

AN OVERVIEW OF LEGAL EDUCATION SYSTEM IN INDIA

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History of legal education in india

Legal training in the India by and large alludes to the instruction of legal advisors before section into practice. Lawful training in India is offered by the conventional colleges and the particular law colleges and schools when fruition of a college degree or as a coordinated degree. The idea of dharma, in the Vedic period, can be seen as the idea of the legal education India¹. Despite the fact that there is no record of formal preparing in law, the administration of justice was to be finished by the ruler on the premise of a self-obtained preparing. Justice was likewise managed by the King through his deputies who thus were persons of known honesty and notoriety of being reasonable and fair. The directing power for the King or his representative was the maintaining of the Dharma². To start with solid stride toward sorting out legal calling was taken through Regulating Act of 1773 which engaged to enlist advocates and Attorneys-at-law to the Supreme Court. The Supreme Court was set up in Fort William in Bengal through a sanction issued in 1774. Around then Indian Lawyers had no privilege to appearance in the Courts. The Bengal Regulation VII of 1793 which made surprisingly a standard lawful calling for the organization's courts, which permitted the arrangement of Vakils or local pleaders in the courts of common judicature in the regions of Bengal, Bihar and Orissa. In 1861 three High Courts were set up at Calcutta, Madras and Bombay. Right now three assemblages of

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¹ P.V. Kane, history of Dharmasastras, volume-6, 1930-62

² S.K.Sharma, "Legal Profession in India" Sociology of Law and legal Profession, Ed.(1984) p.43

experts viz, Advocates, Attorneys and Vakils were in presence. Backers were the advocates of England or Ireland yet the Vakils were Indian Practitioners. Legal Practitioners Act, 1879, given to enrolment to just those practitioners who had taken LL.B degree from Indian Universities Under Section 41, the High Court could reject any supporter or suspend him from practice by giving a chance to shield him. Bar Councils Act, 1926 bound together two evaluations of legal practitioners, the Vakils and Pleaders, by combining them in the class of backers. Formal lawful training in India appeared in 1855 when the first residency of law was built up at the Government Epistone College in Bombay and Madras and Hindu College at Calcutta. Around then the essential point of legal education was to prepare law understudies with the goal that they could help the lower courts and the High Courts in the organization of justice by selecting themselves as Vakils or getting to be legal officers, and therefore serve the hobbies of the Administration. In the year, 1857 legal training was presented as a subject for instructing in three colleges in the administration towns of Calcutta, Madras and Bombay³. After autonomy in 1954, XIVth [14th] Report the Law Commission (Setalvad Commission)⁴ of India talked about the status of lawful training and perceived the requirement for change in the arrangement of legal education and made certain suggestions. Just graduates ought to be qualified for legal studies. The hypothesis and standards of law ought to be taught in the graduate schools and the procedural law and the law of functional character ought to be taught by the Bar Council. The college course ought to be for a long time and the Bar Council preparing ought to be for one year. The chief technique for instructing

³ History of Legal Education in India, Kamran Mahammad
<http://www.scribd.com/doc/125044844/History-Of-Legal-Education-In-India-609-2nd-doc>, Last Visit: 22 /01/ 2016

⁴ Legalsutra.com/law Last Visit: 23/01/2016

being address to be supplemented by instructional exercises, classes, unsettled courts, and case routines. Admission to graduate schools ought to be limited on legitimacy and reality. All India Bar Council ought to be engaged to determine whether law universities keep up the imperative least norms and ought to be enabled to decline acknowledgment for law schools. After the year 1961 the Bar Council of India was enabled to set down principles of Indian Legal education. The bar council is responsible to maintain the standard of legal education in India⁵. In 1967 this body built up a uniform three years LL .B Course with yearly examinations and endorsed mandatory and discretionary subjects to be taught at LL.B level. A large portion of these subjects were customary points and there is no direction identifying with educational programs arranging.

It was just by 1967, that it got to be grave assignment for the three year law universities to incorporate procedural subjects into the educational modules of their graduate school. Because of prominent interest, the Bar Council of India distributed the Rules fit as a fiddle as relevant from 30 November 1998. The base capability for being a promoter is a LLB Degree, for the most part a three year course, which can be gotten after graduation in different controls. A verbal confrontation as to its adequacy in the later past prompted a proposition of a five year incorporated course after a transitional (10+2) examination (from first class to twelfth class - downright time of 12 years of study). The three year course itself came to be rebuilt into a semester framework and a few papers came to be incorporated and rejected according to the Bar Council Guidelines. Henceforth, the Council today permits both the 3 year course and 5 year course to proceed In India, an understudy can seek after a lawful course strictly when finishing a

⁵ THE MADURAI BENCH OF MADRAS HIGH COURT in B.Ashok vs The Secretary

college class in any order. Be that as it may, taking after the national graduate school model, one can concentrate on law as an incorporated course of five years subsequent to passing the senior optional examination. The accompanying are degrees presented by various Indian Universities:

- Lone ranger of Laws (LL.B.) - The LL.B. is the most well-known law degree offered and presented by Indian colleges which has a length of time of three years. All law colleges take after a standard LL.B. educational modules, wherein understudies are presented to the required bar subjects.
- Incorporated college degrees - B.A. LL.B., B.Sc. LL.B., BBA. LLB., B.Com. LL.B. These degrees are for the most part offered in the independent graduate schools having a span of five years.
- Expert of Laws (LL.M.) - The LL.M. is most regular postgraduate law degree which has a length of time of two years.
- Expert of Business Law
- Specialist of Philosophy (Ph.D.)
- Incorporated MBL-LLM/MBA-LLM. - Generally a three years twofold degree incorporated course with specialization in business law.

Significance of legal education and law schools

Law schools should make more prominent open doors for research on issues identifying with law and justice that influence the society of India. The establishment of the rule of law in India can be followed back to old times. In later times, common law conventions, the Constitution of India, and the compatible part of the legal have added to the advancement of rule of law. In any case, with regards to authorization, there is much to be fancied. Glaring

infringement of law is a reality in India, and thus there is a need to genuinely work towards building up an honest society. The rule of law is secured just when there is a genuinely unsurprising lawful framework that reacts to needs and issues in a reasonable, non-biased, and successful way, and there is access to justice. The issue of requirement of laws assaults the very premise of democratic system in India, and the time has come to handle it in a systematic way. While there is no single arrangement, it is significant to recognize that activities should basically be planned to teach an admiration for law among the Indian citizenry. This implies all legal, institutional, legal, and sacred measures to guarantee the rule of law ought to be focused towards instilling an admiration for law on the premise of the belief that it will be authorized similarly and decently. Legal training has a critical part to play in the foundation of well-behaved society. Greatness in legal education and exploration is critical, on the grounds that it will shape the nature of the rule of law.

In this association, a few issues deserve genuine consideration. A scholastic culture that advances research⁶. Graduate schools in India should make more noteworthy open doors for teachers and understudies to attempt unique and genuine research on issues similar to law and justice that influence Indian culture. They ought to make a legal exploration environment that empowers researchers to distinguish issues that serve as an obstruction to the productive and powerful organization of justice. This is attainable through a far reaching examination of the lawful system and justice delivery components in India. It could bring about significant proposals suitable to the social and monetary needs of the general population. Relative innovative work of institutional associations, both inside of the nation furthermore with developing and developed nations,

⁶ Legal Education: Modern Trends and Challenges” , by Dr.Shobha Saxena, All india Report Journal-1999 , p.160

would go far towards a wide comprehension of the common encounters of different locales in transforming the organization of justice and law in India. Experience from different locales ought to be altogether analyzed by legal researchers and autonomously surveyed as to their suitability and fittingness to Indian conditions. Transforming the system of justice and of law in India is a difficult order. It includes a deliberate exertion by different performing artists, including the individuals from the Bar and the Bench, parliamentarians, individuals from common society everywhere, scholastics, and numerous others. In addition, law researchers can help through thorough research, by dissecting the different auxiliary issues of our common and criminal justice system from different edges and their suggestions for the tenet of law in India.

Law schools as foundations that advance social building. This is inseparably connected to their part in guaranteeing a guideline of law society. This should be done not just by giving astounding legal education, through cutting edge research on various issues that influence law and society, additionally by giving time and regard for the topic of what sort of society India should create and what should be the part of attorneys and law scholastics in that society. This part of law schools is critical, and they are suited to perform it in the event that they can add to a sound institutional establishment on the premise of which scholarly and academic capacities of legal researchers can be effectively advanced. Law is a dynamic order. It is fundamental that law and its translation change with time and can defy the difficulties that are postured by the social, economic, and political change in the public arena. In this way the part of law schools assumes importance especially in connection to the social desires produced as a result of the way of colleges as foundations of quality research and higher learning.

Indian culture is confronting profoundly many issues related to organization of justice due to uncommon deferrals in delivery of justice and issues, for example, administration emergencies, poverty, and defilement or corruption. As a result, the separation between the "law in books" and the "law as a general rule" is enlarging⁷. In the event that Indian culture is to wake up to this test, and for good administration to be constructed just with respect to the rule of law, it is vital that law schools play a more dynamic and responsible role. The future advancement of legal training in India ought to urge researchers to create research inputs on the different issue ranges of law for better comprehension of the institution involved in reformation of law. Legal training as an apparatus to give access to justice. With a specific end goal to have direct effect on the Indian citizenry, the advancement of expanded societal information of law and administration of justice ought to be the principle center of law school exercises. Without a doubt the judiciary of India has been assuming this part for quite a while, however the part of scholarly foundations, for example, law schools is extraordinary and particular. Law schools ought to concentrate on propelling the foundational standards on which law is based and justice is done in India, and which are essential for fortifying the confidence and trust of Indian citizenry in law and the justice system. This work must be somewhat performed through the scholarly and scholastic quest for researchers. However, for open grant to be urged and for scholastics to leave their ivory towers, it is critical that legal scholarships move towards endeavors at social change, and perceive the most essential features of law which is to guarantee justice. In the event that this function is appropriately performed, society can rest guaranteed that the various individual cases of unfairness bringing about exploitation won't in course of time result in more

⁷ Gaylord P. Harnwell *Legal Education and the Rule of Law*, 111 U. PA. L. REV. 911 (1963). Available at: http://scholarship.law.upenn.edu/penn_law_review/vol111/iss7/7 Last Visited: 29/01/2016

noteworthy dangers to the establishments of the tenet of law and democratic system.

In the event that the law schools in India are to give institutional administration in the field of teaching, research, and learning, it is important for them to reconsider the way of legal education. The framework of legal education in India is confronting critical difficulties. While the thought of national law schools has thrived throughout the years and it has furnished the leadership with new chances to make establishments of perfection, there is still need to persistently survey and assess our law schools in the light of the difficulties to the rule of law. A portion of the difficulties confronting legal education are: keeping up great quality law schools that can deliver great legal advisors, instructors, and law experts; growing the vicinity of good gauge law educators who can rouse the students and bestow great lawful training, including clinical education; spurring law students to pick different vocation ways inside of the legal world; and supporting great lawful ability inside of India, which incorporates convincing lawyers who are practicing or working abroad to come back to India to seek after similar work. These are extremely vital issues and there are no straightforward answers. Law researchers in India ought to go act as facilitators in leading debates and discussions on these matters among the graduate schools of the nation and intrigued individuals from the Bar and the Bench.

The fact is the most significant aim of legal education should be advancing brilliance in both teaching and research⁸. Be that as it may, these targets should be satisfied remembering their importance to and linkages with building up a standard of law-friendly society. The current situation with common and

⁸ Legal Education in India: Some Suggestions, Dr.K.P.Singh, All India Report, Journal -1999 p.169

criminal justice framework in India represents various difficulties and is a long way from giving the abundantly required confidence and admiration for law and legal organizations. While each establishment has an imperative part to play in guaranteeing the standard of law, law schools have so far not been seen as venturing up in such manner. It is the ideal opportunity for law schools and the legal discourse in India to grasp this obligation, lest the confidence of the students and the staff in the part of law and its effect on justice should be lost until the end of time.

Problems of legal education in india

Impact of globalization.

In today's modern world, globalization has affected each arena of an individual's life. With the advent of globalization, there is an increase in trade and investment across borders, there is an imperative need for lawyers to understand the functioning of international institutions. With the advent of multinationals in India as anywhere else, the task of lawyers is highly technical and an imperative need arises to have competent lawyers that would be trained in the right culture of Legal Education. This makes a sound case for introducing reforms in Legal Education.. Today, legal education has to meet not only the requirements of the bar and the new needs of trade, commerce and industry but also the requirements of globalization. New subjects with international dimensions have come into legal education. With multibillion-dollar investments in the growing economies, the business activities have grown manifold. The most challenging task is to strike a proper balance to ensure that students are taught a fair mix of courses that give them knowledge and training in Indian law, but at the same time prepare them for facing the challenges of globalization, whereby domestic legal

mechanisms interact with both international and foreign legal systems. This interaction has started and is going to deepen in the years to come. For example land movements and struggles for cheaper medicines among others have moved onto the global stage enlisting the help of NGOs to transport strategies and tactics across national borders. For example, the challenge to the big pharmaceutical companies' control of HIV drugs in South Africa. Globalization is leading to migration of Indian law graduates or who want to do law especially to USA, thereby depriving India of its valuable human asset. This is happening because Indian legal education is not able to match the standards of foreign universities. . The domestic insularity in which many lawyers in the past could practice their profession is not, in my opinion, sustainable as the inter-connectedness between countries grows. This interconnectedness extends, of course, beyond the bounds of commerce to embrace cases and transaction involving international environmental and human rights issues and to matters as diverse as international adoptions and war crimes. Even areas of law with a strong domestic focus such as family law, estate planning and criminal law are increasingly the subject of international issues and complications. The global financial services market will continue to experience major growth fuelled through mergers and acquisitions. The existence of this global market and globalization cannot be ignored by any law school.

Lack of good teachers and researchers

Achieving the next level of paradigm for legal education shall not be possible without the presence of a faculty which is sensitive to the changing times. Hiring of good faculty has been a challenge in law schools in India and abroad. Generally, the financial incentives offered by the private sector both in India and abroad are far more attractive than those available in the public sector, including

law schools, for good lawyers to make a commitment to academia. The present system does not sufficiently recognise the key problem with regard to legal education — lack of faculty members who are good teachers as well as sound researchers. Part IV BCI rules on standards of Legal Education fail to effectively provide for a common standard to be followed in all law institutes regarding conditions of service, selection, pay perks and promotions of law teachers and principals of law colleges. BCI has given many important aspects of legal professors like their salary scale, teaching load etc on UGC who treats law professors like other professors.

NET(national eligibility test) which is an entrance conducted for lectureship, is not able to guarantee communication skills and a passion for teaching who pass it. Because of reservation also sometimes undeserving candidates get selected for lectureship and at last students have to suffer, especially law students suffer because in law concepts needs to be cleared from the root as these students are future lawyer who will administer justice.

Law colleges are not sanctioned enough number of full time lecturers and in top of that the work pressure stands in the way of research and publications and the conduct of national and international seminars. The BCI rules stipulate teacher-student ratio as 1:40⁹ but in some national law universities, the student teacher ratio is much higher. Much of the current research effort has no relevance to contemporary social and national problems and does not focus on contemporary problems with practical aspects.

⁹ Legal education rules, 2008

Lack of good curricular framework and no strict adherence to accreditation by NAAC

Less observance to the teaching of professional ethics and less inculcation of the spirit of public service among the law students. No study of foreign language apart from English given in the law course. Study of foreign language is important because in the globalized world lawyers role is not limited to the domestic sphere only. Now a days many issues like patent laws, nuclear weapons have become an international issue in a much broader way and for solving these issues lawyers have to interact people from many countries. More focus on rote learning rather than critical reasoning which encourages essential analytical, writing and communication skills. Natural sciences are not taught as a common subject, it is taught only when one learns Environment law, it is taught. Now a days learning natural sciences is very important as environment pollution is a big concern in today's growing world and most laws are based on it. Many big law colleges even some NLUS does not give much importance to practical training like visiting law chambers, lok adalats etc because of which students does not get the right training in their initial years of studying law which leads to problems when they later on enter the world of law. Sometimes difficult law subjects are together given in 1 semester which leads to not mastering the basics of law subjects. A number of new subjects have been added in the syllabus in an anxiety to teach all possible latest subjects. These new subjects have been added either by condensing the contents of the traditional subjects or by condensing the time for study of vast traditional subjects. A large number of lawyers perceive critical gaps between what they are taught in law schools and the skills they need in the workplace, and appropriate technologies are not being used to help close this gap.

UGC National Assessment and Accreditation Council assesses and accredits the colleges and universities. State governments have made accreditation by NAAC compulsory¹⁰ although no action is taken for non-compliance. NAAC does not classify institutions according to their prestige, infrastructure facilities, faculty etc. for accreditation.

Mushroom growth of law colleges and Financial aspects

One notices a mushroom growth of law colleges in the sixties after enactment of the Advocates Act. These colleges work as money spinners and has put legal education a money business. Admissions to these law schools are easy. Thousands of students become eligible for admission and all of them get it. These sub-standard law schools have neither adequate buildings nor the qualified faculty in the required strength nor any library. Most of these institutions have part-time teachers with the exception of a few full time teachers. There are some colleges which provide legal education to students who don't have to come to colleges and by sitting at home they get a law degree. These absentee law graduates play havoc with the clients and the court time after their enrollment as advocates. legal education has become mass education rather than a specialized training.

Expensive infrastructure including building, library, computers, hostel, etc. is required for starting Five-Year Law course. On account of huge financial needs in establishing and running Five-Year Law Course, various Universities and Colleges have resorted to self- financing system for establishing and running Five-Year Law Course. This in turn puts heavy financial burden on the students taking up Five-Year Law Course. They are required to pay heavy fee under

¹⁰ <http://www.thehindu.com/news/national/accreditation-to-be-made-mandatory-for-all-varieties-colleges-ugc/article3904780.ece>

various heads including tuition and examination. The students coming from modest back ground, therefore, find it difficult to join Five-Year Law Course. Because of lack of finances, universities are not able to develop good infrastructural facilities needed for research especially in traditional law schools.

Suggestions to improve the quality of legal education in india

I. CHANGE AGENT- our legal education should be able to create courage among future lawyers that they believe in their ability and people feel secure and trust on that lawyer. Inculcate values of positive thought which will bring out truth and dispense justice. Every lawyer should view each case as a mission for peace. Law school should develop attitude of challenge among students who will challenge every injustice and this can be done when individuals will be forced to challenge their negative tendencies.

II. The curriculum should combine theory and problem oriented approaches. Students should be evaluated on the basis of their critical reasoning. In every semester there should be maximum 3 difficult subjects. Compulsorily natural sciences should be taught. NKC¹¹ has observed that Legal education must inculcate the need to observe the highest standards of professional ethics and a spirit of public service. Legal education has to catch up with this objective.

III. The role of Indian Council of Social Science Research can be very significant. This council with some eminent law professors can develop research tools, designs and models of its own appropriate to the Indian situation, which can be used for research by the future lawyers. Research and publication should be compulsory for fulltime teachers.

¹¹ KNOWLEDGECOMMISIONARCHIVE.NIC.IN LAST VISITED: 22/01/2016

IV. The legal education should be able to meet in the ever-growing demands of the society. This can be done by giving law professors training of teaching contemporary issues by collaborating some law colleges together and organizing a training program. In this program The area of deficiency should be located and correctives should be affected with the co-operation of competent persons. As we all know, a teacher is a nation builder and only a committed and dedicated teacher can produce conscientious students, honest professionals, and informed citizens.

V. It is possible to attract good lawyers to academia by promoting a range of educational reforms and institutional initiatives, including better financial incentives. Problem of shortage of teachers and faculty can be addressed by video-conferencing of lectures by foreign faculty or faculty from top notch law colleges in the country. There is need for having global teachers in Indian law schools as in the globalized world, constant interaction with people from other countries is important and a global teacher will teach the legal rules and traditions of their countries and law students will get to know how people are from around the world.

VI. The aim of legal education should be developing clear independent thinking of law students and integrating personalities with noble ideas. That means our future lawyers should know the realities of society and can engage and think for removing the social evils of our society and are able to serve as professionals and not merely as business men.

VII. Exchange and collaboration programmes should be organized between different law schools in the country and international law schools. This provides different experiences for faculty, students, and increase probability for the development of teaching and research programmes. Students can compare themselves to other law students and know where they stand and thus will act as

a motivator to improve themselves. By interaction with different students especially from other countries, students will get to know new methods of research and research programs conducted internationally. Building world class law schools today will require creatively responding to the growing international dimensions of legal education and this can be achieved by collaboration and exchange programmes. Global faculty can be included as a faculty member and international courses can be included to improve the knowledge of international law.

VIII. For maximum dissemination of legal knowledge, all information available in the Indian Law Institute (“ILI”), Supreme Court Library, Indian Society for International Law (“ISIL”) as well as those of all law schools, universities and public institutions in the country should be put up in a common platform. A new website can be created where compulsorily all above mentioned colleges and institutes etc. has to open their legal database and provide some material. Other way can be networking and digitization. It should be seen that there is adequate infrastructure such as computers, law journals, legal databases and excellent libraries in the institutions teaching law.

IX. Along with social science subjects, the law curriculum for the future must provide integrated knowledge of a whole range of physical and natural science subjects on which legal policies are now being formulated. This interweaving of law with the related issues of the contemporary world will add immense value to the law degree.

Lawyers of today and tomorrow should have a scientific outlook because now days environment policies have gained importance and also affect common people. For example the odd even formula which was applied in Delhi recently because of the growing pollution levels in Delhi. This odd even formula affected

the lives of people by restraining their liberty to use their own vehicle for transportation. Although this formula was for the common welfare of people but it also had a legal implication.

X. There is need to **restructure the course content** keeping in view the vastness and relevance of particular subjects, and the time available for their studies. The subjects should be arranged in such a way so that easily comprehensible and interesting subjects are taught in the initial semesters, while the subsequent semesters should be devoted to the study of subjects requiring understanding of abstract concepts. There should be greater emphasis on **mastering basic concepts** of traditional law subjects rather than on increasing the number of new subjects to be taught. The idea is not to diminish the relevance of new law subjects. What is to be appreciated is that once basic concepts are clear to a law student, he is able to understand any law subject.

XI. Law institutions should put emphasis on practical training like attending proceedings, going lawyers chamber etc. There should be interaction between law students and practicing lawyers. There should be an internship providing student teacher body in every law college which will guide students for getting internships. Students should not be left alone in this matter for managing themselves.

XII. There should be a drop box in every law college where students will give their suggestions, their problems with their teachers etc. By this method the teacher against whom the complaint is made won't know which student made it. A committee should be set up which would deal with this drop box. Necessary steps should be taken if a genuine problem is found. For example- even in a law school, some teachers are gender biased, so this problem can be tackled by bringing it through a drop box towards the concerned authorities. Everything regarding this drop box should be done in a transparent fashion. This will bring

faith in the leadership of the institution and will promote excellence among students.

XIII. There should be improvement in infrastructure especially in traditional universities which still produce most of the law graduates. Academic freedom to think and contribute cannot be ensured if universities lack the necessary physical infrastructure and financial resources. Good infrastructure is necessary especially for students leaving in hostels because bad sanitary conditions or a bad environment directly affect the mind. Good and clean environment is necessary for development of individual. Good infrastructure will also promote research facilities.

XIV. All law institutions should be assessed by some government agency like a Regulatory Mechanism which would come under BCI, in different criteria's like infrastructure, teaching etc and based on the assessment; points from 1 to 10 should be given. The rating results should be reviewed annually, regularly updated, monitored and made available in the public domain. The universities with low points should be encouraged for improvement. This is necessary to maintain uniform academic quality in the country. This mechanism should be vested with powers to deal with all aspects of legal education and whose decisions are binding on the institutions teaching law and it must aim at revamping legal education to meet the needs and challenges of society. This new regulator has to prevent dilution of the minimum standards by any of the law institutes.

Conclusion

Legitimate training is a human science which outfits past procedures, aptitudes and skills the essential methods of insight, belief systems, evaluates, and instrumentalities all tended to the creation and upkeep of a fair society. It gives

events to enunciation of hypotheses of an equitable society and shows us that explanation must be grounded in verifiable substances so that reality of the working of the legitimate request is conveyed to the forefront. It is a subject of incredible significance in perspective of its dynamic part in trim and imagining the lawful arrangement of the nation along these lines being instrumental in the achievement of the esteemed goals of equity, freedom, uniformity and clique of a sovereign, communist, common, popularity based republic. Legal training is a wide idea. It incorporates the calling which is drilled in courts, law educating, law research, organization in various branches where law assumes a part and business and modern livelihoods and every single other activities which propose and require the utilization of lawful information and ability. To conclude we can say that in today's modern world, our legal education system has to face a multitude of problems like impact of globalization which has introduced multinational companies which arises the need for corporate laws, new trade laws etc. There is a need of good teachers and researchers. Curricular framework has to be revised. Then suggestions to improve the problems of legal education includes change in curriculum, more emphasis on research, good infrastructure, change in method of teaching, collaboration programs etc. The main aim should be to inculcate positive thoughts among students which in turn will lead to philanthropic work which also comes under dispensing justice.

