

Professor (Dr.) D.S. Prakasa Rao, *Pioneering Indian Legal Education – For Professional Competence and Social Responsibility as per the Changing Needs of the Indian Society*, 11(1) NLUJ L. REV. 278 (2025)

**PIONEERING INDIAN LEGAL EDUCATION – FOR
PROFESSIONAL COMPETENCE AND SOCIAL
RESPONSIBILITY AS PER THE CHANGING NEEDS OF THE
INDIAN SOCIETY**

~ Professor (Dr.) D.S. Prakasa Rao*

ABSTRACT

In its 184th report, Law commission of India suggested various proposal for changes in the Advocates Act and the University Grants Commission Act to promote legal education and lay down standards. Knowledge Commission and New Education Policy 2020 had also given much importance to legal education and the difficulties in imparting legal education in India. As suggested by Law Commission of India, Bar Council and U.G.C. committees are recommended to look into the MacCrater report and other such reports in the U.K., Canada and Australia such that we align with the standards elsewhere. The MacCrater report had proposed a method of teaching the students in various skills and values with the help of the faculty and the supplementary faculty of practicing lawyers and judges. Apart from the traditional method of lectures, Prof. Llewellyn and Judge Jerome Frank's conceptual solving method should be promoted. Being the highest population of young people India should provide a high-quality education for full human potential for making an equitable and a just society.

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The Author recommends a balance of practical and theoretical knowledge in legal education for achieving the goals of relevant legal education suitable to the changing needs of the society. The present generation of law students display higher levels of intelligence, some are brighter and more outspoken with high expectations. Thus, legal education, apart from imparting information must also instil moral values in students. Legal education stands for the enhancement of human sensibility and injects a new sense of protecting human liberty and equality before the law. The future also depends on its capacity to incorporate systems thinking and respond to the evolving landscape shaped by demographic changes, technological progress, and economic development. A forward-thinking and comprehensive approach to curriculum design will be essential for preparing lawyers to succeed in the intricate legal frameworks of the future. The legal profession today intersects with various fields such as Economics, technology, Environmental Science, and Public Policy. Therefore, the future of legal education lies in its ability to provide interdisciplinary training. Courses that integrate law with other disciplines can equip students with the skills needed to address complex issues. Legal education plays a crucial role in promoting social and economic justice, two pillars for a just and an equitable society.

Keywords: *184th Law Commission Report, U.G.C., Bar Council of India, MacCrate Report, Knowledge Commission, Social Justice Oriented Clinical Legal Education.*

TABLE OF CONTENTS

I. INTRODUCTION	281
II. THE RELEVANCE OF THE MACCRATE REPORT IN INDIAN LEGAL EDUCATION	282
III. THE ROLE OF NEW METHODS OF TRAINING	283
IV. DETERIORATION OF THE REQUISITE STANDARDS	283
V. SOCIAL JUSTICE ORIENTED CLINICAL LEGAL EDUCATION TO EQUIP MODERN LAW STUDENTS WITH PROFESSIONAL COMPETENCE AND SOCIAL RESPONSIBILITY	285
VI. NEW EDUCATION POLICY ON THE IMPORTANCE OF LEGAL EDUCATION IN INDIA	286
VII. STUDENTS' ASPIRATIONS AND THE ROLE OF LAW SCHOOLS IN IT	288
VIII. INDIAN LEGAL EDUCATION: ISSUES	290
IX. PRIVATISATION OF LAW IN THE GLOBALISATION ERA	292
X. CONCLUSION	294

I. INTRODUCTION

In their 184th report, the Law Commission of India (“**LCI**”) suggested various proposal for Amendments to the Advocates Act and the University Grants Commission Act to better legal education and lay down comprehensive standards. Apart from several recommendations like the constitution of a Legal Education committee of the Bar Council of India (“**BCI**”) consisting of academicians, 3 nominees of the University Grants Commission (“**U.G.C**”), and members of the judiciary.¹ It also recommended the precise elaboration of the expression “*standards of legal education*” in the Advocates Act by the amendment of section 7(1)(h) of the Act.² Introduction of quality standards in the law schools for healthy competition, training in the evolving field of Alternative Dispute Resolution (“**ADR**”), appointment of guest faculties from lawyers and retired judges on a part-time basis, establishment of at least four colleges by the U.G.C or by the Central Government in consultation with BCI for the capacity building of the law teachers are the other important recommendations of the LCI to maintain legal standards.³

In this backdrop, an attempt is made in this paper to study the role of BCI, U.G.C, Central and State Governments, Law Teachers,

¹ LCI, *Legal Education & Professional Training and Proposals for amendments to the Advocates Act, 1961 and the University Grants Commission Act, 1956, Report No. 184*, MINISTRY OF LAW AND JUSTICE (2002), <https://cdnbbsr.s3waas.gov.in/s3ca0daec69b5adc880fb464895726dbdf/uploads/2022/08/2022081076.pdf>.

² Advocates Act, 1961, §7(1)(h), No. 25, Acts of Parliament, 1961.

³ LCI, *supra* note 2, at 54-55.

Judges and Advocates in promoting standards of legal education. The professional competence and social responsibility in different National Law Universities and other legal institutions has also been assessed.

II. THE RELEVANCE OF THE MACCRATE REPORT IN INDIAN LEGAL EDUCATION

The National Law School of India University, Bangalore (“NLSIU”) had prepared a new curriculum in 2001 based on the MacCrate report on Law schools and the profession (“**Report**”) and the Harvard curriculum with modifications suited for Indian Conditions. The report deals with aspects like; the fundamental skills needed of a lawyer, the professional and intellectual development during law school, and the transitioning of law students into a practitioner.⁴

The Chapter V (A) details the essential skills of a lawyer, legal research, communication, advising a client about the options of litigation and ADR, administrative skills to organize legal work, and dealing with ethical dilemmas.

The Report says that law schools and the practicing bar should look upon the development of lawyers, to impart the future lawyers the skills required for the competent and responsible practice of law. As suggested by the LCI; the Bar Council and U.G.C. committees must look into the Report and other similar reports in U.K., Canada and Australia so

⁴ E. Eugene Clark, *Legal Education and Professional Development—An Educational Continuum, Report of the Task Force on Law Schools and the Profession: Narrowing the Gap* (Ill.: Am. Bar Ass’n 1992), 4(1) LEGAL EDUC. REV. 201 (1993).

that our standards match with theirs.⁵ Noteworthy that the LCI believes wishes that 27 National Law Universities, more than 1721 Law schools, and the 200 Universities shall offer legal education of the highest quality.⁶

III. THE ROLE OF NEW METHODS OF TRAINING

The Mac crate report advocated the method of training the students by the faculty and the guest faculty of practicing lawyers and judges. Apart from the time old method of lectures, Prof. Llewellyn and Judge Jerome Frank's conceptual solving problem method should be promoted.⁷ Unfortunately, many academics lack the interest, even if they have the competence, to competitively impart the requisite skills. There is also little communication between legal academics and members of the practicing bar, by which the knowledge taught is bereft of courtroom nuances.

IV. DETERIORATION OF THE REQUISITE STANDARDS

The question of whether the National Law Schools have achieved the object for which they were established is posed. Most of the students of the National Law School system prefer the employment in Multinational Corporations over practice.⁸ Where, largely the students hailing from the affluent sections of the society can afford education in

⁵ LCI, *supra* note 2, at 58.

⁶ LCI, *supra* note 2, at 119-129.

⁷ Neil Duxbury, *Jerome Frank and the Legacy of Legal Realism*, 18(2) J. OF L. & SOC. 175, (1991).

⁸ Siddharth Chauhan, *Crisis of Legal Studies in India*, FRONTLINE (Mar. 21, 2020), <https://frontline.thehindu.com/the-nation/education/article31039043.ece>.

National Law Schools. Even more, National Law Schools have largely imparted Western learning disregarding our indigenous methods. The question which naturally comes, are the National Law Schools being able to achieve the object for which they were established?

Further, most of the National Law schools were established by the State Governments which allocated crores of rupees, without receiving any consideration in return. In National Law Schools, the Author argues that around 15% to 30% of the seats must be reserved to the students of that state where National Law School is established. National Law Schools should also come forward to train the law teachers of the different Law colleges of the State, and further improving the quality of legal education.

University Law Colleges also have a social responsibility. There is no uniformity in recruitment of the staff pattern of University Law Colleges, which creates a shortage in the department of faculties and inefficiency in the outcomes. Law teachers recruited for the purpose of teaching are also directed to work in administrative arenas, which even reduces their learning outcomes. The Ministry of Education and the BCI must provide financial and policy support, to better the outcomes in University Law Colleges.

**V. SOCIAL JUSTICE ORIENTED CLINICAL LEGAL EDUCATION TO
EQUIP MODERN LAW STUDENTS WITH PROFESSIONAL
COMPETENCE AND SOCIAL RESPONSIBILITY**

Since India has the highest population of young people,⁹ the Author argues that it should provide high-quality education for resourcefully tapping human potential, while aiming to make an equitable and a just society. Practical and theoretical knowledge in legal education should be balanced for achieving the goals of legal education suitable to the changing needs of the society.¹⁰ The present generation of law students display higher levels of intelligence, being brighter and more outspoken.

The existing legal education requires a revamp. There are a few suggestions offered, including the institutionalisation of social justice-based Clinical Legal Education (“CLE”).¹¹ Balancing of theoretical study

⁹ United Nations Population Fund, *State of World Population 2024: Intwoven Lives, Threads of Hope—Ending Inequalities in Sexual and Reproductive Health and Rights* (Apr. 2024), <https://doi.org/10.18356/9789213589526>.

¹⁰ *Experiential learning binds theory and practice in legal education*, BAR AND BENCH, <https://www.barandbench.com/apprentice-lawyer/experiential-learning-theory-practice-legal-education> (last visited Dec. 25, 2024).

¹¹ Prakash Sharma & Shuvro Prosun Sarker, *Making a Case for Transforming Legal Education in India A Proposal to Introduce 4+1 Years Law Program in Law Schools*, 66 JILI 170, 170-192 (2024); N.R. Madhava Menon, *Legal Aid and Development*, 2 DELHI L. REV. 229 (1973); Frank S. Bloch and M.R.K. Prasad, *Institutionalizing a Social Justice Mission for Clinical Legal Education: Cross-National Currents from India and the United States*, 13 CLINICAL L. REV. 165 (2006-2007); Shuvro Prosun Sarker, *Empowering the Underprivileged: The Social Justice Mission for Clinical Legal Education in India*, 9 INT’L J. OF CLINICAL LEGAL EDUC. 321 (2014). Another suggestion is that legal education must place highest priority on public service, Upendra Baxi, *Notes Towards a Socially Relevant Legal Education: A Working Paper for UGC Regional Workshops in Law 1975-1977*, J. of Bar Council of India 51 (1975); C. Raj Kumar, *Legal Education, Globalisation, and Institutional Excellence: Challenges for the Rule of Law and*

with fundamental research and analytical thought, which in the light of the New Educational Policy (“NEP”),¹² is not only crucial for Indian law schools to progress, but also imperative to meet their ambitious goals. Professor Upendra Baxi had opined that legal education has been designed to kill creativity in the students. If we go on to produce eminent scholars, it will certainly not be because of the legal education.¹³

VI. NEW EDUCATION POLICY ON THE IMPORTANCE OF LEGAL EDUCATION IN INDIA

Although ground-breaking, the CLE programs do have their own fallacies. As the responsibility for its implementation was largely passed onto law schools, which in the absence of requisite expertise, infrastructure and financial assistance adopted a casual approach.¹⁴ The legal profession now faces a self-inflicted crisis, and with the mushrooming of law-imparting institutions it has only deepened.¹⁵

Access to Justice in India, 20(1) INDIANA J[’] OF GLOB. LEGAL STUDIES 221 (2013); There are suggestions to introduce continuing legal education and training for professionals, Prakash Sharma, *Continuing Legal Education: Rethinking Professional Ethics and Responsibility in India*, 5(2) ASIAN J. OF LEGAL EDUC. 152-168 (2018).

¹² *National Education Policy 2020*, MINISTRY OF EDUCATION (“NEP 2020”), https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

¹³ Upendra Baxi, *A note towards a socially relevant legal education*, 5(1)-(3) J. OF THE BAR COUNCIL OF INDIA 1, 11-20 (1976).

¹⁴ D.S. Prakasa Rao and Prakash Sharma, *The Anatomy of Indian Legal Education: Tracing Case for Continuing Legal Education*, in CLINICAL AND CONTINUING LEGAL EDUCATION: A ROADMAP FOR INDIA 123-147 (S. Sivakumar, Prakash Sharma, and Abhishek Kumar Pandey eds., Commonwealth Legal Education Association and Thomson Reuters 2021) (“**A Roadmap for India**”).

¹⁵ *1,721 law schools in India; more than twice as many private law colleges than government law colleges*: Law Minister, BAR AND BENCH (Mar. 29, 2022),

The NEP which came to reform the system, not only acknowledged the significance of education, but also caught sight of global methods of education.¹⁶ In this sense, the document appears to be visionary, since it has incorporated stakeholders' demands to make India's education system inclusive.¹⁷

In the case of *Bar Council of India v. AK Balaji*,¹⁸ the Supreme Court held that the realms of legal education include litigation as well as non-litigation practices.¹⁹ In other words, the practice is not just confined to litigating before courts of law, but includes non-litigation practices as well. This aspect was noticed by the Knowledge Commission Report which suggested that to provide quality education and create better outcomes, there is a need to remove restrictions that pertain to opportunities in legal practice.²⁰

<https://www.barandbench.com/news/lawschools/1721-law-schools-in-india-more-than-twice-asmany-private-law-colleges-than-govt-law-colleges-law-text=1%2C721%20law%20schools%20in%20India,government%20law%20colleges%3A%20Law%20Minister>.

¹⁶ As “*fundamental for achieving full human potential, developing an equitable and just society, and promoting national development*”, NEP 2020, *supra* note 5, at 3 (Introduction).

¹⁷ Urvashi Sahni, *India's National Education Policy 2020: A Reformist Step Forward?* BROOKINGS (Oct. 02, 2020), <https://www.brookings.edu/articles/indias-national-educationpolicy-2020-a-reformist-step-forward/>.

¹⁸ *Bar Council of India v. AK Balaji*, AIR 2018 SC 1382.

¹⁹ *Id.* at para. 39.

²⁰ National Knowledge Commission, *Report of the Nation 2007*, GOV'T OF INDIA 40, <https://epsiindia.org/wp-content/uploads/2019/02/Knowledge-Commission-Report-20071.pdf>.

VII. STUDENTS' ASPIRATIONS AND THE ROLE OF LAW SCHOOLS IN IT

Studies suggest that students with proper care and attention leave with happy memories.²¹ Perhaps, for this reason, it is necessary to examine the suggestions offered by Barbara Glesner Fines that there should be (i) identification of negative stressors in the law school environment; (ii) focus on teaching students rather than teaching knowledge; and (iii) emphasis on re-capturing the essence of professional values.²² In other words, she emphasizes on adopting a collaborative approach wherein students will develop their ability as ethically competent lawyers through finding their values and purposes, and learning to work with and for others.²³ Here, the idea is to reclaim the element of humanity *via* the learning, and subsequently, follow it in the profession. In this manner, not only will legal education be humanized, but such an approach will perform two crucial functions *i.e.*, (i) strengthen the cause of social transformation, and (ii) foster the primary objective of learning law.

The division of law schools into various categories reveals the level of preference one draws and the kind of experience one receives from law schools in India. Basically, there are three categories namely

²¹ *National Curriculum Framework for School Education*, NCERT (2023), https://www.education.gov.in/sites/upload_files/mhrd/files/infocus_slider/NCFSchool Education-Pre-Draft.pdf (last visited on May 20, 2024); *What Matters to Student Success: A Review of the Literature*, NATIONAL POST SECONDARY EDUCATION COOPERATIVE (2006), https://nces.ed.gov/npec/pdf/kuh_team_report.pdf.

²² Barbara Glesner Fines, *Fundamental Principle and Challenges of Humanizing Legal Education*, 47(2) WASHBURN L.J. 313 (2008).

²³ *Id.* at 319-320; Michael Hunter Schwartz, *Humanizing Legal Education: An Introduction to a Symposium Whose Time Came* 47(2) WASHBURN L. J. 235 (2008).

National Law Schools, Private Law Schools, and Traditional Law Schools. The first two categories have been functioning to cater to need of the prospective students who opt for corporate work after schooling, whereas Traditional Law Schools have been catering to those who opt for litigation or public services. However, over the years, the trend is changing and it would be naïve to generalise the students on the basis of the schooling they receive. In fact, it can be seen that the prospective students as well as law graduates have diverse goals or needs, even though they seek to attend the law schools where chances of securing a corporates job remain high, possibility of joining the same remains unsubstantiated.²⁴

The reasons for such a shift remain a contested question. It would be safe to assume that corporate legal employment currently acts as a short-term goal rather than an ambition or aim. One possible reason is the limited number of entry-level corporate positions available in a given year. The consequences of such a limit in the number of entry-level corporate positions suggest a potential bubble in the Indian legal industry. The following chapter aims to address this aspect in detail and accordingly present a case for continuing legal education as a method for correcting faults.

²⁴ Faizan Mustafa, et al., *Suggestions for Reforms at the National Law Universities set up through State Legislations*, NATIONAL ACADEMY OF LEGAL STUDIES AND RESEARCH (2018) (“**The NALSAR Study**”).

VIII. INDIAN LEGAL EDUCATION: ISSUES

Before dwelling into this aspect, it would be logical to refer to some of the learned opinions of the legal scholars on the direction of legal education in India. Professor Madhava Menon, the torchbearer of the modern legal education, argued for bringing a structure that advances rightful legal education.²⁵ Professor Upendra Baxi discussed how impartation of legal education must aim for well-trained and socially inspired individuals, who will practice law in different dimensions.²⁶ Similarly, Professor B.C. Nirmal opines that the primary scope of the legal education must be towards the infusion of the three basic elements in knowledge, research and service.²⁷ Discussing deeply into the role of faculties and the perception they have developed over the years as “*problem creators*” rather than “*problem solvers*”, Professor Venkata Rao is of the view that the present legal education system is producing ‘lettered’ rather than ‘learned’ young persons, forgetting that education is not just about knowledge but development.²⁸

Indian Legal Education is in the transitional state of reformation. It is witnessing experiments, emergence of new ideas, and a process of

²⁵ Prachi Bhardwaj, *Father of modern Indian legal education system, Padma Shri Dr. NR Madhava Menon passes away*, SCC ONLINE (May 8, 2019), <https://www.sconline.com/blog/post/2019/05/08/father-of-modern-indian-legal-education-system-padma-shri-dr-nr-madhava-menon-passes-away/>.

²⁶ V Venkatesan, *Legal education in India*, LAW AND OTHER THINGS (June 3, 2011), <https://lawandotherthings.com/legal-education-in-india/>.

²⁷ B.C. Nirmal, *Legal education in India: problems and challenges*, 20(1) IIUM L. J. 120, 123-130 (2012).

²⁸ R. Venkata Rao, *On Being a Teacher*, 2(1) CONTEMPORARY L. REV. 45 (2018).

continuum that imparts critical thinking which promotes academic freedom and institutional excellence.

There are challenges which demand attention as well measures to address them, before we look any further towards the next wave.²⁹ Affordability and availability of quality legal education definitely demand attention, to come to the next wave. The need is to appreciate and analyse the factors that have compelled the relook or modification to existing legal education policy. This section outlines a brief analysis of each of the substantive issues modestly presented in various diverse studies and researches over the years.

Moving further, nowadays, a career in law is seen as a prospect of high-paying job. The prospective students potentially demand an educational experience that justifies two things: (a) higher fees and (b) job guarantee. Therefore, practicality demands continuous changes, that correspond with the global experiences, in existing structure of legal education.³⁰ In fact, the establishment of the first National Law School in National Law School of India University (“NLSIU”) was a response to liberalization of legal sector in other countries. The very purpose of NLSIU establishment was to make it “*Harvard of the east*”.³¹

²⁹ N R Madhava Menon, *The Transformation of Indian Legal Education: A Blue Paper*, HARVARD LAW SCHOOL PROGRAMME ON LEGAL EDUCATION (2012), https://clp.law.harvard.edu/assets/Menon_Blue_Paper.pdf.

³⁰ Upendra Baxi, *Towards a Socially Relevant Legal Education*, 5 INDIAN BAR REV. 1 (1975–76).

³¹ B.C. Nirmal, *Legal Education in India: Problems and Challenges*, 20 IIUML.J. (2012).

The age-old, traditional method of courts functioning is changing. The structural shift can be attributed to three factors, *first*, the increasing number of law firms, who have developed extensive infrastructure for research and case management. *Second*, the ever-blooming tribunals structure in the country, ranging from matters related to competition, consumer protection, environment, to tax, telecom, airport, etc., all demanding specialization. *Third*, the introduction of Alternate Dispute Redressal mechanism such as Arbitration and Mediation, especially when multinationals are routinely trying to avoid the delays and unpredictability of the regular courts.

IX. PRIVATISATION OF LAW IN THE GLOBALISATION ERA

The opening of Indian markets due to the new economic policy paved way for various avenues including education in India. The early 1990s saw a vision of involvement of private entities in state functioning. Though imposed upon India, due to indirect pressure from international organisations, the liberalization process saw opportunities to be grabbed on. Insofar impartation of legal education was concerned; the majority were public universities, with one standalone institution of excellence, i.e., NLSIU.³² Access to quality legal education was limited.

Having said this, liberalisation of legal education in the latter half of 1990s has come with its own perils. There are around 1400 law colleges

³² Vijender Kumar, *Emergence of National Law Universities and legal education in India: learning through experiments*, 2(1) CONTEMPORARY L. REV., 21 (2019).

in India, and the list only continues to grow, the trend does not indicate a better quality of education being imparted.³³

Further, the state of judicial functioning also remains worrisome with almost 40% of sanctioned judicial strength in High Courts remains vacant.²⁸ Adding to this are the figures obtained through National Judicial Data Grid, which indicates more than 43 lacs cases are pending in the High Courts and more than 3 crores cases before lower courts. These figures are devoid of a number of cases pending before various tribunals.

Thus, legal education should not only accumulate information but also instil a sense of responsibility and moral values in students. Legal education stands for the enhancement of human sensibility and injects a new sense of protecting human liberty and equality before the law. The future of legal education depends on its capacity to incorporate systems thinking and respond to the evolving landscape shaped by demographic changes, technological progress, and economic development.³⁴ A forward-thinking and comprehensive approach to curriculum design will be

³³ There have been efforts in recent past by legal academia to draw innovative works. Having said this, the pace at which changes have occurred remain slow, Prakash Sharma, *A Review of Journal of Indian Law Institute in Legal Education*, 4(1) ASIAN J. OF LEGAL EDUC., 61 (2017). The progress in India's legal system requires holistic approach, based on multiple actions namely, dealing with practical realities, recognizing the needs of students and instructors, and rewarding all scholarship, Lovely Dasgupta, *Reforming Indian Legal Education: Linking Research and Teaching*, 59(3) J. OF LEGAL EDUC. 432, 2010.

³⁴ Daniel Goldsworthy, *The Future of Legal Education in 21st Century*, 2020), 41(1) Adelaide L. Rev. 243,
<https://law.adelaide.edu.au/ua/media/1518/The%20Future%20of%20Legal%20Education%20in%20the%2021st%20Century.pdf>.

essential for preparing lawyers to succeed in the intricate legal frameworks of the future.

Of late, significant and rapid changes have come in legal study and practice. Legal education must deal with it, with new approaches to meet the conditions of the global market and serve the interests of the society.

Today, India stands integrated with the world economic order in the era of liberalisation, privatisation, and globalisation. Law students need to be trained with the tools and the techniques of the trade to face this new globalised world order. Which requires a transformation of the curriculum taught in the law schools.

X. CONCLUSION

The legal profession today intersects with various fields such as economics, technology, environmental science, and public policy.³⁵ Therefore, the future of legal education lies in its ability to provide interdisciplinary training. Courses that integrate law with other disciplines can equip students with the skills needed to address complex issues.

Adopting an innovative method for teaching is crucial for effectiveness. Including CLE programs, moot courts, and internships can give practical experience and well equip students for the profession.³⁶

³⁵ Shruti Bansal, *Modern strategies in legal and liberal education: Bridging tradition and innovation*, INDIA TODAY (Dec. 23, 2024),

<https://www.indiatoday.in/education-today/featurephilia/story/modern-strategies-in-legal-and-liberal-education-bridging-tradition-innovation-2654112-2024-12-23>.

³⁶ King Stubb & Kasiva, *Legal Education in India: Challenges, Innovations, and a Vision for Tomorrow*, KING STUBB & KASIVA (Jan 5, 2024),

Even, faculties with practical exposure can be recruited to bridge the gap in theory and practice.³⁷

Courageous and creatively gifted lawyers can help to gain political stability by helping to frame requisite political institutions. Specifically, lawyers in a developing state should assist in of law, and legal institutions allowing economic development, and social change³⁸ International lawyers can also help their countries in moving toward global cooperation and trade.³⁹

Legal education has an important role in promoting social justice and economic justice, two pillars essential for a just and equitable society. Social justice refers to creating a society where individuals have equal opportunities and rights, regardless of their socio-economic background. Economic justice complements this by ensuring the fair distribution of wealth and resources. Incorporating social justice into legal education involves sensitizing students to issues of inequality, discrimination, and marginalization. Law schools should encourage critical thinking about systemic barriers and promote the understanding of laws that protect vulnerable groups.

<https://ksandk.com/regulatory/legal-education-in-india-challenges-and-innovations/#:~:text=Legal%20education%20in%20India%20confronts,inadequate%20employment%20opportunities%2C%20concerns%20about.>

³⁷ *Id.*

³⁸ Christopher Shephens, *An evolving role for law and lawyers in development*, WORLD BANK BLOGS (Nov 6, 2023), <https://blogs.worldbank.org/en/voices/evolving-role-law-and-lawyers-development>.

³⁹ *Id.*

The legal profession is inherently tied to the principles of justice and equality. Legal education must, therefore, emphasize ethical training and social responsibility. CLE could enrich the law school experience if used to engage with students of the disadvantaged communities.⁴⁰ CLE, which allows students to work on real cases, can bridge the gap between theory and practice while instilling a sense of responsibility towards society.

⁴⁰ Hugh Mcfaul, *Does Clinical Legal Education Need Theory?* 7(2) ASIAN J. OF LEGAL EDUC. 150, 152–163, (2020).