

**Comparative Analysis of Legal Education Models in Leading UK and US Law Schools:
Lessons and Policy Directions for Reforming Legal Education in Pakistan**

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Abstract

Legal education is the source of ensuring justice, democracy and rule of law. To make important lessons on how the reform of the legal education system in Pakistan can be carried out, the present paper will engage in a comparative analysis of the top law schools in the United Kingdom and the United States, as listed in the QS World University Rankings 2025. The paper looks at significant parameters (including admissions requirements, degree length and cost, class size and attendance rules, instructional techniques, hands-on exposure via moots and clinical programs, seminar culture, evaluation transparency, post-graduation employability), and evaluates the relevancy of law schools. The comparative results reveal the differences in the institutional thought: the UK model of the undergraduate studies in law (LLB) is academic demanding with strong focus on the depth of the doctrines and early legal reasoning, and the US model of the postgraduate one (JD) is based on the Socratic method and practical training. The discussion shows that the two systems develop analytical competence, ethical accountability and global employability by systematic exposure to practice. In the case of Pakistan, the lessons provide the necessity to focus more on quality assurance, clinical education, and professional integration to achieve international standardization and train the graduates to be ready in the world of the law market.

Keywords

Legal Education, Comparative Study, Law Schools, United Kingdom, United States, Pakistan, Legal Reform, Curriculum Development, Clinical Legal Education, Global Standards

Introduction

Legal training is not a professional requirement; it is the intellectual moral foundation of a justice system in a country. The standard of legal training in a particular nation directly affects the standard of legal practitioners, the operations of the law courts and the building of the democratic institutions. In Pakistan, where the number of law schools has grown at a high rate but not necessarily on quality, there is an imminent need to make academic and professional training compliant with international standards. The question is not subsequently merely how the legal education in Pakistan can be improved internally, but what can be learned by reference to jurisdictions where the mature and internationally recognized models of legal education exist.

The United Kingdom and the United States are among the world leaders that have their unique but extremely successful legal education systems. They both have generated jurists, scholars and practitioners who influence international law and world policy. The University of Cambridge, the

University of Oxford, and the London School of Economics of the UK, and Harvard University, Yale University and Stanford University of the US, among others, are ranked as the most renowned law schools in the world, according to the QS World University Rankings by Subject 2025 (Li, 2025). These schools are also accredited as not only being prestigious in terms of academics, but also being innovative in terms of pedagogy, being transparent and producing graduates that perform well in national and international law practice.

The UK model is mainly based on an undergraduate system of the LLB which has a historical basis on the common law tradition and the focus on doctrinal argument, jurisprudence, and statutory interpretation (Harris, 1961). Academic and professional levels are divided by the professional qualification route to the Solicitors Qualifying Examination (SQE) or to the Bar Vocational Training. Conversely, the US uses a postgraduate professional model the Juris Doctor (JD) which presupposes the prior undergraduate studies and focuses on Socratic dialogue, clinical practice, and interdisciplinary problem-solving (Bard, 2024).

These two paradigms can be compared to understand so much about the interaction among academic theory, professional competence, and social expectations. It further reveals structural and pedagogical flaws of the present-day Pakistani system which, in many cases, does not provide any experience training, academic rigour, and institutional transparency (Baig et al., 2023a). This paper aims to determine replicable standards and strategic reforms applicable to the Pakistani context by methodically examining the top law schools in the UK and the US by using a set of parameters as applied to these schools, which include admissions policies, the duration and cost of the degree, teaching and assessment methods, degree exposure to the profession and employability.

Finally, the purpose of this comparative study is to make contributions to the discussion of reform of legal education in Pakistan, by putting the recommendations based on evidence in the frame. By ensuring compliance with international trends, Pakistan can progress to a model of contextually responsive as well as globally competitive legal education one that can deliver competent, ethical, socially mindful and capable criminal justice practitioners with the potential to promote the rule of law and the delivery of justice in a rapidly globalizing world.

Admission Criteria

The difference in the academic traditions and career expectations of UK and the US can be seen in the models of admission embraced by the leading law schools in these two countries. Law programs in the United Kingdom, such as the LLB at the University of Oxford, Cambridge, and the London School of Economics (LSE) are usually undergraduate. The admissions are very competitive and merit-based and depend on a combination of academic performance in A-Levels or other equivalent criteria, results of aptitude tests like the Law National Aptitude Test (LNAT), and rigorous interviews to evaluate critical thinking and moral consciousness (Norms, 2025). Written work and personal statements that demonstrate analytical ability and service to the state or legal scholarship are also tested among the applicants (Lowe, 2020).

On the other hand, the United States law schools of Harvard, Yale, Stanford, Columbia, and the University of Chicago only accept students into the Juris Doctor (JD) program after they have completed the undergraduate degree. The process of admission follows the academic record (GPA), Law School Admission Test (LSAT) or Graduate Record Examination (GRE), letters of recommendation and personal statements (Dimeglio, 2025). This will make sure that the students get to law school with maturity, exposure to interdisciplinary studies and the ability to think critically. Others also promote any form of previous professional or research experience, which on the one hand manifests the JD as a professional graduate qualification (Ybarra, 2025).

One of the key comparative lessons learnt is that the UK paradigm emphasizes academic specialization at a young age and accuracy in theology whereas the US paradigm believes in intellectual depth and life experience prior to studying law (Sugarman, 2011). The divergence does not only affect the composition of the classroom and the quality of the discourse but the flexibility of the graduates to the diverse legal systems. In the case of Pakistan, where most students join the LLB programs straight

after their secondary school, the incorporation of aptitude based testing and structured interview might help in increasing the admission standards and them with international standards.

Duration and Structure of Law Degree

The UK and the US systems differ considerably in the length and structure of legal education, which is reflected in the fact that these two countries have contrasting ideas of legal training.

In the United Kingdom, the degree of time spent in a traditional LLB is normally three years (full-time). Learners are given a mix of core doctrinal training in Curriculum areas like Contract, Tort, Criminal, Public, and EU Law, but optional courses permit some specialization in later years (Leighton, 2025). In non-law undergraduates, the Graduate Diploma in Law (GDL) or Postgraduate Diploma in Law (PGDL) offers a one-year law conversion course, which means that there is flexibility in entry routes (Dimitrova, 2025). After the academic phase, the would-be solicitors will have to pass the Solicitors Qualifying Examination (SQE) and two years of professional experience, whereas the would-be barristers will have to pass the Bar Vocational Training Course (BTC) and pupillage (Webb et al., 2013a).

On the other hand, the US has a post graduate system. Juris Doctor (JD) is a three-year course to be followed on the foundation of the bachelors degree (THRO, 2025). The first (1L) year concentrates on the introductory courses such as Contracts, Civil Procedure and Constitutional Law. The following two and three years (2L and 3L) enable electives, clinical placements, and seminars, and the final year is the Bar Examination passing state licensure (Wu, 2023). There is no national qualifying exam analogous to the SQE in use unlike in the UK, with state by state bar requirements. This decentralization helps to create flexibility, yet discrepancy in licensing criteria.

When a comparative observation is drawn it can be seen that both systems require approximately the same time between high school and professional qualification, the UK structure front-loads the doctrinal training, whilst the US system interlaces professional and interdisciplinary training. In the case of Pakistan, this comparison is to show that the five-year LLB (Hons) program should be reviewed, which, despite its loose imitation of the UK system, does not always have coherent program integration between the academic and professional preparation.

Cost of Degree and Financial Accessibility

Economic factor of law education is a serious factor of inclusivity and diversity in the field. The top law schools in the United Kingdom have been known to charge high tuition fees, with most charging more than £30,000 annually to international students enrolled in undergraduate law courses (Laahanen, 2021). This fee usually does not cover housing, administration fees and living expenses that can add up to make the overall yearly amount to £45,000-50,000, thus excluding students with low and middle income statuses (Trubek, 2005). Although government-supported student loans and bursaries are provided to domestic students in the UK, the situation of international students is quite different in the country as most of them, including their Pakistani peers, must rely on themselves or on scarce institutional scholarships (Forbes-Mewett & Nyland, 2013).

By contrast, the best U.S. law schools, including Harvard, Yale, Stanford, Columbia, and New York University, are all much more costly, with the average annual tuition being USD 70,000 75,000, not including living costs (Conklin, 2024). Nevertheless, the American system is more characterized by financial aid with massive merit-based and need-based scholarship plans. An example can be Yale Law School that provides full-tuition grants to students with households that earn fewer than USD 75,000 per year and Harvard Law School that has strong endowment funds available to fund scholarships and public interest fellowships (Olivas, 2009). Such efforts notwithstanding, the cost barrier is still significant, which in many cases has led to massive student debt and therefore can affect career trajectories - pushing graduates into high-paying corporate law over public interest litigation (Tamanaha, 2022a).

In comparison, Pakistani legal education is also significantly cheap but not resource-heavy. Law schools at the public-sector level charge little tuition usually less than PKR 50,000 per year, yet are

underfunded, lack libraries, and are not technologically integrated (Ashraf et al., 2025) Public-sector law faculties are less expensive, but have poor academic standards and facilities are not well equipped with technology. The dilemma that Pakistan faces is to balance affordability with institutional excellence, which might be achieved, it seems, by means of collaboration with the corporate sector and international relations, as well as through specific scholarships to high achievers (Hinduja et al., 2023).

Class Size and Attendance Policies

The size of the classes and the attendance policies are part of the quality of pedagogy and the involvement of students in law studies. Undergraduate law programs in major law schools in the UK usually have small tutorial groups of 8-12 students, accompanied by larger lectures on 100 or more students (Dias, 1961). The Oxford and Cambridge colleges still have their own distinctive models of tutoring and supervision, respectively, whereby the students get individualized academic instruction and stringent criticism (Boon & Webb, 2008). Strict attendance policies are implemented which may demand minimum attendance to 75 to 80 percent attendance to qualify to be assessed so that attendance is regular and they are held accountable (July, 2024).

On the same note, leading law schools in the United States like Yale, Stanford, and Columbia emphasize on interactive instilling by applying the Socratic method, which requires the students to engage actively in the discussions during classes (Mertz, 2007). In first-year J.D. programs, the average size of classes is 60-80 persons/section and smaller seminars in advanced coursework. All but a few law schools in the U.S. have compulsory attendance policies, but allow flexibility in case of real absences. An example of this is Yale Law school which combines attendance with participation marks, thus motivating academic participation as opposed to physical attendance (Standing, 1992).

Pakistan, on the other hand, frequently face the challenge of large, overcrowded classes in the legal education institutions, particularly those in the public universities, where the student-teacher ratio may go as high as 60:1 (Shah et al., 2018a). The monitoring of attendance is not strict, and mechanisms of enforcing are loosely implemented. The absence of an interactive pedagogy and feedback reduces the success of classroom learning (Shah et al., 2018b). In order to be consistent with international criteria, the law schools in Pakistan are required to institutionalize small tutorials, embrace participation-based assessment, and establish assessment mechanisms that are based on attendance (Baig et al., 2023b). These reforms would not just promote academic rigor, but also develop analytical and communication skills that are essential in practicing law (Addin & Mahmoud, 2024).

Teaching Methodology and Pedagogical Approaches

The system of teaching law is its characteristic feature, which determines the analytical, interpretative, and advocacy abilities of the students. The leading law schools in the UK, including Oxford, Cambridge, and the London School of Economics, have preserved a unique balance between the doctrinal and the critical law theory. The British system is associated with the case-law-based study, reading-based training, and writing-based examination (Webb et al., 2013b). This system is characterized by the so-called tutorial or supervision system, individualized sessions when students would have a critical discussion with a tutor about the readings or case problems assigned to them (Rouverol, 1954). These guides are meant to develop independent thinking as well as accuracy in legal reasoning, which is frequently backed by more extensive lectures, which present the substantive legal framework.

The US model, in its turn, is based on the Socratic model, where the students are supposed to argue and discuss legal arguments verbally in the course of a discussion (O’Gorman, 2023). Professors use hypothetical case scenarios to challenge the knowledge of the students on judicial reasoning and statutory interpretation. This approach does not only advance the level of analysis, but it also equips students with the practice of litigation and advocacy. Interdisciplinary teaching is also taught in U.S. law schools, such as Harvard and Yale, where economics, political science, and philosophy are used to place law in a larger social context (Tan et al., 2022). In the United States, assessment is commonly

done by using open-book exams, research papers, and participation grades, which is a multidimensional view of learning (Tamanaha, 2022b).

By contrast, legal education in Pakistan is still focused heavily on lectures and theory and does not place a significant focus on student engagement or analytical skills development (Ali, 2024). Rote learning is still in effect, and most institutions do not have formalized tutorials or seminar-based interaction. Faculty student ratios also hinder personalized attention. In order to increase the pedagogical level, it is necessary that Pakistani law faculties switch to interactive and skills-oriented teaching, integrating problem-solving tasks, case simulations, and research assignment tasks under the control of peers (Goldstein et al., 2024). These reforms would make sure that the pedagogy in Pakistan is in tandem with world trends that focus on the application of knowledge, critical thinking, and communication in the legal context.

Practical Exposure: Moot Courts, Clinics, and Internships

One of the features of law education in the most prestigious universities of the United Kingdom and the United States is the methodical incorporation of practical learning structures, especially moot courts, clinical programs and professional internships. In the US, legal education institutions like Harvard Law School and New York University have integrated clinical legal education (CLE) as an obligatory part of the Juris Doctor (JD) program. These clinics give students an on-the-job experience in human rights litigation, criminal defense, and corporate law (Du Plessis, 2021). In the United Kingdom, in a similar vein, law schools such as Oxford and London School of Economics (LSE) encourage experiential learning by creating pro bono societies and law firm partnerships where students can work on real-life cases under the academic guidance (Ching et al., n.d.).

The importance of practical exposure has always been stressed by scholars because it helps to improve the professional competence of law graduates by eliminating the gap between theory and practice (Binawan, 2021). As highlighted by the Carnegie Report on Legal Education as well as later studies, the development of professional identity, via supervised and reflective practice, is central to the creation of socially responsible lawyers (Townsend, 2023). Additionally, access to justice is also facilitated by the clinical programs, which match the legal education with the objectives of the overall publicly based service (Franz, 2023).

This is in contrast to the law programs in Pakistan which are mostly lecture based with little chances of actual legal training. The introduction of compulsory elements of clinical training and the institutionalization of moot court competitions may make the legal education in Pakistan correspond to the international standards and foster advocacy and professional ethics.

Seminars, Workshops, and Academic Discourse Culture

The culture of vibrant academic discourse is a trademark of the legal education in the best law schools of the world. Seminars, workshops and symposia are not marginal activities but part of the pedagogy in the United Kingdom and in the United States. In universities like Oxford, Cambridge, Harvard, and Yale, regular seminar series give students and faculty an opportunity to be critically engaged with emergent trends in jurisprudence, comparative constitutional history, and interdisciplinary approaches to law and economics, philosophy, and technology (Galloway & Graham, 2023). Such forums develop analytical thinking, promote discussion and advocacy of academic writing -requisites that will never be neglected in the future by jurists and academics.

Empirical studies on the topic of higher education indicate that effective academic discourse can greatly improve the legal reasoning skills of students, advance their conceptual knowledge, and develop intellectual autonomy (Edwards-Fapohunda, 2024). Workshops have often served as a source of new scholarship, with faculty submitting works-in-progress to receive criticism in the United States (Chen, 2022). Equally, thematic conferences that are a mix of academic theory and policy relevance are held regularly by the Society of Legal Scholars and by the Cambridge Centre for Public Law in the United Kingdom, which further affirms the role of the university as a thought leader in law reform (Wald, 2023).

On the other hand, the culture of long-term academic discussion is not developed in Pakistan. Many law schools do not provide institutionalized platforms of critical discussion, and law students do not participate in scholarly forums (Sultan & Fatima, 2024). In order to be at par with the international standards, the law schools in Pakistan are supposed to institutionalize regular seminars and workshops conducted by local as well as international professionals. A culture of inquiry, professionalism and exchange of knowledge and information through encouraging the presentation of research projects by students and also inter-university conferences would be cultivated to come up with legal education that is globally competitive.

Dress Code, Uniformity, and Professional Conduct

Professional identity development in legal training goes beyond the academic teaching to include behavioral discipline, moral orientation, and appearance. Both the United Kingdom and the United States regard professionalism as an important element of legal training in law schools, but dress codes and uniformity are approached differently. Moots, formal halls, and court exercises in the United Kingdom, especially in more traditional institutions such as Oxford and Cambridge, are done in ceremonial dress and formal attire to remind students and practitioners of the respect of institutional tradition and professional decorum (Thanaraj & Gledhill, 2022). Conversely, the majority of U.S. law schools tend to be more informal, with the focus on the internalized professionalism, but not the dress code. Scholars of law and the American Bar Association (ABA) have said that professionalism is developed by ethical consciousness and integrity and disciplined conduct, as opposed to strict dress codes (Kalet et al., 2021).

Studies about legal education have grown to understand that professional conduct training, in either the form of the formal code of conduct or ethical-based mentorship, is a key factor in defining the identity of the lawyer (Conway, 2022). According to the scholars, the punctuality, respect, and decorum habits do not only produce professional competence but also promote people's faith in the legal system (Nasir et al., 2024). Moreover, according to a comparative study by West and Wightman, institutional culture exposure and symbols of authority in the law schools can impact students on their views on hierarchy, justice, and accountability in their future professional practice (Toussaint, 2023). In Pakistan, professional conduct is however a forgotten aspect of legal training. In spite of the fact that the Pakistan Bar Council (PBC) provides the simple ethical norms of practicing lawyers, these norms are hardly incorporated into the classroom pedagogy or institutional culture. Formal modules on ethics, professionalism and courtroom decorum, accompanied by obligatory dress codes when conducting a moot or simulated court session would not only instill discipline, but the education setting of the Pakistani legal system would also be remedied to reflect the international standards of professional integrity.

Assessment Transparency and Grading Systems

The reliability of any legal education system lies greatly in terms of transparency, uniformity and fairness of the assessment techniques. Law schools in the United Kingdom and the United States have come up with stringent assessment models that focus more on objectivity, anonymity and academic honesty. In the UK, the practice of blind-marking, coupled with the practice of double assessment and external examiners is used by the UK system especially in institutions such as the London School of Economics (LSE), and University College London (UCL) in a bid to achieve impartiality and academic standards (Nicolson, 2025). These practices enhance the validity of grades as objective measures of merit instead of the institutional prejudice.

Although the different grading systems in the United States vary among institutions, the American Bar Association focuses on standards-based testing, ongoing feedback, and student-centered testing (Nicolson, 2025). Numerous top law schools, such as Harvard, Stanford, and Yale, have shifted to Honors/Pass/Low Pass grading systems, which are intended to lower unnecessary stress and promote more learning (Salinas, 2022). Empirical research findings indicate that transparency and formative assessment procedures increase student motivation, academic malpractice, and reflective learning

(STUDENT-CENTERED, n.d.).

Comparative legal education scholars hold that transparency in assessment is not only a technical, but also a moral tool, because it leaves faith in legal academia and, by extension, the justice system as a whole (Decosimo, 2022). On the other hand, law schools in Pakistan tend to provide a lot of dependence on terminal exams with little to no feedback or external moderation. This lack of clear grading rubrics and external evaluation systems has destroyed student trust in the quietness of results. Pakistan needs to introduce reform, which would include blind assessment, external assessment, and standard assessment rubrics in university to reestablish the integrity of legal education and bring it to the same level as international standards.

Lessons for Pakistan: Policy and Institutional Reforms

The comparative study of the global higher education systems highlights the importance of Pakistan to implement an overall and sustainable policy changes in order to improve the quality of academic standards and the administrative control of institutions. To begin with, the financial model of higher education in Pakistan has to change to be based on non-volatile sources of government grants to more diversified sources such as research endowments, alumni donations, and public-private collaboration. Research underlines that this kind of diversification, as observed in effective examples in the UK and Australia, enables the universities to remain autonomous and at the same time secure financial viability in the long term (Araki, 2023). Moreover, honest distribution of Higher Education Commission (HEC) funds on the basis of research performance, teaching results and social impact may encourage quality improvement among institutions.

Second, are faculty development and academic leadership reforms that are imperative. Pedagogical, mentorship, and research supervision training of professional development must be made obligatory in promotions and tenure. According to Altbach and de Wit, leadership in academic institutions in the developing world is not usually trained on matters of institutional management and strategic planning, leading to a lack of intellectual innovation (Cotton et al., 2024). Academic administration can be professionalized by creating leadership academies or university-based centers of teaching excellence and bring them in line with international standards.

Third, also it should be a culture of research, which necessitates the reforms in the curriculum design and institutional rewards. Undergraduate-level integration of research elements, interdisciplinary research competitive grants, and international university partnerships may facilitate the culture of inquiry over rote learning (Rizvi et al., 2022). A change in the promotion standards that will promote the publications of peer review, patents, and citations, and not the years of service, is also mandatory. Finally, academic freedom and meritocracy should be a priority of the universities in Pakistan. Political interference should be avoided with regard to the autonomy of the institutions including hiring of faculty and curriculum development. According to Marginson, academic freedom is directly associated with innovation, knowledge creation, and university competitiveness on the global level (Kinzelbach et al., 2022). Unless such institutional changes take place, Pakistan may continue to reproduce a hierarchical system of academic life that espouses obedience rather than innovation and conformity instead of critical thinking.

Lessons for Pakistan: Policy and Institutional Reforms

The transformation of the higher education sector in Pakistan needs to be done with a strategic combination of policy innovation, institutional freedom, and evidence-based governance. It has been demonstrated by experience in other systems of higher learning in more developed countries that quality assurance, research effectiveness and equitable access are heavily reliant on the coherence of national policy systems and the capacity of institutions (P. G. Altbach & de Wit, 2021). In the case of Pakistan, it is structural and cultural issues that are being learned.

To begin with, there should be a radical change towards performance-based funding and accountable financial performance. The existing framework, which is characterized by block grants and ad hoc allocations, does not promote any sense of competitiveness and institutional innovation. Indeed, as

Salmi contends, high-performing higher education systems develop where funding is based on performance threshold algorithms, such as research output, international cooperation, and the quality of the teaching, but not bureaucratic selection (P. Altbach & Salmi, 2021). The Higher Education Commission (HEC) in Pakistan may implement multi-level evaluation processes, where performance of evidence of societal effectiveness and peer-reviewed research is recognized, but not quantitative outcomes.

Second, it is necessary to strengthen faculty development and research infrastructure. Although universities have been growing rapidly, the credibility of the academic standards has been compromised by insufficient training of the faculty and access to research resources (Salifu et al., 2024). Having well organized doctoral mentorship schemes, sabbatical research grants as well as training pedagogical centers can recreate the professional ecosystems that keep OECD countries universities operating. In addition, collaborative agreements with foreign institutions on equal terms would help fill the gap between the local capacity and international research standards.

Third, institutional autonomy and academic freedom should be strengthened in Pakistan. The meddling in faculty appointments, design of the curriculum and administrative decisions is still an obstacle to academic development. Marginson and Considine emphasize the fact that institutional autonomy is the key to intellectual creativity and social innovation (O'Connell et al., 2023). An academic freedom system that safeguards universities against political intervention but also will be able to hold them responsible by means of transparent administration would motivate healthy academic independence.

Lastly, the reforms must encourage accessibility and social mobility. Educational inequality can be addressed with the help of tuition fee rationalization, special scholarships, and including marginalized areas in the national higher education planning (Rambe, 2024). Massification should not be the aim but the development of a meritocratic system within which excellence and equity co-exist.

All these lessons allude to the fact that the reform process in Pakistan should not focus on administrative restructuring but rather an academic culture that is based on integrity, research, and meritocracy.

Conclusion

The comparative study of the legal education in the most prominent universities of the United Kingdom and the United States shows a logical consistency between the academic standards, the autonomy of institutions, and the professional preparation, a consistency that remains in the process of development in the context of Pakistan. This paper has shown that legal education excellence is not a coincidental by-product of prestige or money but is a product of careful structural design and academic culture being nurtured. All these schools ranked as the top law schools have some common features: their admissions are done based on merit and openness, their pedagogic strategies are dynamic and combine theory and practice, mentorship has been a strong culture there, and the culture of scholarly discourse through moot, seminars, and conferences.

In the case of Pakistan, the findings shed light on a way to become a competitive nation in the world by making relevant policy and institution changes. It is necessary to focus on the development of the faculty, student interaction and the mechanisms of quality assurance which should refer to integrity as much as innovation. Law schools can no longer be content to produce graduates ready to perform in the courtroom; they need to produce jurists, civilian and reformers who will be able to affect the jurisprudential map of an even more rapidly globalized world.

Finally, to fill the gap between the aspiration and the achievement will be the stratum that will have to take more than structural imitation, it will need the development of the uniquely Pakistani academic identity that would have to reconcile itself with the global best practices and the local socio-legal realities. When carried out with a vision and continuity, this type of transformation could bring about a remodelling of the legal education system in Pakistan as a legitimate and an authoritative player in the global academic and professional community.

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