SWAYAM (Study Webs of Active-Learning for Young Aspiring Minds) platform and Digital India Initiative and other online resources, all seek to expand access to higher standard education.¹⁰ University Grants Commission (UGC) have also recognised the online learning courses offered in SWAYAM and have instituted credit-transfer framework. While the digitalization has definitely opened paths for quality access to learning, on the downside it highlights the inequalities and problems that is existing in infrastructure, gaps in digital literacy, affordability and accessibility, and worries about the quality of education in virtual setup.¹¹ Predominantly since the COVID-19 pandemic lockdown, legal training which historically depended on in-person classroom instructions and advocacy training, has had to swiftly adapt to such sudden digital revolutionary confrontation.

National Education Policy 2020:

The National Education Policy, 2020 represents a turning point in Indian Educational reform, promoting an interdisciplinary learning, analytical thinking, internationalization and practical skillsets.¹² The policy's focus is on restructuring the means of imparting education, and strongly emphasises vocational skills, ethical underpinnings and global competitiveness, especially with legal education.

As per NEP "Legal education needs to be competitive globally, adopting best practices and

⁹ Umakanth Varottil, *Legal Profession and Legal Services—2020: A Snapshot*, SCC ONLINE, 126-136 (2020).

¹⁰ Kishore Singh, *Digitalizing Education in India: Key Issues*, 61 JILI 407 (2019).

¹¹ Organisation for Economic Co-operation and Development, *Computers and Learning: Making the Connection* (OECD 2015).

¹² *Supra* 9.

embracing new technologies for wider access to and timely delivery of justice. At the same time, it must be informed and illuminated with Constitutional values of Justice - Social, Economic, and Political and directed towards national reconstruction through instrumentation of democracy, rule of law, and human rights.”¹³ Thus, it recommends moving towards a holistic, experiential and an interdisciplinary instruction, rather than the traditional pedagogy and rote learning. This approach aligns the educational model more fitting to meet the current demands of globalization which can be achieved through significant restructuring of curricula, instituting adequate faculties in number as well as in knowledge, and institutional governance.¹⁴

Institutional Excellence and Regulatory Reforms:

In order to remain competitive globally and to remain updated in global playing field, legal scholars stress the need to aspire towards ‘institutional excellence’ by the Indian law schools. The important consequences that globalization causes on legal education that require prime attention are, global curriculum, global faculty, global degrees, and global interaction.¹⁵ Achieving institutional perfection involves better infrastructure, enhanced research capabilities, improved faculty standards, and governance models.

The Regulatory bodies such as Bar Council of India (BCI) and University Grants Commission (UGC) characterize the regulatory landscape of legal education in India. While BCI is required to permit legitimate instruction and lay down guidelines for legal education in India for universities, UGC is the apex body that is responsible for determining and maintaining standards for examination, teaching and research. This fragmented and distorted dual controlling powers upon these bodies lead to frequent jurisdictional disputes, policy overlaps, and bureaucratic delays. Consequently, these bodies have often been criticised for their disoriented and overlapping roles of enforcement.¹⁶ For example, the 2020 reforms of BCI which addressed post graduate legal education sparked debates on the scope of its regulatory authority and the same clashing with the powers of UGC.¹⁷ Delineating these regulatory roles

¹³ Ministry of Education, National Education Policy, 2020 (Issued on July 30, 2020).

¹⁴ V.K. Ahuja, *Impact of National Education Policy 2020 on Legal Education*, RGNUL Rev 27, pp 28 - 41 (2020).

¹⁵ C. Raj Kumar, *Legal Education, Globalization, and Institutional Excellence: Challenges for the Rule of Law and Access to Justice in India*, Vol. 20, No. 1 (2013), pp. 221-252.

¹⁶ Abhishek S. Kolsepatila, *Postgraduate Study Reforming Powers of the BCI*, 3.1 JCLJ 114 (2022); *University Grants Commission Act*, No. 3 of 1956, India Code (1956); *The Advocates Act*, No. 25 of 1961, India Code (1961).

¹⁷ *University Grants Commission Act*, No. 3 of 1956, India Code (1956)

and frameworks is important for stimulating innovation and transnational collaborations. A clearly separated regulatory jurisdiction along with institutional autonomy is necessary to enhance excellence.¹⁸

Moreover, the governance models within many Indian law schools still remain redundant, outdated, centralized and resistant to modification. Internationally, successful law schools often operate independently under autonomous governance system that allow them to quickly execute curricular changes, hire faculties competitively and participate in transnational collaborative programs. Same must be witnessed and replicated by the Indian legal schools. Indian institutions must also evolve similar to the globalized legal education environment.¹⁹

Chapter IV- Expanding borders beyond domestic orientation

Globalization as a Catalyst for Curricular Transformation:

Legal education generates advocates who play the role of social engineers by engaging in nation building founded upon rule of law. While the globalized world challenges the educational models with elevated competition, it also affords space for redesigning the curriculum to achieve international collaborations.

Globalization pushes Indian legal education to lean towards a system that engages with international legal models instead of remaining as a domestic orientation. When the world is adapting towards cross-border transactions, transnational regulatory regimes, and international dispute resolution mechanisms, the traditional model is compelled to move away from doctrinal study of national statutes and domestic precedents. Staying within the national borders is becoming increasingly inadequate in the current times and evolution.²⁰ Therefore, redesigning of the curricula to incorporate international law, comparative law, and transnational legal studies becomes requisite. Some of the courses that many leading universities around the globe have included in their core as well as elective options are international commercial arbitration, WTO law, human rights law, comparative law and environmental law. Contrarily in India,

¹⁸ Puja Thakur, *Role of Bar Council of India (BCI) And the University Grants Commission (UGC) as Regulatory Body Regarding Legal Education*, Nat. Volatiles & Essent. Oils, 2021; 8 (5): 13712-13715 (2021).

¹⁹ Simon Chesterman, *The Evolution of Legal Education: Internationalization, Transnationalization, Globalization*, 10 German L.J. 877 (2009).

²⁰ Shikha Sharma, *Restructuring Legal Education in India: A Never-Ending Process*, 6 UPES LR (2021) 138 (Accessed on Oct 1, 2025).

these subjects are often tossed as electives rather than compulsory or core courses.²¹ Moreover, including foreign language training, which is essential for practicing internationally is also rarely witnessed.

This change in curriculum calls for a transition away from memorization and recitation and toward critically, analytically and contextually engagement with the subject matter. Alternatives to the traditional pedagogical pedagogy that provide real-world opportunities for experiential learning, including moot courts, legal clinics, advocacy competitions, internships, research participation and projects, allow lawyers to adjust and orient straight away to all international frameworks of competency. National Law Universities are already embracing this shift, but the majority of other institutions are not, allowing these institutions to lag behind their peers, sending some lawyers into the global competency marketplace at a complete disadvantage and creating a fragmented educational and global competency landscape in which some graduates never have the experience of first-hand learning environments.

Transnational Legal Education and the Indian Context:

According to scholars, adopting a transnational approach to legal education involves not just adding foreign law material, but is about changing the way law is conceived, conceptualized and taught.²² Hence, today's lawyers are pushed to consider issues such as digital privacy, international trade, migration, climate change and human rights that travel beyond the national jurisdictions. Through the use of various international tools and forums and legal resources, a transnational perspective teaches lawyers how to identify, evaluate, and resolve such complex issues. However, most of the Indian legal educational models still operate within the jurisdictionally bound paradigm, preparing the law students for judicial services examinations, and domestic litigative practice. Though there is no doubt that they are significant within the local legal systems, it circumvents and limits the lawyers' capacity to actively engage in transnational legal disputes or compete in international legal markets.

Adopting a transnational approach necessitates institutional backing for international collaborations, faculty exchanges, cooperative research projects and overseas internships for refined exposure. Some of the elite NLUs and private universities have grasped this significance and have begun to collaborate with abroad universities, yet, these endeavours are

²¹ National Knowledge Commission, Report to the Nation (2009).

²² Anupam Bahri, *Increasing Social Inequalities in a Speedily Transforming World*, 18.2 ULS 12 (2024).

still inequitable and incomplete on the national level with majority of the colleges still not rising to grasp the updated field and puts the students down because of their socio-economic backgrounds.²³ The legal educational model in India should aim to bridge this gap in order to establish itself in the international arena, while maintaining equity.

Digitalization: Expanding Access, Deepening Divides:

Digitalization has served as a double-edged sword for Indian legal education, as it presented both opportunities and challenges. By opportunities, MOOCs and SWAYAM have presented and proved to be capable of providing high-quality educational resources that is made widely accessible.²⁴ Even previously unavailable digital databases, lectures, and webinars from international universities are now made accessible to students.

For Indian legal education, digitisation has presented both challenges and opportunities. On the one hand, MOOCs and SWAYAM have made high-quality educational resources from reputable institutions more widely available.²⁵ Previously unavailable digital legal databases, webinars, and lectures from international universities are now accessible to students.

On the flip side, digital inequality is still a significant problem. Numerous students still lack access to dependable quality internet, devices, or conducive study spaces, predominantly those from rural and marginalised backgrounds. As a result, there is a stratified learning ecosystem in which privileged fully benefit from the digital opportunities, whereas many others are left behind.

Further, interactive and discussion based and experiential training are crucial in legal education. While advancement in technology can aid and improve these practices, it cannot replace them. Pedagogical method is the primary and central approach for legal education, hence overreliance on digital tools without adapting the conventional method runs the risk of reducing legal education to passive consumption of content. Thus, adopting digitalised strategies must be critically planned in a way to complement the conventional methods of learning, rather than substitute them.

²³ Vidhika, *Legal Education in India, Current Challenges and Solutions*, Vol. I Issue I, April 2025.

²⁴ Kishore Singh, *Digitalizing Education in India: Key Issues*, 61 JILI (2019) 407.

²⁵ Saloni Bahl, *Paradigm Shift in the Legal Education: An Analysis of Transition Between Decades in the Light of the Contributions Made by the Bar Council of India Towards Upliftment of the Standard of Legal Education and Profession*, Vol. 6 Issue 5 (2019).

Socio-Economic Inequalities and Global Opportunities:

Globalization confers law graduates with new opportunities as well as runs the risk of escalating the already existing social inequalities. Students from privileged socio-economic backgrounds are frequently the only ones who have access to the global legal education opportunities, such as foreign internships, abroad LL.M. programs and participation in international conferences. Meanwhile, students from under-represented groups may lack the financial resources or the institutional support, or the adequate mentorship to avail such opportunities.

This disparity reflects and displays the broader social and economic divide in India, which got aggravated by the digital and international transformations. Some solutions that address these inequities include targeted scholarships, mentorship programs, and inclusive institutional policies. The legal education must be structured in a manner to stimulate globalized justice as well as social mobility, rather than merely perpetuate current hierarchies.

Chapter V- Analysis and Findings

This research is mainly based on a synthesis of existing academic literature, institutional reports, and policy documents. The study provides a comprehensive overview of the emerging trends, however, the study does not include empirical fieldwork or primary data collection from Indian law schools. Furthermore, the differences across the Indian Legal Educational framework, which are based on the institutional type ranging from elite NLUs to small private colleges means that there can be no one-size-fits-all solution. Moreover, even generalizations may not accurately reflect local differences given the diversity of legal educational institutions in India ranging from elite NLUs to small private colleges. Globalization has different implications for various regions and institutions because of variations concerning funding, governance, student profiles, faculty expertise etc.

Furthermore, globalization is a continually emergent phenomenon and the trends explored in this study could rapidly change, especially with technological disruptions, geopolitical shifts, and regulatory reforms. To stay on top of these developments, continuous research and reporting are required.

Chapter VI- Conclusion

The phenomenon of globalization has dramatically and permanently transformed the Indian legal educational landscape. The forces of globalization have brought in both challenges and opportunities to the Indian legal education, and to cope with the demands put forth by globalization, the Indian law schools are practically compelled to move from insular, and a doctrine-driven institution to a globally adaptive, research centred and a socially responsive educational institution. To adopt these institutions and reforms, the curriculum is required to adopt and implement transnational perspectives. This lapse in adapting to the forces of globalization requires a strong commitment to equity and inclusion, transparency in regulation, institution autonomy, pedagogical innovation using digital tools, and curriculum reforms. With the implications of Globalization on Indian legal education, the latter is at a significant turning point, where the decision made today will determine the nation's ability to produce lawyers who are qualified by the highest standards and who will uphold the rule of law, facilitate national development, and address global challenges.

The author understands that with the Indian law schools getting introduced to globalization, there resulted the need to engage in a paradigm shift, which pushes the Indian legal educational landscape to produce lawyers and advocates with international qualifications who will be certified to work in the transnational and multicultural settings, in addition to being fundamentally equipped with the local qualifications of the domestic laws. This makes the legal practitioners complete in being able to serve towards social justice. Hence, the paper affirms the hypothesis that the Indian legal education stays insufficiently developed and structured, which is evident from the regulatory review and curricular analysis.

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