

Professor (Dr.) K.V.S. Sarma, *Cultivating Legal Expertise in Law Students for a Globalised Economy*, 11(1) NLUJ L. REV. 121 (2025)

**CULTIVATING LEGAL EXPERTISE IN LAW STUDENTS FOR
A GLOBALISED ECONOMY**

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ABSTRACT

This article discusses the evolving landscape of legal education in India and the role of globalisation in this change. First, it traces the historical roots of legal education from ancient Indian practices based on Dharma to the establishment of formal law schools in the colonial and post-colonial eras. Second, it highlights the significant impact of globalisation on legal education and the need for integration of international legal standards and modern curricula such as international arbitration, cross-border transactions, and transnational law. The pressing need for law graduates to inculcate skills in transnational law has been highlighted by analysing curriculums of leading international universities. Third, it explores the role of World Trade Organization in influencing global frameworks that shape professional practices, by pushing countries to open its legal market to foreign law firms and professionals. This shift has created a demand for Indian lawyers to be well-versed in international trade law, cross-border transactions, and global legal practices. Last, it highlights the reforms needed in legal education such as modernizing curricula, promoting interdisciplinary and clinical learning, improving faculty quality, and integrating technology guidelines such as guidelines for the use of artificial intelligence. It suggests working on inclusiveness in

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legal education system to ensure equal access for students from diverse backgrounds. The article concludes by emphasizing the need for continuous reform in India's legal education system to ensure it remains competitive and relevant in a globalized world.

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I. INTRODUCTION

Ignoretia Juris Non Excusat, which means, ignorance of the law of the land is no excuse. It is a foundational principle highlighting the necessity of legal education in society. Thus, in order to uphold justice, it is imperative to cultivate individuals who are well-versed in law. Legal education becomes essential for societal harmony and governance. We have seen the Indian legal education system evolving overtime from ancient practices rooted in Dharma to the establishment of law schools and universities. This shows the importance of nurturing legal professionals that cater to the rights of individuals. In today's interconnected world, the significance of legal education extends far beyond borders. As India's legal profession grapples with the challenges of globalisation, it is imperative to adapt and thrive in a competitive, technology-driven global landscape. By integrating principles of justice, governance, and societal harmony rooted in ancient Indian traditions with contemporary global legal frameworks, we can cultivate a generation of legal professionals equipped to address the complexities of modern society.

Arthur T. Vanderbilt, a towering figure in American legal education, emphasized that the integrity of lawyers is inseparable from the integrity of legal education. He believed that the ethical foundation of the legal profession begins with the rigour and values instilled during one's

formative educational years.¹ Thus, the administration of justice in the modern global village is intertwined with the lawyer's training and foundational principles taught during their legal education.

This article discusses these aspects by, in the first part, tracing the historical roots of legal education in India where the evolution from Vedic practices to structured modern institutions is discussed. In the second part, the transitions and effects is discussed where the impact of Globalisation on Indian Legal Education is seen. In the third part, the implications of this 'Globalised world' on the legal profession are addressed and how India must adapt to international standards is discussed. The fourth part explores the role of the World Trade Organization on Indian Education. Considering the interconnectedness because of Globalisation, it is imperative to note how these global phenomena have shaped modern Indian Legal institutions. Hence, the fifth part discusses the emerging need to evolve and meet the international standards of a Globalised economy. The article thereafter concludes by reinstating the need to bring suitable changes within the Indian legal education system.

A. LAW AND THE SCOPE OF LEGAL EDUCATION.

The state is nothing but a society of men established for the maintenance of peace and justice. Taylor, a British jurist observed, "*A herd*

¹ Arthur T. Vanderbilt, *The Five Functions of the Lawyer: Service to Clients and the Public*, 40 ABA J. 31 (1954).

of wolves is quieter and more at one than so many men unless they all had one reason in them or one power over them”.² The reason or power is nothing but law.

Based on Salmond’s understanding, “Law” is defined as a “*body of rules recognised and enforced by courts in the administration of justice*”.³ The division of laws is typically done by putting them into two main categories: public law and private law. Public law governs the powers of the state and outlines the relationships between the state and its citizens. On the other hand, private law deals with the relationships between individuals. Private law is further divided into substantive law, which defines individual rights and obligations, and procedural law (or adjectival law), which establishes the processes for seeking legal remedies. Legal professionals are expected to have knowledge of all these aspects to effectively administer justice in the courts.

Justice means to give every man his due. To administer justice the people in the country should be trained in law. The object of education is not just to make person a literate but to acquire rational thinking. Education enhances knowledge and self-sufficiency.⁴ Hence, legal education is important and should not be ignored.

In particular, we need to understand the scope of legal education. This is described as a specialized skill or body of knowledge that is important for the practice of law and merits, specifically focused on these

² PROFESSOR JEREMY TAYLOR, *THE WHOLE WORKS OF THE RIGHT REV. JEREMY TAYLOR VOLUME XIII* 306 (Nabu Press 2010).

³ SIR JOHN WILLIAM SALMOND, *JURISPRUDENCE: OR, THE THEORY OF THE LAW* 13 (Stevens & Haynes, 2nd ed. 1907).

⁴ Martin Luther King, Jr., *The purpose of education*, *THE MAROON TIGER* (Jan.–Feb.1947).

aspects within educational institutions.⁵ The prerequisites for practicing law effectively are rigorous researching skills coupled with high-quality education. As a field of human science, legal education plays a vital role in shaping a fair society, and presence of well-trained legal professionals is necessary to achieve this. The robustness of the legal system decides the progress of the society and the advancement of the civilization itself is closely tied to the strength of this system.⁶ This strength takes a long course of history to be built in an enduring manner.

B. EVOLUTION OF LEGAL EDUCATION IN INDIA: ORIGIN AND EARLY FOUNDATIONS.

The origin of legal education in India has evolved over time from ancient practices to the present law colleges, law schools and the Departments of Law in the Universities. Notedly, during the Vedic age as well provisions were there for legal education. Legal institutions in India were constituted on the basis of the concept of '*Dharma*'. The sources of Hindu Law are *vedas*, *smritis* and *srutis*. *Smritikars* were considered to be the great jurists. There was no formal legal education and kings and rulers used to adjudicate matters based on the basis of their common sense. It was merely a self-learning process.

The foundation of legal education in India can be traced back to the *Dharmasutras*. They were composed during the 800 to 200 BC and

⁵ . Nissha, *Legal Education and Research Methodology- An Analysis*, 12 INT'L J. SCI. & RES. 152, 152-156 (Feb. 2023).

⁶ Mary Ann Glendon, William P. Alford & Geoffrey Sawyer, *legal profession*, ENCYCLOPAEDIA BRITANNICA (Dec. 25, 2024), <https://www.britannica.com/topic/legal-profession>.

were deeply rooted in the principles of *Dharma*.⁷ These texts governed not just the civil law, but also the criminal law and administered justice according to the religious and moral codes.

They were written in prose form, wherein there were numerous verses. They are called with the name of the author. There are five main *Sutras* referred, namely: i) *Gautama* ii) *Vishnu* iii) *Vasishta* iv) *Baudhayan* iv) *Apastamba*.⁸ The very basis of these religious texts is their faith and moral principles, where they also govern the social conduct of the society in accordance with the religious scriptures. As part of their religious duty Hindu kings were administering and enforcing the justice i.e., both civil and criminal. There are three divisions in the *Dharma Sastras* with reference to administration of justice. These three divisions are: i) *Aachara* –including the religious observances and theories so formed ii) *Vyavahar* – this mainly pertains to the development of civil law iii) *Prayaschitta* – mainly includes discussion about penance and expiation. When talking about the most prominent *Dharmasastras*, we see these are: *Manusmriti*, *Yajnavalkya Smriti*; iii) *Narada Smriti*. The religious textbook of the Hindu Religion is the ‘Laws of Manu’ or the ‘Institutions of Manu’ and on the basis of this book the Rulers used to administer justice. It is the translation work on the basis of ‘*Manusmriti*’. In the olden days to settle legal disputes the judges used to adopt Mediation, Negotiation and

⁷ JUSTICE M. RAMA JOIS, LEGAL AND CONSTITUTIONAL HISTORY OF INDIA: ANCIENT LEGAL, JUDICIAL AND CONSTITUTIONAL SYSTEM 579 (Universal Law Publishing Co., 1984).

⁸ *Id.*

Arbitration techniques. The concept of Dharma consists of two connected elements namely religion and law.⁹

As India transitioned into the Mogul Period, the administration of justice continued to evolve. During this era, the Mogul Rule started with Babar in 1525. Mogul Rule continued till the British took control of the administration of India by defeating Moguls. During the Mogul period emperor was administering justice. Two key legal codes were introduced by Mogul Kings: the *Figh-e-Firoz Shabai* for civil matters and the *Fatwa-e-Alamgiri* for criminal justice, both overseen by the emperor. This laid the groundwork for legal systems that would later become more formalized.¹⁰

Post this, the advent of the British period marked a significant shift in the legal landscape as well as legal education. In 1600 the British came to India to do trade through East India Company, a Joint Stock Company. The company came into existence by passing a Royal Charter in the British Parliament. For regulating the legal profession in India, the British passed the 'Regulating Act, 1773' in the British Parliament.¹¹ The Act empowered only the British to practice legal profession by enrolling as Attorneys or Advocates to practice in the Supreme Court of India. The Supreme Court was created in Fort William in Bengal by issuing a Charter in 1774.¹² Indians were not entitled to practice in the Supreme Court. In the Supreme Court of Madras and the Supreme Court of Bombay Indians were not entitled to practice.

⁹ *Id.*

¹⁰ M. Athar Ali, *Towards an interpretation of the Mughal Empire*, 1 JOURNAL OF THE ROYAL ASIATIC SOCIETY OF GREAT BRITAIN & IRELAND 38 (1978).

¹¹ JOIS, *supra* note 7.

¹² *Id.*

The Bengal Regulation VII of 1793 marked the first formalization of the legal profession for the company's courts, permitting the appointment of *Vakils* or native pleaders in the civil courts of Bengal, Bihar, and Orissa.¹³ This period saw the creation of courts such as the Supreme Courts of Calcutta, Madras, and Bombay, though Indian practitioners were initially excluded. Gradually, however, Indians were permitted to practice law, and legal education began to formalize.

These early developments in legal education set the stage for the modern legal institutions that would arise in post-colonial India. As the country moved towards independence, efforts to structure legal education gained momentum.

C. LEGAL EDUCATION IN PRE-GLOBALISED INDIA

At one time, education in India was closely connected to religion. Three Universities were established in the year 1857 in Presidency Towns such as Madras, Bombay and Calcutta. In the year 1862 three Supreme Courts were established in Madras, Bombay and Calcutta. During this period three kinds of practitioners namely Advocates, attorneys and *Vakils* were in existence. Advocates were the Barristers of England or Ireland but the *Vakils* were Indian Practitioners.¹⁴ Post this, the passage of the Indian Universities Act of 1904 further enhanced higher education by establishing several universities and colleges.

¹³ Suresh Chandra Ghosh, *The Genesis of Curzon's University Reform: 1899*, 26(4) MINERVA 463 (1988).

¹⁴ ABHINAV CHANDRACHUD, "Introduction", AN INDEPENDENT, COLONIAL JUDICIARY: A HISTORY OF THE BOMBAY HIGH COURT DURING THE BRITISH RAJ, 1862–1947 (Oxford University Press 2015).

Indian Universities Act, 1904, given based on the recommendation of the Raleigh Commission. Many universities and colleges were created under this Act in India.¹⁵ Higher education provides skills and knowledge to persons coming from different backgrounds to thrive in modern society. Higher education provides an exchange of knowledge and research. Poor infrastructure and lack of financial support are the main drawbacks to higher education in India.

Based on this Act, there were two kinds of legal practitioners that were abolished namely the *Vakils* and Pleaders, and under the Act, a new title is given to the legal professionals called 'Advocates'. Under the Act, the Government could make Rules to regulate the legal profession¹⁶

In the post-colonial era, after attaining independence, rule of law became a fundamental doctrine. Prominence was given to not just legal profession but also legal education and administration of justice. The Central Government constituted an Education Commission called the Dr. Radhakrishnan Commission under the Chairmanship of Dr. S. Radhakrishnan. He lamented that "*our colleges of law do not hold a place of high esteem either at home or abroad, nor has law become an area of profound scholarship and enlightened research.*"¹⁷ Lawyers' main object is to protect the interest of their clients. It is a profession that a persons want to do legal profession first he should acquire knowledge in law and once they enter into a profession, they should apply the law in their legal profession. His duty is

¹⁵ Mare Galanter, *An Incomplete Bibliography of the Indian Legal Profession*, 3(2-3) L. & SOCIETY REV. 445 (1969).

¹⁶ Samuel W. Schmitthener, *A Sketch of the Development of the Legal Profession in India*, 3(2-3) LAW & SOCIETY REVIEW 337(1968).

¹⁷ M. Jagannadha Rao, *Plea for State Law Universities and Other Reforms in Legal Education*, 6(1) NATIONAL L. SCHOOL J. (1994).

to advise his clients with reference to legal issues they face. Legislature makes the laws. Advocates apply the laws made by the legislature and the courts interpret the law based on the arguments placed by the Advocates on behalf of their clients. Once the courts interpret the law, it also becomes law and should be followed by lower courts in future cases.

As legal education gained prominence in the post-colonial period, it became necessary to regulate and standardize the profession, leading to the development of professional governing bodies and modern institutions.

D. MODERN REFORMS AND PROFESSIONALISATION OF LEGAL EDUCATION: LEGAL PROFESSION AND ALL INDIAN BAR COMMITTEE

All India Bar Committee was constituted under the Chairmanship of Justice S. R. Das in the year 1951. The committee recommended to the Central Government to establish All India Bar Council and State Bar Councils. The power was given to the Bar Council of India for enrolment, suspension or the removal of Advocates to the Bar Council. It abolished the posts of pleaders, *vakils* and *mukhtars*. Fifth Law Commission of India in its fourteenth Report also made a similar recommendation. Shri M.C. Setalvad who headed the 14th Law Commission in its report on 'Reforms of Judicial Administration' in 1958 while assessing the standards of legal education obtained in the country said, "*In the period of about ten years which*

*has elapsed since the publication of Radhakrishnan Commission, the position in regard to legal education in this country has, it appears, definitely deteriorated.”*¹⁸

Before 1950, ‘education’ was in Central List. In the year 1959, ‘education’ was placed in the ‘concurrent list’. As a result, all professional courses were also placed in the ‘concurrent list’.

The Parliament, in exercise of its legislative power under Entry 66 of List I enacted the University Grants Commission Act, 1956 to bring reforms in the University education. To bring reforms in higher education, in the exercise of its legislative powers under Entry 66 of List I, the Parliament enacted the University Grants Commission Act, 1956.¹⁹

Advocates Act, 1961 was enacted in the Indian Parliament by virtue of its powers under entries 77 and 78 of List I of the Constitution of India.²⁰ By virtue of its powers as per entries 77 and 78 of List I of the Constitution of India the Indian Parliament enacted the Advocates Act, 1961 to regulate the legal profession in India²¹.

Bar Council of India Rules were passed under the Advocates Act, of 1961. These Rules prescribed a curriculum for imparting legal education throughout India. The Advocates Act, 1961 under section 4 of the Act created the Bar Council of India, a Statutory Body to regulate legal education and the legal profession.²² Bar Council of India created three

¹⁸ LAW COMMISSION OF INDIA, REPORT NO. 14: REFORM OF JUDICIAL ADMINISTRATION (1958).

¹⁹ The University Grants Commission Act, 1956, No. 3, Acts of Parliament, 1956 (India).

²⁰ The Advocates Act, 1961, No. 25, Acts of Parliament, 1961 (India).

²¹ Heba Shams, *Law in the Context of Globalisation: A Framework of Analysis*, 35 INT’L.L. 1589 (2001).

²² The Advocates Act, 1961, § 4, No. 25, Acts of Parliament, 1961 (India).

more committees and they are i) Legal Education Committee; ii) Bar Council of India Trust; iii) Directorate of Legal Education. In addition to the above Committees, BCI has various other committees. They are i) Executive Committee; ii) Disciplinary Committee; iii) Advocates Welfare Association; iv) Legal Aid Committee; v) Building Committee; vi) Rules Committee. The Central Government created the All-India Bar Committee under the Chairmanship who is a judge of the Supreme Court of India. The Committee recommended the establishment of State Bar Council for each State. It also recommended to the Central Government to create All India Council at the National Level as the Apex Body for regulating the legal profession.²³

Initially, the Indian Universities offered two-year degree programs following the completion of higher secondary education. However, in 1962, the BCI issued an order directing all universities to implement three-year degree courses following the completion of the undergraduate course.²⁴

E. CREATION OF NATIONAL LAW UNIVERSITIES IN INDIA

To suggest reforms in Legal Education Hon'ble Chief Justice of India constituted a three-member committee under the Chairmanship of Hon'ble Sri Justice A. M. Ahmadi and it is the result of the resolution

²³ Samridhi Thakar, *What are the Powers of the Bar Council to make rules?*, LAW INSIDER (Sept. 21, 2021), <https://lawinsider.in/columns/what-are-the-powers-of-the-bar-council-to-make-rules>.

²⁴ Krushna Chandra Jena, *Role of Bar Councils and Universities For Promoting Legal Education In India*, 44(4) J. INDIAN L. INST. 555 (2002).

passed in the Chief Justices' conference in 1993 at Bhubaneswar.²⁵ The Curriculum Development Committee was created by the Bar Council of India to identify the loopholes in the present education system and to suggest reforms in the legal education. On the basis of the recommendations of the above Committees, the Bar Council of India introduced 'the Five-Year Integrated Law Course'. UGC also gave approval for introducing Five Year Integrated Law Degree Course. The National Law School of India University was established on an experimental basis and it started five five-year courses in India first time. The success of the National Law School of India University has given encouragement to the Governments for the establishment of other National Law Schools on similar pattern. At present, there are twenty-six National Law Universities participating in Common Law Admission Test ("CLAT") in India.²⁶ In the year 1994, the Bar Council of India introduced a one-year training rule after graduation as per the recommendations of the Ahmadi Committee.²⁷ But it was struck down by the Supreme Court in *V. Sudbeer v. Bar Council of India* on 15th March, 1999.

Having traced the origins and development of legal education in India, we will now move to the next phase and now we will try to understand how these historical foundations interact with contemporary global forces and changes. The following section explores globalisation that has broken down geographical and economic boundaries, fostering

²⁵ Justice A. M. Ahmadi, *Repairing the Cracks in Legal Education*, 1 SCC J. 3 (1993).

²⁶ *Participating Universities for CLAT 2025*, CONSORTIUM OF NATIONAL LAW UNIVERSITIES, https://consortiumofnlus.ac.in/clat-2025/participating_universities.html.

²⁷ Archana K., *Practicability of Clinical Legal Education in India – An Overview*, 4(26) J. EDUC. & PRAC. 157 (2013).

international collaboration and competition. As the world becomes increasingly interconnected, globalisation has created new opportunities and challenges for India's legal education system.

II. GLOBALISATION

A. DEFINITION

'Globalisation' is defined as "*how trade and technology have made the world into a more connected and interdependent place.*" It means the exchange of goods and services at the international level. It promotes interaction between the people residing in different parts of the world. Because of globalisation, business activities expand worldwide. This is the result of technological development and socio-economic and political developments. Globalisation results in knowledge, services and goods spread throughout the world. Free imports and exports are the result of globalisation. Lower prices and higher standards of living are the result of globalisation. Increasing wealth concentration and cultural homogeneity are the result of globalisation. Some of the advantages of globalisation are that it has increased international trade between countries, improved the status of underdeveloped countries. Simultaneously, it has also increased the cultural relations among countries. The positive effects of globalisation are economic advancement and the reduction in poverty, the creation of jobs, greater access to technology, cultural diversity and tolerance, the emergence of new social movements and greater transparency. There are three kinds of globalisation and they are i)

economic globalisation; ii) cultural globalisation; iii) political globalisation.²⁸

B. IMPACT OF GLOBALISATION ON INDIAN EDUCATION AND INDIAN LEGAL EDUCATION

Globalisation has introduced numerous challenges to the future of legal education in India; however, at the same time it has created a unique opportunity to reform the status quo. Questioning and upgrading the existing system is a necessary step for attaining full progress. From the production of simple goods to the production of advanced technologies, every industry in India has been impacted by globalisation. In such circumstances, the legal education and legal profession cannot remain untouched.²⁹

As per Martin Luther King Jr., *“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.”*³⁰ This philosophy becomes relevant in the context of globalisation, which has opened new avenues for those pursuing legal education in India. The global expansion of Indian businesses has led to a rise in opportunities for legal professionals in areas such as transnational law, international commercial arbitration, and cross-border transactions. With Indian businesses expanding their presence overseas, global law firms are eager to provide counsel on foreign law and international legal matters. As a result, if international firms are allowed to establish a

²⁸ Simon Chesterman, *The Globalisation of Legal Education*, SING. J. OF LEGAL STUDIES 58 (2008).

²⁹ King, *supra* note 4.

³⁰ *Id.*

presence in India, they will likely be staffed and managed by Indian lawyers. This will lead to creation of significant employment opportunities within the country.

C. GLOBALISATION AND THE INDIAN LEGAL EDUCATION SYSTEM

R. Buckminster Fuller once observed, *“You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete”*. This specifically holds true for India’s legal education system where, as noted by David E. Van Zandt, India’s legal education system was initially designed and made to make lawyers for predominantly for courtroom practice. However, in today’s globalized world, this model and this focus is no longer sufficient. Legal experts have agreed that while the creation of National Law Universities (“**NLU**”) has been a positive progressive step, it alone does not address the issues that exist deeper in the system. A comprehensive approach that focuses on reformation is necessary to elevate the system to international standard of legal education by making rigorous changes. Over the last three decades, legal education in India has transformed immensely. This was largely driven by the forces of globalisation. The liberalization of trade and business has created the need for legal professionals who are equipped not only with knowledge of domestic laws but also with expertise in international legal frameworks. The Central Government of India recognized this need. Hence, it has allowed 100% Foreign Direct Investment (“**FDI**”) in the education sector through the automatic route. This policy shift reflects India’s commitment to integrate global standards into its educational institutions. When it

comes to countries like India, it is important to keep pace with globalisation. This necessitates the adoption of a global curriculum and standardized legal education. There has to be a shift in focus from a purely national perspective to a more global one. Law schools and NLUs increasingly prioritize the teaching and research of international law alongside Indian law. Thus, there are now training programs designed to provide students with the skills and knowledge necessary to navigate both domestic and international legal systems. This helps them prepare for careers that demand cross-border expertise.

Furthermore, the reform agenda should include not only curriculum enhancement but also faculty development. This requires heavy investment in research, and collaboration with international institutions. By doing so, India's legal education system can evolve and produce lawyers who are not only proficient in their craft but also capable of shaping the future of law in a global context.

Owing to globalisation, educational institutions and legal practices in India have also begun leaving their footprints outside the national boundary. The next section of this article explains globalisation in relation to the World Trade Organization (“**WTO**”) and considers how such a global institution has reframed the legal landscape of India. Understanding the role of WTO will provide an insight into the macrocosm that globalisation implies for India's legal education and profession.

III. GLOBALISATION AND WORLD TRADE ORGANIZATION

On January 1, 1995, the WTO was established with 85 founding member countries, including India. The WTO's General Agreement on Trade in Services ("GATS") comprises six parts, 29 articles, and eight annexes, imposing various obligations on its signatories. These rules mandate that all member countries must adhere to WTO regulations, including ensuring market access and national treatment to other member states. India would be obligated under GATS to allow foreign lawyers and law firms to enter the country.³¹ As international trade and investment continue to expand, knowledge of the functioning of international institutions like the WTO is becoming crucial. Technological advancements and globalisation have dramatically changed life today, and legal practices are not different. For example, judgments of constitutional courts can be readily accessed online, thus encouraging greater transparency.

India has nearly six lakh lawyers, and the country realizes that high-quality legal education is essential for raising the quality of the profession as a whole. The process of globalisation is inevitable, and lawyers in all places must update their skills continuously to keep up with the changing world. Law universities in developed countries have already responded to these global shifts by updating their curricula to better prepare legal professionals for the demands of a globalized world.

³¹ John A. Barrett, *International Legal Education in U.S. Law Schools: Plenty of Offerings, But Too Few Students*, 31 INT'L L. 845 (1997).

Technological progress has caused an evolutionary change in teaching and the practice of law. As Peter Martin aptly noted, “*the pace and contours of change vary from place to place, but nearly everywhere, the impact of digital information and communication on law-related functions seems both breathtakingly rapid and inexorable*”. This digital transformation has not only accelerated the dissemination of legal information but also reshaped how legal services are delivered and how law is taught across the globe.³²

In response to these challenges, law universities must adopt more innovative and imaginative degree programs to equip future legal professionals with the skills necessary to navigate the complexities of a globalized and digitally driven world. However, despite the clear need for curriculum modernization, significant barriers persist. One of the most pressing challenges is the retention of highly skilled law faculty. Most universities are unable to offer competitive salaries and research opportunities, thus pushing out good educators from those institutions, especially if the university in question is poorly funded. This scarcity of quality faculty impacts the quality of legal education, thus preventing the schools from competing globally with new trends in practice.

In addition, financial limitations can also restrain investments in adequate technological infrastructure, research resources, and student support in order to create an educational system responsive to the expectations of globalisation. Consequently, law schools in India, as well

³² Peter W. Martin, *Reducing the Cost and Improving the Quality of Course Materials Technology*, CONFERENCE OF THE COMMONWEALTH LEGAL EDUCATION ASSOCIATION, (December 1998), <https://ecommons.cornell.edu/server/api/core/bitstreams/18bdfa05-8fb3-49fc-b298-0e8e3b37dcfb/content>.

as other developing nations, are caught between the rock of curricular reform, on the one hand, and lack of human and financial resources to execute these reforms. This underscores the call to invest more in legal education and to focus on institutional building to support high-quality teaching and research in the digital world.

To deal with the challenges of globalisation, law universities in India have to rethink their traditional models of pedagogy and offer more creative and holistic programs of degree. While there is much talk about the restructuring of curricula, lack of adequate funding and retaining quality faculty are significant obstacles to modernization. Still, these should not be reasons to hold back on necessary change. Two approaches that can significantly improve legal education in India in this regard are: clinical legal education and interdisciplinary learning.

A. CLINICAL LEARNING

One way through which legal education can be modernized is by fully integrating clinical legal education into the curriculum rather than relying solely on internships. Clinical legal education provides students with real-world experience and allows them to work on actual cases under the supervision professionals who undertake this on a daily basis. This helps bridge the gap between theoretical knowledge and practical application. For example, Yale Law School has a clinical program that enables students to participate in various clinics including the Lowenstein International Human Rights Clinic and the Environmental Protection

Clinic.³³ These clinics allow students to address pressing legal challenges ranging from human rights violations to environmental law issues. They also have the Health Justice Practicum that allows students to gain hands-on experience by working on health law cases and focusing on issues such as access to healthcare and justice for marginalized populations.³⁴ Such programs give students direct experience with the legal system and helping them to develop essential practical skills that are often not fully covered through internships. Another example can be Harvard Law School curriculum. It has set the standard with its extensive offering of clinical legal education for its students to gain direct experience through 23 clinics hosted in-house that range from the Cyber Law Clinic, Animal Law & Policy Clinic to Health Law and Policy Clinic. One such course offered to students from multiple disciplines at Harvard Law School is “Justice” taught by Michael Sandel.³⁵ The course delves into extensive philosophical and ethical questions and allows students to examine critically legal principles both in social context. The programs of the clinics tie clinical placements with academic courses so that there are real-world legal practices with classroom learning. Harvard emphasizes clinical work as an integral component of its curriculum, so students can fulfil pro bono hours and work on important advocacy on behalf of others. In

³³ *Clinical Courses/Experiential Learning, Courses*, YALE LAW SCHOOL, <https://law.yale.edu/studying-law-yale/areas-interest/international-law/curriculum#heading-32289214>.

³⁴ *Law & Economics, Areas of Study*, YALE LAW SCHOOL, <https://law.yale.edu/studying-law-yale/areas-study/law-economics>.

³⁵ Justice, Michel J. Sandel, Anne T. and Robert M. Bass Professor of Government, HARVARD UNIVERSITY, <https://scholar.harvard.edu/sandel/justice>.

India, attempts towards interdisciplinary learning have recently arisen. Promoting Interdisciplinary Learning

Interdisciplinary learning has become an essential part of a modern legal professional's toolkit: navigating issues that involve economics, policy, technology, and much more. Leaders in institutions, such as Harvard and Yale, have established various models for cross-disciplinary collaboration.

Harvard, for instance, has developed robust inter-disciplinary programs with its J.D. /M.B.A. offerings, allowing students to integrate business and law together.³⁶ The Program on Negotiation is a cross-school initiative with Harvard Business School in which law students, business students, and scholars come together to explore more complex negotiation strategies across industries. Harvard has also revamped the curriculum to include courses on problem-solving, regulation, and international law, giving students an understanding of the nature of modern legal practice.³⁷

Yale also fosters interdisciplinary learning through programs such as the Law, Economics, and Organization Workshop, which allows students to study legal issues from an economic perspective. This is complemented by joint-degree programs and courses that merge law with environmental studies, economics, and political science.

³⁶ HLS News Staff, *Interdisciplinary collaborations on the rise*, HARVARD LAW TODAY (Jan. 28, 2013), <https://hls.harvard.edu/today/interdisciplinary-collaborations-on-the-rise/>.

³⁷ Elaine McArdle, *A Curriculum of New Realities*, HARVARD LAW BULLETIN (Sep. 2, 2008), <https://hls.harvard.edu/today/a-curriculum-of-new-realities/>, September 1, 2008.

In India, introducing interdisciplinary programs that combine law with subjects like economics, technology, and public policy would better prepare law students for international legal challenges. Interdisciplinary learning can be fostered by promoting collaborations between law schools and experts in other fields. For example, the law schools of India could collaborate with the IITs (Indian Institutes of Technology) for technology law courses or with NIFT (National Institute of Fashion Technology) for intellectual property courses in relation to fashion and design. Such collaborations can introduce law students to real-world problems involving data privacy and cybersecurity, from patent law in biotechnology to the fashion industry.

While adopting innovative clinical and interdisciplinary learning approaches is crucial, it is equally important to focus on improving professional pathways and legal aid structures that shape the legal profession in India. This brings us to the next section of this article that discusses about legal aid clinics in India.

IV. ENHANCING THE INVOLVEMENT OF LAW STUDENTS IN LEGAL AID

Active involvement of law students in legal aid clinics is a key activity for creating effective and socially responsible legal professionals. Legal aid clinics provide the students with hands-on experience outside the classroom walls, allowing them to learn the actual implications of law on the marginalized communities. A comprehensive survey conducted by the Supreme Court of India in 2024 looked into the relevance of law

school-based legal aid cells. The survey result showed that among 83 legal aid cells, there were only a few, which were actually providing appropriate legal representation or assistance to the clients, while many were merely conducting legal awareness camps and workshops.³⁸

One crucial issue of underutilization of legal aid cells has, arisen from lack of funding, lack of infrastructure, and overburdened faculty and student volunteers. Many law schools also lack specialized legal aid cells which limits the scope of services that can be offered to those in need. It further calls for strong institutional support through proper funding of legal aid cells and involvement of qualified legal practitioners in supervising students in an effective manner. This would improve the quality of services rendered but would also ensure that students receive proper mentorship and professional guidance to handle complex legal issues.³⁹

Secondly, the lack of academic credit or formal recognition for students participating in legal aid activities is still a significant deterrent. In fact, only a fraction of law schools offers academic incentives for students involved in legal aid, and many students participate in these activities merely out of personal interest or community service. The Supreme Court report indicates that legal aid work integrated into the formal curriculum

³⁸ LEGAL AID THROUGH LAW SCHOOLS: A REPORT ON WORKING OF LEGAL AID CELLS IN INDIA, CENTRE FOR RESEARCH AND PLANNING, SUPREME COURT OF INDIA (Nov. 5, 2024).

³⁹ A. Nagarathna & Rhea Roy Mammen, *Legal Academia and Legal Aid Clinics: The Two Invisible Pillars for Dispute Resolution*, 12(1) CHRIST UNIVERSITY LAW JOURNAL 33 (2023).

would give academic credit and may encourage more students to participate more actively in these programs.

Thirdly, it should be added that collaboration with NGOs, Legal Service Authorities and Community Groups will require law schools. This is yet another critical area as it seems that although many law schools have entered collaborations with the external players, such relations are only occasional and devoid of infrastructure to ensure its sustainability. Building Stronger Networks between Law Schools, and Local Legal Aid Bodies with the Community Organization will really broaden the outreach of legal aid services to ensure that marginalized populations receive consistent legal assistance.⁴⁰

Fourthly, it is imperative to make legal aid clinics have a more significant impact through providing law students with the resources to deal with complex cases. This would include technology use in clinics, streamlined case management, and enough resources for research and documentation. An environment that provides law students with opportunities for substantive legal work can therefore make legal aid clinics vibrant centers of legal education and social justice.⁴¹ In conclusion, an expansive role for law students in legal aid requires systemic reforms dealing with funding, infrastructure, supervision, and academic recognition. As legal aid becomes core business for the law schools, they

⁴⁰ Rajesh Ranjan, *Engage law students to improve legal aid*, DECCAN HERALD (Jun. 6, 2023), <https://www.deccanherald.com/opinion/engage-law-students-to-improve-legal-aid-1225181.html>.

⁴¹ B.B. Pande, *Moral and Ethical Issues Confronting Students' Legal Aid Clinics in the Outreach of Legal Services to the Resources-Less and the Poor*, 1(1) J. OF NATIONAL L. UNI., DELHI 43 (2013).

will be in a position to produce graduates well-versed in theory of law but also empowered with the practical challenges of the justice delivery system.

As we continue with our study of reforms in legal education, it becomes imperative to address the place of artificial intelligence in the practice of law and an inclusive environment. These are, thus, reforms on the foundations of a legal education system that is at the same time modern, inclusive, and responsive to changes from technological advancements.

V. BUILDING AN INCLUSIVE AND FUTURE-READY LEGAL EDUCATION SYSTEM

A. POLICY FOR AI USAGE IN LEGAL EDUCATION

The rise of AI has significant implications for the legal field, and law schools must have clear policies on its use in academic settings. In fact, institutions like the University of Chicago have already started to incorporate AI tools into their curricula and provide guidelines for responsible use.⁴² These policies generally fall into three categories: prohibiting AI use entirely, permitting its use with prior permission, or requiring citation when AI tools are used. For instance, the University of Chicago allows students to use AI tools such as ChatGPT for specific assignments but requires that AI-generated content be properly cited. This

⁴² *AI at UChicago Now: How Faculty Use AI and How You Can Use PhoenixAI*, THE UNIVERSITY OF CHICAGO LIBRARY NEWS (Oct. 14, 2024), <https://www.lib.uchicago.edu/about/news/ai-at-uchicago-now-how-faculty-use-ai-and-how-you-can-use-phoenixai/>.

is for emphasizing on academic integrity while acknowledging AI's potential to enhance learning.

Law schools should ensure that AI policies promote critical thinking and discourage shortcuts. This can be achieved by incorporating assignments that require creative thought, using AI as a brainstorming tool, and authentic assessments that require iterative work from students. Thus, setting clear expectations and guidelines for the use of AI is important and through this law schools can help students navigate the complexity of AI while maintaining academic rigour.

B. MAKING LAW SCHOOLS MORE INCLUSIVE

Inclusion within law schools is also not just about increasing the diversity but also making sure all students, regardless of backgrounds, have resources and supports for success. NALSAR's Accessibility Program models an example of an inclusive model of law education. It does so by providing reduced fees and more governmental financial aid to students from more economically disadvantaged backgrounds. That would level the playing field and talented students would then be able to pursue education in law without regard for their financial situation.⁴³

Also, law schools need to resonate with the problems faced by the minority communities and specifically the LGBTQ+ student populations

⁴³ Jelsyana Chacko, *NALSAR launches Accessibility Lab to meet needs of students with disabilities*, BAR AND BENCH (Jul. 29, 2022), <https://www.barandbench.com/news/lawschools/nalsar-extends-its-efforts-in-diversity-equity-and-inclusion-with-launch-of-accessibility-lab#:~:text=Law%20Schools%20News-,NALSAR%20launches%20Accessibility%20Lab%20to%20meet%20needs%20of%20students%20with,impairment%20and%20low%20hearing%20disability.>

so that their settings can be as friendly and as enabling as possible. There has to be data related to problems such as mental health, discrimination, and a lack of representation. This can only be done by an adequate support system like counseling services, LGBTQ+-friendly policies, and active groups inside the institution.

C. ECONOMICALLY VIABLE STUDENT AND FACULTY EXCHANGE PROGRAMS

Exchanges of students and faculty also form a part of this modern framework of legal education with global exposure. However, these exchange programs are typically very costly. To ensure that such exposure is widely possible, law schools should form alliances with other international institutions and governments to ensure that affordable exchanges are possible. This might be done in collaboration with universities that have financial grants or low-cost travel and living for those participating in the exchange. Such programs allow students and faculty to engage with global legal systems, which enhance their education and promote international collaboration.

The next section highlights the impact of globalisation on the legal profession, pointing to how global trends have transformed skills demanded by legal professionals and how legal practice also comes to evolve in response to international demands.

VI. IMPACT OF GLOBALISATION ON LEGAL PROFESSION

Drastic changes are taking place in the legal profession due to globalisation. Globalisation has made much change in the legal profession.

Changes have not only influenced the curriculum of legal education but also transformed the practice of law in courts. Competent legal professionals are urgently needed to deal with issues of law emanating from globalisation, particularly those about international requirements and the needs of multinational corporations. In this regard, legal education must prepare lawyers for this global knowledge economy, such that they are provided with relevant and contemporary knowledge.⁴⁴

India has striven for significant integration of the country's legal profession in the international space, where it permitted foreign lawyers and law firms to enter the country. Because of this, most of the Indian law firms ventured into the international market with multiple branches in several countries. The Legal Process Outsourcing too has further helped to upgrade India's legal services.

A. CHALLENGES FACED BY THE LEGAL PROFESSIONS IN THE ERA OF GLOBALISATION IN INDIA

Presently, corporate lawyers work for foreign and indigenous companies in India. A lot of them are doing work within the legal departments of multinational corporations. This increasing globalisation of the legal profession is driving the growth of the industry, and many lawyers are being called on to handle complex, high-profile cases involving securities, project finance, mergers and acquisitions, and initial public offerings. Leading Indian law firms have opened branches in the USA, UK, Australia, and Canada. The Indian lawyer now has to be well

⁴⁴ Taruna Solanki, *Impact of Globalisation on Indian legal education system: An analytical study*, 5(3) INT'L J. L. 1, 1-5 (2019).

equipped in legal research skills if they are to compete in developed countries. While the Indian government has allowed foreign lawyers and law firms to open branches in India, the Supreme Court has limited the ability of foreign lawyers to practice law in India. Foreign lawyers are permitted to provide legal consultancy services to Indian clients by flying in for consultations. As a result of the establishment of numerous multinational companies in India, there is a growing need for highly skilled, well-trained lawyers to compete with their international counterparts. The Indian legal system needs to adapt to meet global demands.

In 2011, Harvard Law School's Center on the Legal Profession initiated the Globalisation, Lawyers, and Emerging Economies research project to consider how globalisation is changing the legal services market in places like Brazil, India, and China. This report also looks at the ways in which globalisation is shaping the political economy and the legal services markets.⁴⁵ It's in this context that there is a need for specialist expertise with specific knowledge about international law as far as Indian law students are concerned. Legal experts must develop an understanding of global legal systems. In common parlance, the globalisation of law means the extension of one single legal order to all nations. Thus, it would be on the basis of a unanimous global legal framework that certain rules could be agreed to be followed worldwide. As globalisation advances, legislative powers become more concentrated in states that comply with

⁴⁵ Dhananjaya Y. Chandrachud, *The Future of the Indian Legal Profession*, THE PRACTICE (2018), <https://clp.law.harvard.edu/knowledge-hub/magazine/issues/indian-legal-profession/>.

international obligations, and economic analysis plays a crucial role in evaluating the efficiency and fairness of legal rules and institutions. International law has thus globalized, leading to an increasing number of complex legal disputes between companies as they expand their business beyond local markets to international territories. This has created more competition and led to the need for a legal framework that regulates commercial disputes, cross-border transactions, and intellectual property rights. Thus, the “globalisation of law” refers to the extent to which legal rules, norms, and standards are respected and obeyed by states and other actors in international relations. Economic globalisation has facilitated greater integration among nations through trade agreements, driving the need for legal systems to support these developments. The Indian legal system continues to evolve in response to the socio-economic changes brought about by globalisation. In this context, globalisation strengthens international relations and connects economies, politics, and societies through advancements in transportation, technology, and international cooperation. Globalisation also gives businesses competitive advantages by lowering operational costs and, hence, raising productivity services and consumer access. Of the characteristics of economic globalisation is the increase in capital flow, the growth of international companies, and a stronger integration into the world business cycle. The communications as well as transportation innovations are also critical factors. Some of the driving forces for economic globalisation include containerization, technological innovations, economies of scale, and differences in tax

systems, reduced protectionism, and the growth strategies of multinational corporations.⁴⁶

Law students need to acquire specialized knowledge and expertise in order to enter into the legal profession in India, particularly in the era of globalisation. With regard to the environment that this system of study will expose these young Indians to, law schools must draw lessons from Ivy League institutions, such as Harvard Law School, Yale Law School, and Columbia Law School. These institutions place huge emphasis on global legal frameworks, specifically on economic analysis of law and specialization in international law.

For example, Harvard Law School has specialized tracks such as the *International Economic Law and Global Governance*.⁴⁷ This prepares the students for the complexities of global trade, intellectual property law, and cross-border dispute resolution. The focus of such a program is to train students to look at legal issues from an economic perspective while focusing on how laws impact global business practices, trade agreements, and international disputes. Yale also includes *Economic Analysis of Law* in its curriculum where they test the economic principles of efficiency against legal structures and their effectiveness⁴⁸

In India, such specialized modules in the curriculum would prepare students to deal with the increasing complexities of legal issues in

⁴⁶ Donald O. Omagu, *State, POLITICS, AND GLOBALISATION*, 21 J. OF THE HISTORICAL SOCIETY OF NIGERIA 70 (2012).

⁴⁷ *Global Governance, Courses*, HARVARD LAW SCHOOL, <https://hls.harvard.edu/courses/global-governance/>.

⁴⁸ Martha T. McCluskey, Frank Pasquale & Jennifer Taub, *Law and Economics: Contemporary Approaches*, 35 YALE L. & POL'Y REV. 297 (2016).

a globalized world. Economic analysis has become an essential tool in legal reasoning and for understanding how legal rules affect market competition, intellectual property rights, and multinational corporate operations. As companies increasingly expand globally, Indian law schools must also offer programs focusing on International Business Transactions, Cross-Border Dispute Resolution, and International Arbitration. Law schools should provide specialized courses that include International Trade Law, Human Rights Law, and Environmental Law, which have become essential in managing global problems. Ivy League schools have also implemented exchange programs with international institutions to help students gain firsthand exposure to global legal practices. Such programs allow students to experience the legal systems of different countries such that they can build a global. Indian law schools should consider establishing similar exchange programs, particularly with institutions that offer specialized training in areas like international business law, digital privacy, and environmental governance.

VII. CONCLUSION

In conclusion, this article outlines the transformative effect that globalisation has had on India's legal education and profession. From old roots to new institutions, an evolution of legal education does reflect the need for unending reform to meet globally accepted standards. As industry in India is reshaped by globalisation, so must legal systems be transformed through creating innovative curricula, improving faculty and infrastructure, and preparing legal professionals to function well both in domestic and international circumstances. To remain relevant and

competitive in a globalized world, India needs to update its system of legal education, accept cross-border collaboration, and enable lawyers to acquire competencies relevant to a technology-driven, highly interconnected future.

It is necessary to suit the legal systems prevailing in all countries in the world which are operating globally so that all countries in the world should arrive to an acceptable legal structure for all the countries participating. Constantly there should be transformation in the legal education and legal profession the reason being it has a direct impact on the social, political and business environment of the world. Competent Advocates are required today and they should be trained in the right legal education system. Changes should be made in the Indian education system and legal system according to global needs. There is a need to produce legal professionals who are dedicated, hardworking, committed to work, having good listening and analytical skills. Law universities must change according to the realities of the changing legal environment. The universities should look beyond the traditional view of international law as a discrete subject. To effectively deal with future challenges, law universities need to address two main issues and they are the retention of highly trained teachers and the availability of standard teaching materials.