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LEGAL CURRICULUM REDESIGN FOR A DIGITAL WORLD

JULY 2021

A JOINT STUDY BY
BML MUNJAL UNIVERSITY - SCHOOL OF LAW AND VAHURA

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EXECUTIVE SUMMARY

Background

In 2020, Vahura and BML Munjal University (BMU), School of Law undertook a survey based study on the impact of technology on the practice of law. In this report (2021), the focus of enquiry is on legal education and how it can better prepare young lawyers for the digital world. The primary methodology adopted for this study was qualitative interviews with twenty (20) experts from India and overseas, with deep experience in the interplay of technology and the law.

Following are the key takeaways from this study:

- **Law School Curriculum redesign is a must** in a world that has been dynamically and irrevocably altered as a result of its impact with technology, and will continue to rapidly evolve in the years to come.
- **Developing a curiosity, an appreciation, and a fundamental understanding of technology, and how it shapes and impacts social and economic activities is a key role for Law Schools moving forward.** It is important to help students navigate impacts of the interplay of technology with social and economic activities - both at present and in the future. This further equips students to apply this understanding of technology to their particular fields of legal expertise.
- **A mandatory programme on technology studies in the context of its historical, social and economic development and impact** is therefore the need of the hour for law schools, particularly to inculcate the above-mentioned appreciation for, and understanding of technology.
- Further, **Law School Curricula must integrate a technology context to the delivery of other legal courses**, by way of case studies or legal clinics that involve deliberation and defence of legal rights and issues in technological context.
- **Foundational courses on technology should be introduced early in the undergraduate curriculum**, with options for electives on more specialised law and technology courses, and other relevant co-curricular and extra-curricular learning modules available to students in the later years of the undergraduate programme. Additionally, post-graduate and executive education programmes may feature more technical and specialised courses on law and technology.
- **Greater collaborative engagement between law schools with other key stakeholders in structuring curriculum and pedagogy** is required to ensure effective legal education in the digital world.
- **Such collaboration must happen on a structural level, and should be robust in accounting for the distinct avenues of expertise and perspectives of relevant stakeholders.** Illustratively, such collaboration must happen between law schools

(representing the academic perspective), and key stakeholders like practising lawyers (who understand legal practice in key sectors being redefined by technology, and the regulation of technology itself), in-house counsels (who represent companies and private stakeholders in the digital world), policy experts (who understand the dynamics of the interplay between law and social and economic activity across sectors), and technologists (who understand technology, its role and impact).

- **Law schools must lead research and scholarship on key intersections of technology and the law across sectors**, thereby creating more opportunities for effective learning for students, and training of faculty for the purpose of effectively discharging legal training.
- **Going beyond the classroom**, law schools should **foster an ecosystem that promotes exploration, self-learning and real world experiences**. This can be done by way of encouraging activity groups, open labs and special competitions.





**MESSAGE FROM
PROF. (DR.) NIGAM NUGGEHALLI**

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Dear Reader,

My fraught encounters with the impact of technology on legal education began when I wanted to write something sensible on the regulation of cryptocurrencies. I had a basic understanding of cryptocurrencies. But as I dug deeper, I realised quickly that I was completely out of my depth. I began reading Satoshi Nakamoto's white paper on Bitcoin. But that paper, that lays out the basics of cryptocurrencies, did not look at all basic to me. I realised that in order to understand distributed ledgers and algorithms, I needed some fundamental learnings in accounting and mathematics that were just not available to the typical law student. The story is much the same for legal practice today. It is widely anticipated that the drafting of large contracts and several aspects of due diligence would be taken over by AI. However, are the current law students, who lack a basic understanding of artificial intelligence and machine learning, in a position to contribute to these developments?

I welcome the launch of this report as an opportunity to discuss the re-ordering of the law curriculum in response to the technological changes impacting today's businesses and societies. This report is particularly relevant to BMU as an interdisciplinary university that seeks to integrate its three schools of law, technology and management. The current law curricula in most law schools were forged in an era when the digital world was not dominant. The digital revolution has not only forced us to apply traditional legal concepts to novel situations, but requires us to re-think the foundations of legal analysis that we have taken for granted so far. The law curriculum is in need of a reboot. I hope that Law Curriculum 2.0 will make sure that when law students graduate, their encounters with technology are not as panic stricken as mine were.

Sincerely

A handwritten signature in black ink that reads "N. S. Nigam". The signature is written in a cursive, slightly slanted style.

Professor Nigam Nuggehali
Professor, School of Law
BML Munjal University
Gurugram

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**MESSAGE FROM
MR. RITVIK LUKOSE**

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Dear Reader,

In August 2011, Marc Andreessen (co-founder of Netscape and super successful Silicon Valley investor) coined the famous phrase “Software is eating the world” in a Wall Street Journal op-ed. He commented that “we are in the middle of a dramatic and broad technological and economic shift in which software companies are poised to take over large swathes of the economy”. That this prediction is now reality, is clear for us to see in this time of the Covid19 pandemic. We work, learn, socialise, transact and consume largely in the digital world. Society now more than ever, has a "technology layer" that has moved from the periphery to the core.

Last year (2020), Vahura and the BML Munjal University (BMU), School of Law undertook a study on the impact of technology on the practice of law. One striking finding of the study was that more than 50% of the law firm and in-house practitioners surveyed, expect more than 20% of their work to be taken over by technology in a 5 year period. In our legal tech consulting work at Vahura and ecosystem building initiatives with Agami, we do see the increased adoption of technology in document creation, analysis of legal language, dispute resolution and legal research.

What do these technology trends - on society and the practice of law - mean for law schools, in how they prepare students for the increasingly digital age we live in? This was the key question driving this study. It's been a fascinating experience speaking to our twenty (20) experts from practice, policy and academia. Each of them have deep experience at the intersection of technology and the law. I would like to thank each of our experts for their valuable time and perspective. A special note of gratitude to my colleagues Sreyoshi Guha, Prajoy Dutta and Balanand Menon for their leadership, dedication and hard work in this endeavour. It's been a wonderful experience working with Prof. Nigam, Prof. Baruah and the entire team at BMU. We hope that this study serves as a useful resource to anyone working on upgrading legal education for the emergent present.

Warm regards,

A handwritten signature in black ink, appearing to read 'Ritvik'.

Ritvik Lukose
Co-Founder, Vahura and Counselect

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I. INTRODUCTORY NOTE

Technology restructures society, and more particularly social and economic activities and institutions, in myriad fundamental ways. Inevitably, the technological restructuring of society and its institutions leads to a dynamic interplay of technology and the law. As students of the law, then, we must adapt effectively to the impact of this interplay.

About the Study

The acknowledgement of this unequivocal truth lies at the heart of this study. Titled, '**Legal Curriculum Redesign for the Digital World**', this study takes the lead from another study we conducted in 2020, through which we undertook a survey based study on the impact of technology on the practice of law. In this study, the focus of enquiry is on legal education and how it can better prepare young lawyers for the digital world. We explore the role of law schools and their curricula in preparing young lawyers for the digital world; and in shaping what we call, 'digital native lawyers', i.e. lawyers who are native to the digital world, who are moulded by such a digital world, thus demonstrating an instinctive understanding of technology and its impact on the processes and institutions of present day society.

More particularly, this study proceeds on the hypothesis that existing law school curricula falls short in this endeavour; it identifies the need to redesign such curricula, in view of changes brought about by technology to the practice, and substantive nature of the law; and scopes out how such redesigning should take place.

Objective of the Study

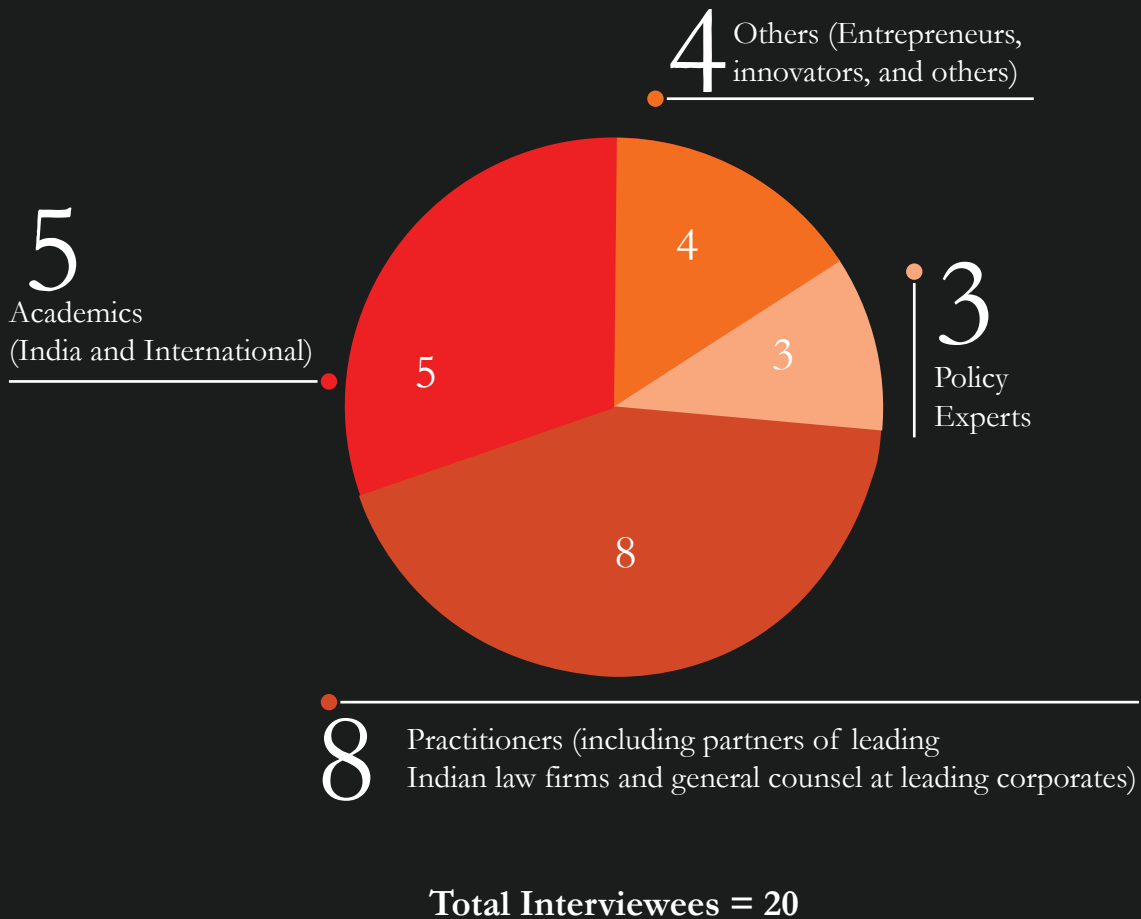
Technology affects legal practice in the following ways: (i) Changes to the delivery of legal services. Examples include design-approach to legal documents; smart contracts; practising before an AI powered commercial court, etc; and (ii) Policy, legislative and regulatory changes across industries impacted by technology. Examples include encryption technology and its regulation, resulting in legal issues related to data privacy; commercial and industry specific changes triggered by technology.

Accordingly, legal practitioners must be equipped with the relevant knowledge and skill sets required to tackle and navigate both these changes in an effective way. Wherever this knowledge and these skill sets are not effectively inculcated by law schools, there is a gap. The objective of this study has been to diagnose and scope out this gap, and formulate effective ways in which law schools can, by way of restructured curriculum, bridge this gap.

Our Methodology

We have conducted this qualitative study by way of interviews with 20 (twenty) experts. Our endeavour has been to test our hypothesis through conversations with experts and pioneering professionals working at the intersections of law, policy, and technology. Annexure A of this report contains detailed biographies of our interviewees

Illustratively, following is a broad representation of the profiles of our interviewees:



It is worth noting that the above representation only features a basic categorisation of our interviewees, and most of our participants have dynamic profiles with a mix of policy, academic, and practitioner backgrounds. This dynamism has informed all our interviews, and resultantly, this study.

In addition to the above, our interviewees have led us to several comprehensive literature and research that has set the tone for scholarship on this subject. We have taken the lead from this research during the course of our conversations, and have listed these resources in Annexure B to this report.

Finally, although this research has been focussed on reshaping curricula in India, and is thus informed by unique jurisdictional particulars in that regard, we have interviewed global experts and scholarship and have inculcated global insights as well.

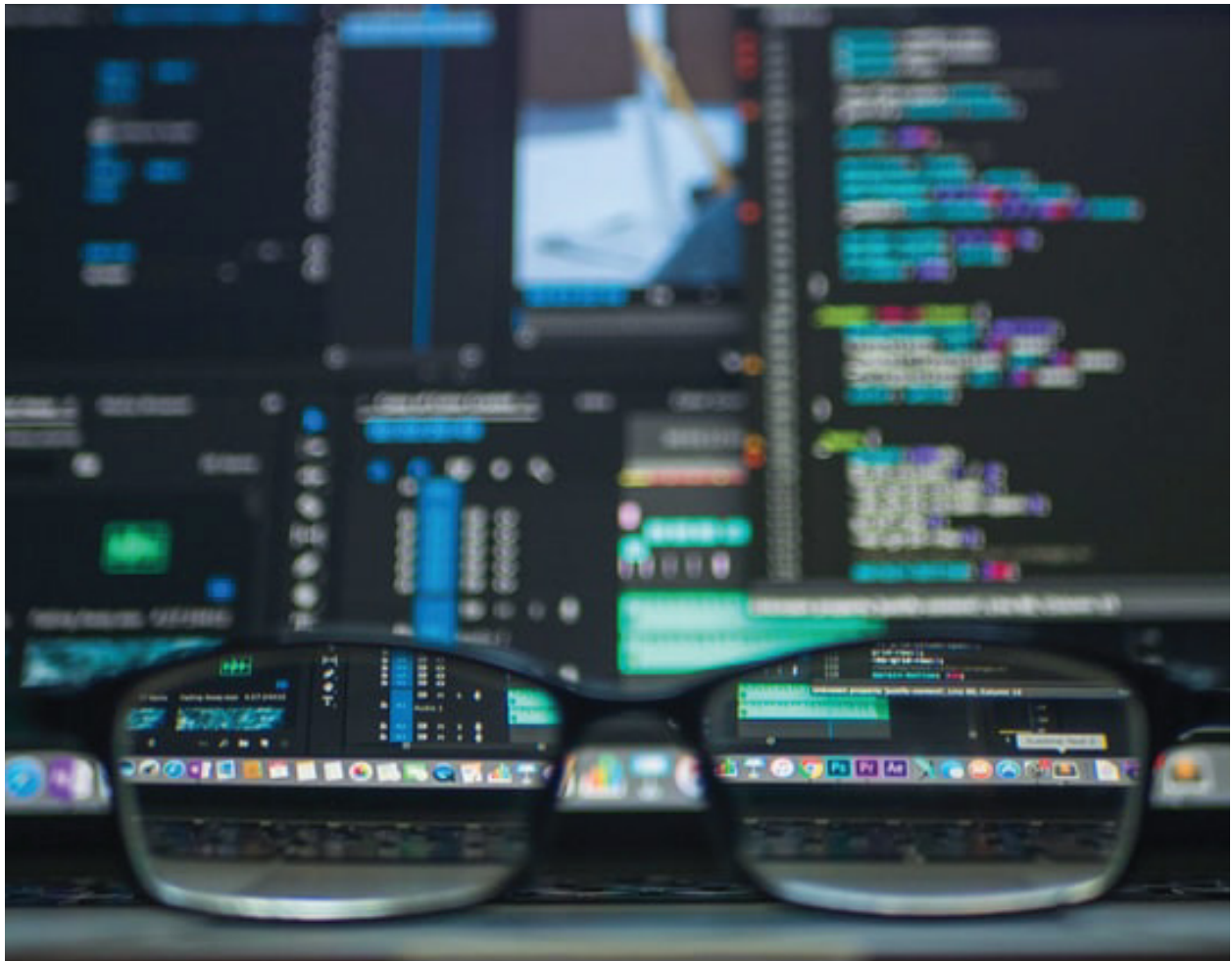
II. HOW TO READ THIS REPORT

Our goal throughout this study and while writing this report has been to ensure maximum accessibility and usefulness of the findings. In other words, while this study is inherently a research endeavour, we have attempted, to the extent possible, to give it the personality of a ‘memo’ that can be consumed easily and that may be useful not only to academic teams at law schools, but also to anyone looking to teach and learn the law effectively in a digital world. Admittedly, this is an embodiment of one of the key features of this study, i.e. to reduce the gap between academics and practice.

Language used in this report takes the form of simple English, and is consciously devoid of jargon. The report uses some terms as ‘defined terms’, and listed below is the understanding we have employed in respect of each of these defined terms.

Academic Expert(s)	Refers to those interviewees who primarily have academic backgrounds.
Experts	Refers to all 20 of our interviewees, with backgrounds across policy, legal academia, legal practice, and pure technology.
Law School Curriculum/Curricula	Refers to curriculum/curricula employed by legal education institutions, including undergraduate programmes, post-graduate programmes, and executive education programmes.
Policy Expert(s)	Refers to those interviewees who primarily have policy backgrounds.
Practitioner Expert(s)	Refers to those interviewees who primarily have backgrounds in the practice of law, including law firm practitioners and partners and in-house counsel. In cases where this difference has been required to be brought out, we have particularly specified this difference.
Technology Expert(s)	Refers to those interviewees whose backgrounds are primarily in the study and/or practice of pure science and technology.
Undergraduate Programme/Curricula	Refers to the curriculum for five-year integrated undergraduate law programmes in India (BA LLB/BBA LLB).

III. TECHNOLOGY & THE LAW



A. The two-fold impact of the interplay between technology and the law.

We began our conversations with our Experts with a critical question that informs the scope of this study: what has been the impact of technology on the law, both from a socio-economic perspective and a legal service delivery perspective?

1. Impact of technology on the law, from a socio-economic perspective

- A. The impact of technology on the law is not a recent phenomenon;
- B. A tendency to overestimate the short-term impact and underestimate the long-term impact of technology;
- C. A revised interpretation of existing laws and creation of new legislation;
- D. The issues are going to increase, as are the complexities;
- E. These issues cannot be addressed in silos.

(a) The impact of technology on the law is not a recent phenomenon.

In 1999, Ray Kurzweil proposed the *Law of Accelerating Returns* where he proposed that technological change is exponential, rather than linear. Conversations with our Experts suggest that the law has been impacted at each inflection point of exponential technological growth over the past few years. This change appears to have begun with the advent of Web 2.0, due to the fact that it allowed for the creation of user-generated content and a degree of interoperability that was not seen in Web 1.0. With Web 3.0, however, this impact of technology on law grew exponentially, particularly due to the fact that it introduced the Semantic Web, and greatly increased the degree of connectivity and ubiquity that the Internet allowed its users.

(b) There is a tendency to overestimate the short-term impact and under-estimate the long-term impact.

While technological developments and their consequent impact and interactions with the law are growing, the Experts interviewed for this study have an interesting perspective on the true impact of such developments. They opined that while there is an increased scrutiny on the impact of technology on society, we are yet to reach the next inflection point that will truly fuel the next exponential wave of technological developments in society. Consequently, there is an increased focus on the short-term impact at the cost of the lasting long-term impact that technology will have on society and the law.

(c) Revised interpretation of existing laws and creation of new legislation

These changes have led to the law being impacted in two principal ways. Existing laws and their impact on society are being re-interpreted within the context of emerging technologies, and where there appears to be a “legislative gap” between the technology and its impact on society, new legislations have been created. An example of the former, noted **Somasekhar Sundaresan, noted securities law specialist and Counsel**, is the law of evidence, particularly with respect to the rules surrounding circumstantial evidence and standards relating to the preponderance of probability. Authorities are increasingly relying on electronic evidence such as call meta data and triangulation of network data, to establish charges of conspiracy or bid rigging. An appreciation of how such technology works, will enable lawyers to produce and rebut digital evidence in a more sophisticated manner. Similarly, a recent example of the legislature attempting to cure the “gap”, can be seen in its intention to create a new data privacy law for India, ostensibly because the current legislative framework proffered by the Information Technology Act, does not bridge the gap between personal data and its impact on society.

(d) The issues are going to increase, as are the complexities of such issues

The increased oversight of regulators across the world on Big Tech, has led, and will continue to lead, in the creation of several issues in the interplay between law and technology. Further, given the conservative stance that most regulators have preferred to opt for while regulating the technology industry, it is expected that such issues will increasingly tend to become more complex in nature. Issues around technology inadvertently creating social biases and exclusion or technology being leveraged by the state to increase surveillance and profiling to exercise control over civil society, are some examples of the complexities that Experts have referred to in this context.

(e) These issues cannot be addressed in silos

As will be evident in various parts of this report, the impact of technology on the law highlights the importance of lawyers adopting collaborative approaches to their work. **Gautam Bhatia, Constitutional Law Scholar** explained this particularly well, when he said that arguing against the constitutional validity of the Aadhaar Act would not have been possible without an alliance of sociologists, progressive technologists, constitutional lawyers, and people working on welfare delivery on ground. The socio-economic impact of technology is increasingly becoming an area of policy, driven by thought leadership and thoughtful policymakers, as per **Rahul Matthan, Founder-Partner, Trilegal**. Our conversations with policy Experts confirm that the ability to work in a collaborative approach is a critical skill for public policy counsels.

2. Impact of technology on legal service delivery

It would be inadequate to talk about the impact of technology on the law and bypass the impact it has had on legal operations and legal services. The impact has been particularly acute on corporate legal departments, who are increasingly being required to advise their business teams in a manner that is scalable yet personalized, reducing the quantum of work that is outsourced to external counsel, while at the same time dealing with resource and budgetary constraints. With such variable factors at play, a recent Vahura study confirms that the approach towards legal operations is in the midst of a paradigm shift towards a system-thinking approach, that is enabled by legal-tech tools.

For example, at Hindustan Unilever Limited (HUL), legal strategy has IT & Simplification as a key charter and as part of the same, the legal function has undertaken a full process assessment and identified 14 (fourteen) priority areas for use of digital technology and simplification. Most areas have seen this transformation take place leading to improving the function's effectiveness and better partnering with the business. Lawyers are also being trained to understand digital technologies including intelligent automation, rule based automation as part of their 'Digital Appreciation Program'. **Dev Bajpai, Executive Director, Legal & Corporate Affairs at HUL** noted,

“At HUL, the legal function process assessment has been an enriching & robust exercise undertaken to assess different technologies available, including in-house technologies that has led to identification and use of digital tools, which facilitate query resolution, better business partnering and enhance overall effectiveness of the function.”

The adoption of technology is not restricted to corporate legal departments. Law firms are increasingly looking at revamping their existing legal service delivery models by supplementing their processes with technology tools. One such example that stands out is **Sherbir Panag, Founder-Partner of Panag & Babu**, who tells us that one of the core tenets of the firm's acclaimed white-collar and investigations practice is to employ lawyers who are trained to leverage the power of technology while advising clients.

IV. LAW SCHOOL CURRICULUM REDESIGN & ITS ROLE



A. Gap Areas: How Law School Curriculum is Falling Short

While considering the ways in which law schools may redesign curriculum to effectively teach students in this digital world, we were led back to a compelling point: if restructuring curriculum is the solution to an issue, we must first identify and scope out this issue itself. Therefore, we found that at the core of this research, lay an important question: how are law schools falling short? What is the gap, if any, that we are seeking to bridge? An endeavour in restructuring law school curriculum in the digital world is incomplete without critical reflection on why there arises a need for this restructuring in the first place. In exploring this need, much of the work is in identifying where these gulfs lie in legal education, and mapping out exactly how big and gaping the gulfs are.

To begin with, most of our Experts confirmed the existence of a gap between what young lawyers are taught at law school and what is typically expected of them in this digital world.

In identifying where these gaps lie, the responses of our Experts can broadly be divided in the following two categories. Notably, per our Experts, the following categories of skills are presently lacking in lawyers today and are ones that law schools particularly fail to teach:

Personal Development - Improving People Skills:

Gap in personal development skills, which include:

- A. Communication;
- B. Leadership;
- C. Entrepreneurial vision;
- D. People skills;
- E. Ethics;
- F. Integrity; and
- G. Empathy

Several Experts, particularly those with backgrounds in law firm strategy and consulting, justice innovation, pure technology studies and practice, and legal-tech entrepreneurship felt that while the rapid-paced development of technology will automate and thereby eat into some of the more repetitive tasks done by lawyers, the client-facing, relationship-oriented work will take on increased significance. These Experts felt that there is a gap in law schools' ability to inculcate in young lawyers **personal development skills, such as communication, leadership, entrepreneurial vision, people skills, ethics, integrity and empathy**. In our Experts' view, these skills, competencies and sensibilities are key for lawyers - regardless of whether or not they practise in a world radically altered by technology. Further, in their view, the lack of these skills and sensibilities in lawyers is already a glaring deficiency within the legal services sector at present, fueled by the lacunae in the role of law schools in inculcating these skills and sensibilities. Notably, several of our Experts who have moved into non-legal practices were united in their emphasis on **empathy as a key sensibility to be developed** in young lawyers, which is not being inculcated effectively by law schools.

Kanan Dhru, Justice Innovation Researcher at the HiilL, emphasised on the importance of empathy as a key skill for problem solving at a macro level, particularly in respect of justice innovation. She noted,

“The justice innovation process is less about institutions and processes and more about people. So, empathy as a skill is important, to be able to step into someone else's shoes and think from there. We need to be able to inculcate this into students....the design thinking journey, which is crucial to justice innovation and which involves creative and sustainable solutions, starts with empathy. One needs to first empathize with the persons whose problems they are solving, and then rapidly think, create, innovate, make quick pilots and see whether they work or not.”

Moray McLaren, Founder of Lexington Consultants summed it up well,

“The personal development skills are what technology and artificial intelligence doesn't help with, even as it transforms legal services delivery. The client relationship and the leadership required to get people to do work is still integral to the industry. In a world where everything can be done increasingly by way of technology and technological platforms, we have to understand the increasing importance of the interpersonal interface and how that requirement will only explode and become more important with time.”

Professional Development - Shaping Better Lawyers:

Gap in professional development skills, which include:

- A. Lacking a fundamental understanding of technology and its interplay with society;
- B. Drafting, appreciation of electronic evidence, and research skills (both general and legal);
- C. Understanding money and transactions, along with a functional knowledge of finance;
- D. Creative thinking and design thinking;
- E. Having a solution-oriented approach.

The impact of technology on the legal services industry is two-fold: one being the impact of technology on social and economic activities, and the other being the impact of technology on the delivery of legal services. As described in Section III of this Report, the former, i.e. the impact of technology on social and economic activities gives rise to changing legal subject matter, which are now so inherently and irrevocably altered by the impact of technology that the laws that regulate these subject matter will also need to reflect and account for these changes. Thus, every legal subject must also be studied in the context of the digital world. Simultaneously, the use of technology in the delivery of legal services and processes is on a rapid rise, in terms of document management, virtual hearings, smart contracts, to name a few. It is thus understood that the expectations of young lawyers, or the gap that law schools must bridge, is also two fold: i.e. one, being the subject matter knowledge of law and regulation in a changing world - whichever subject matter they choose to specialise in, and two, being the skills and competencies that they need to be equipped with to work with a rapidly digitised legal services sector itself.

The lack of a **fundamental understanding of technology and the way in which it restructures social and economic activity, and therefore, law and its multifold subject matter** was a key gap area identified by our Experts across the board. A few related skills that most of our Practitioner and Policy Experts felt are still lacking are **clear, effective drafting, appreciation of electronic evidence, and research skills (both general and legal)**. Somasekhar Sundaresan talked about how lawyers generally do not view text as data, explaining,

“Our profession is a text driven profession, but there is a reluctance to see text as data, which is something to overcome.”

With primary sources (case law, legislation) and secondary sources (analysis, articles) being increasingly accessible in a digital form, several Experts agreed with this shortcoming highlighted by Somasekhar, and stressed the importance of building fundamental skill-sets of text based research queries that go beyond a regular Boolean query. **Dr. Ashutosh Modi, Assistant Professor of Computer Science at IIT Kanpur** noted that,

“Natural Language Processing (NLP) has a set of tools that lawyers can be trained on at a fundamental level, to enable more powerful research of digital sources.”

Some Policy and Practitioner Experts, and Experts with backgrounds in digital rights advocacy and legal-tech entrepreneurship highlighted the need and importance of **understanding money and inculcating a basic, functional knowledge of how finance works**. As **Srinivas Katta, Founder-Partner of Indus Law & co-founder of Rule Zero** explained,

“A skill which I think is important, and is not emphasized at all is what I call the understanding of money and how money flows. A lot of people will not talk about this because this is something they feel is inherent and they don't even realize that this skill gives them an advantage. When you are talking about technology enterprises, corporate lawyers or General Counsels - understanding the fundamentals of finance, and human behavior around money, is very important.”

Our justice innovator and entrepreneur Experts emphasised the importance of developing **creative thinking, design thinking, and a problem-solving or solution-oriented approach**. In the view of **Sachin Malhan, co-founder of Agami**, the problem-solving approach complemented by creative thinking could become instrumental in helping young lawyers come up with unconventional solutions to structural problems prevalent in the legal discipline or the practice of law, and redefine the very system itself. Summing it up quite eloquently, he said,

“Why am I, while going through any educational experience which is going to impact my life across 80 years or 90 years, being told here's how to do things, these are the skills to work within the system. This system is going to be dead in some time. It needs to evolve constantly. Why can't I be trained to evolve the system? And that needs creativity, problem solving and multidisciplinary understanding.”

B. Can Law School Bridge These Gaps?

A majority of our Experts across backgrounds agreed that all the skills and knowledge requirements identified in the table in Section III of this Report, including more particularly, those identified as “gap areas” can be nurtured or inculcated in Law School Programmes by way of curriculum changes.

That said, several of our Practitioner Experts were careful to specify that many of the skills, competencies, and sensibilities identified as “gap areas” in this Report can be learnt on the job. They reiterated the core mission of a law school is to create strong foundations in core legal subjects, and impart key skill sets for future success.

As Zubin Pratap, a corporate lawyer turned software engineer at Google, put it,

“The pace at which knowledge is created, is greater than our ability to institutionalize and impart it. The end of law school should not be the end of education. It is only the end of a period of qualification.”

Similarly, other Experts like **Dev Bajpai and Somasekhar Sundaresan** noted that Law Schools should spark the curiosity of students and actively create space for self-learning and micro-skilling.

V. HOW LEGAL CURRICULA SHOULD BE REDESIGNED

Responses on how legal curricula should be redesigned to bridge the gap were multifold. Two key ways in which we were able to categorise the suggestions put forward by our experts are: (i) structural changes; and (ii) particular curriculum and pedagogical changes. While the particular curriculum and pedagogical changes may be considered as part of the structural changes that need to be inculcated, in view of its relevance as a topic, we have separately explored this latter category in detail.

1. Structural Changes:

- A. Collaboration between academia and practice;
- B. Re-thinking legal education in an information age;
- C. Effectively harnessing multi-disciplinary teaching;
- D. Other structural factors like innovation & learning sandboxes

Following are some of the structural changes suggested by our Experts. By this, we mean changes that must be inculcated at a structural level and should define the approach taken by the institution while proceeding to redesign curriculum and pedagogy as further elaborated in sub-section 2 below.

(a) Collaboration between Academia & Practice

Most of our Experts suggested greater and deeper collaboration between law schools/academia and practice. This collaboration should be developed with legal practitioners and science and technology experts. Further, in the view of our Experts, such collaboration should drive attempts law school curriculum redesign, be it in the form of pedagogical changes (as expanded further under sub-section 3 (a) of this section) as well as at an institutional level by setting up research centers or organising stakeholder meetings to drive research and scholarship on relevant subject matter at the intersection of technology and the law, and contribute to policy issues through engagement with practitioners (as expanded further under sub-section 4 of this section).

“ I genuinely don't believe the industry-academia partnership at law schools is that deep. I think perhaps at B-schools or engineering schools, it might be far more than what happens at law schools. It is worth noting that in-house legal teams in a corporate are the clients for law firms in general and more importantly, are legal practitioners by themselves, and if they are not specifically addressed by the academia, at some level the in-house teams will build that capacity ourselves. ”

Such collaboration has to happen, per our Experts, at an institutional level while developing and designing curriculum, i.e. in getting multiple perspectives together to devise curriculum suitable for the digital world, but also for other structural aspects like research and development. Further, such collaboration must not be limited to engagements between academia and legal practitioners, but also between legal academia and pure technology practitioners and experts. As **Dr. Ashutosh Modi** explained,

“ Lawyers have been sitting in a separate room for ages and technologists have been sitting in separate rooms for ages. They have not been talking to each other. So technologists are doing what they feel is right without conferring with lawyers, who tend to have an understanding of the regulatory frameworks and ethical implications. So dialogue and interaction needs to happen. That's the most important thing. ”

(b) Rethinking Legal Education in an Information Age

A key point that came up through our interview with **Amlan Mohanty, Public Policy Counsel at Google**, set the foundation for another fundamental structural change that law schools should embrace,

“ Rely on expertise outside of academic instruction and apply it. You as a professor are competing with smartphones and tablets in the attention economy where students can easily log onto the internet and access several sources of information from sources far more experienced than you, so in that sense there is nothing special about you; so embrace it and harness that and think of creative ways to incorporate that into your teaching instead of fighting it and competing with it. ”

This theme was in essence supported by and added to by several other Experts. **Prof. Padmashree Gehl Sampath, Senior Advisor to the Berkman Klein Center for Internet & Society, Harvard University**, for example, spoke about referring to and discussing writings of experts in current affairs blog sites on important and relevant topics involving technology law and practice, as part of class exercises. **Rahul Matthan**, gave the example of using the app **Kialo**, to develop analytical skills by mapping out the pros and cons of arguments, in a course he took on technology and the law.

(c) Effectively harnessing multidisciplinary teaching

“Interdisciplinarity”, noted **Prof. Padmashree**, “is key”, in respect of the effective teaching of subject matter intersections of technology, law and policy. Other Experts concurred, making this one of the defining themes of this study and all the interviews we conducted. Complementary to the overarching need for engagement with practice and industry, almost all Experts felt that an interdisciplinary approach is important for law schools to effectively shape digital native lawyers.

Most Experts stressed the importance of identifying technology specialists to provide an orientation and fundamental understanding of how technology works. **Zubin Pratap** recommended that where possible these technology specialists should have a “*traceable path back to the law*” in terms of their work

or experience, in order to allow such specialists to have a perspective on both domains. This perspective could allow technologists to not only relate to the vocabulary in both domains but also empathise with the constraints, industry structure and drivers of each domain. **Dr. Ashutosh Modi** was of the clear view that this is best created by technology and lawyers sitting together to create these programs.

This point must be viewed in conjunction with the suggestion on increased collaboration among all relevant stakeholders. In suggesting this approach, several of our Academic, Policy and Practitioner Experts such as **Gautam Bhatia, Sarayu Natarajan and Srinivas Katta** invoked examples of more flexible law programmes in the Ivy League Schools such as Yale and Columbia, which typically allow students to pick and register courses from across multiple faculties, without being limited to just their law programmes. **Sarayu Natarajan, Founder of the Aapti Institute** for instance, said

“One of the most fascinating things about Columbia was that I could take classes from every school; there was no limitation that you have to stick within your own discipline.”

Other Experts illustrated how some of the more specialised courses such as accounting, financial management, philosophy, or even some of the newer courses that they have suggested for this report (elaborated further in the succeeding sub-section 2) should be taught by academics from those particular faculties.

Experts like **Sachin Malhan** also stressed on the need for such a multi-disciplinary and collaborative approach to inform curriculum development from its very conception.

(d) Other structural factors

Another suggestion on contextualising learning of the law in relation to technology was by some Practitioner Experts like **Dev Bajpai and Somasekhar Sundaresan**, who spoke of creating an environment where students have the liberty to learn the interplay of technology and the law in their own way. **Somasekhar** explained,

“Law schools must create a user-friendly space to play with tech. They must not link it to an area of law - that's where things go wrong. Create a playing space such as a lab, where text based technology is available.”

Other Experts spoke of better training of faculty, increasing research and development efforts (by way of greater institutional engagement, and also by way of cross-jurisdictional engagement and collaboration with industry stakeholders).

1. Core Curriculum Changes:

- A. Compulsory courses to develop a foundational understanding of technology;
- B. Integrating a technology context in legal curricula;
- C. Elective modules on interplay between law and technology;
- D. Extra-curricular and co-curricular activities like legal clinics, tech farms, and discussing case studies.

(a) The introduction of compulsory courses that helps develop a fundamental understanding and appreciation of technology:

Across the board, our Experts were united in the suggestion that an intrinsic, foundational understanding of technology needs to be inculcated in law students. In their collective view, such an understanding of technology, if developed foundationally and well, would help students understand the impact that technology has on various economic and social institutions and activities, and would equip them to work with technology and its multifold impacts, even in a rapidly changing world. **Apar Gupta, Founder of Internet Freedom Foundation** contextualised the importance of having a foundational understanding of technology for professionals working in the intersection of law, policy and technology, with the caveat that while the lack of such courses at law schools is not a complete disability, the confluence of law, policy and technology is fundamental for work in the digital rights space. He noted,

“ We need to understand technology. We need to be curious about it. If you lack that, you need to work with another team member who has it. Most foreign organizations that work on digital rights understand this and have what is called a “policy technologist”, which is a formal position, wherein policy writing first happens at the level of that technologist who understands the technology, and writes up a brief to explain to lawyers. An analogy I would give here is if you don't understand the car, you can't actually write the instruction manual or come up with safety guidelines. So, a course on technology may be offered, but if it is not, it is not a complete disability. Most experienced managers understand that a person is always sometimes better as a lawyer or better as a technologist even if they have both degrees. It's a natural tendency in humans, where you are just good at a particular thing over the other. And, inherently, these are two different roles. Even if a person has both degrees, it may not matter. So I'm not saying there's a straight jacket. What I'm saying is that there is an inherent skill and job function, which needs to be demarcated and carved out separately and possibly even resourced in a way that makes it possible for, let's say, two lawyers to work with one policy technologist in the future. This has been the same understanding in competition law, with economists now playing a very vital role. ”

When we asked our Experts how exactly law schools may inculcate such courses, we received multifold responses: our Academic and Policy Experts stressed on the importance of introducing courses that teach students the theory of technology in their historical and socio-economic contexts. Suggestions in this regard included courses like ‘**Science, Technology & Society**’, the ‘**History of technology**’, ‘**Data & Society**’. Each of these courses, in the view of our Experts, would help students appreciate how technology has developed historically and the restructuring effect technology has on society, its institutions and its activities. As students progress in their Law School Curricula, they may then apply this basic understanding to their study of the law and specific legal subject matter.

Gautam Bhatia captured this point succinctly,

“History of technology should not be studied at the first instance from a legal lens but should be part of a history course or a political economy course and should be studied in their right political and historical context, so that then when you come to constitutional law, you can appreciate these issues in the legal context/legal perspective...you already have an understanding of this as part of a social science course and then you can apply this understanding to what's happening in law, because law is translating from something else into legal terms so it's important to have this background understanding - which you can then apply to the law.”

Our Practitioner Experts sought to introduce similar basic courses on technology, with some suggesting that law students be taught to understand the basics of how code works, so they **may be equipped to understand algorithms**. Other Practitioner Experts suggested that to understand the basics of technology and the way it affects practice, it is important to inculcate a familiarity with the **nuts and bolts of technology** and its interplay, whether by **teaching basics of coding or otherwise**, and supplement the same with core courses such as economics and math to help students fully grasp the interplay of technology with business and commerce and train them for skills required in the corporate world.

Our Technology Experts felt that law students may also need to be taught **basics of natural language processing, by inculcating in them an understanding of basic neural networks complemented with some math** to effectively inculcate this. Practitioner Experts that suggested that law students be taught the basics of coding and algorithms were careful to point out that this suggestion in no way means that law students should learn how to write code, but that it simply means that an understanding of code and algorithms is key as foundational learning for lawyers.

Pertinently, in respect of these curriculum changes, our Experts suggested that these courses be introduced as mandatory courses in **the first and second years of the Undergraduate Law Programmes**, prior to the introduction of law courses.

(b) Integrating a technology context:

While redesigning curricula on core legal subject matter, most of our Experts agreed that after the introduction of foundational or core courses on the basics of technology, Law School Curricula must integrate a technology context to the delivery of other legal courses, by way of case studies or legal clinics that involve deliberation and defence of legal rights and issues in technological context. Several Practitioner and Academic Experts noted the importance of well-trained faculty and a collaborative engagement between academia and industry to bring this in effectively.

(c) Elective Modules:

Our Academic Experts like **Prof. Soledad Atienza, Dean of the IE Law School** that pioneered research on the **Global Blueprint for Legal Education**, and also introduced redesigned curriculum at the IE Law School, Madrid noted the importance of following up the core courses on technology that are introduced during the foundational years with elective, specialised courses in the latter years. Such

elective modules could include courses like **‘innovation and law’, intellectual property, data privacy, and smart contracts**, among others. Specialised courses on technology and law can also be brought into the post-graduate programmes, she said law schools can *“start teaching the more sophisticated technology for lawyers”* during these postgraduate programmes, *“and there is a range: data visualizations, introduction to computers and the law of technology.”* Additionally, in her view, for those who want to learn further and more deeply about modifying the way lawyers work, i.e. legal services delivery, she highlighted the possible introduction of

“complex/ niche courses for only those who want to modify the way lawyers work, such as legal project management and tech and other tools to design pricing, algorithms for legal services.”

It is worth noting that **legal document management and project management** were some of the important “gap areas” identified by Practitioner Experts, while speaking of gulfs that need to be bridged as a result of the technological restructuring of legal services.

Another notable suggestion came to us from **Apar Gupta** specified some elective modules on legal advocacy, rights advocacy, and on grassroots organizing that could be helpful and that are presently absent from Indian Law School Curricula. With several Practitioner and Academic Experts being in agreement on there existing a gap in respect of communication, legal advocacy - particularly rights advocacy skills among lawyers today, Apar’s suggestion seems to be particularly relevant.

(d) The elective modules could further be supplemented by extracurricular and co-curricular activities and modules such as legal clinics, tech-farms, moot-courts and discussing case studies with technology-focussed contextualization formed some of the key responses from Experts. Tech-farms are an interesting concept, once again pioneered by the IE Law School, which involves academic institutions collaborating with industry bodies such as big-tech companies to work together on a product and to share thoughts, insights and receive feedback from such industry stakeholders which academics can then learn from and further inculcate in their research, scholarship. This also helps generate interest among law students, cements industry-academic relationships, and train faculty.

3. Core Pedagogical Changes:

- A. Introducing courses by practitioners through guest lectures and seminar courses;
- B. Re-thinking assessments;
- C. Maintaining an effective balance between theoretical and practical learning.

(a) Most Practitioner Experts emphasised the need for bringing in practical perspectives with practitioners by way of guest lectures or engaging practitioners as adjunct professors to deliver seminars or one-credit courses, to enable a better understanding of the practical application of theory.

While speaking of engagement with practice as a mode of pedagogical restructuring, it is worth mentioning the inculcation of analytical thinking by **Rahul Matthan**.

Rahul led us to an approach he typically employs while teaching his course on technology law and policy,

“The change that I brought in was very much an analytical approach. So, at least with tech law, one big problem is that civil society makes strong emotional arguments about civil liberties that law students tend to get swayed by and you've got to force the law student to see both sides. So I used a tool called Kialo, a really good argumentation tool, which is collaborative. So the whole class would take that and for every proposition I put, they would do a pro and con analysis and you see this organically growing and see the arguments developing from that. I think this is really important because technology is neutral and it's the way it's used that is the problem. So any technology can become politically benign and also can be completely malevolent and to get students to understand that is a core part of the pedagogy of a technology law class.”

Rahul also spoke of the need for Law School Programmes to bring back the **Socratic method in teaching**.

He further explained that while teaching, he often conducts moot courts to further inculcate this analytical approach amongst law students. He said,

“Vrinda Bhandari and I argued both sides of the Aadhar case - she argued for striking down Aadhar and I argued for keeping it up. So both of us came in, we split the class into two and we ran a moot court, and then the two of us spoke about our experiences of arguing in Court. Such exercises can help students commit to seeing both sides, which I think is really important.”

An interesting dichotomy that came up in this regard through our interviews with some of our Academic Experts. When asked about whether or not more engagement with practice is the way to restructure for Law School Curricula and pedagogy, **Gautam Bhatia** showed us the potential flip side of the suggestion,

“Bringing practising lawyers in has positives in terms of the greater engagement with lawyers. However, the negative side is the continuing gap between academy and the Bar that, in my view, is reinforced by this popular viewpoint that what you're teaching in the law schools has no relevance to what goes in the courts and therefore to mitigate that, you need to get lawyers to come in and talk to students. This leads to a harm in the sense that it creates a contempt that students develop for deep reading and understanding of the subject and deep theory. It also fuels the harmful narrative that the problem with legal education today is not that we are not teaching theory properly or that we are not engaging with theory properly, but that the problem is instead the theoretical courses in the first place. The narrative is to put away the theory courses and instead talk to lawyers in court. This is not a good solution because it leads to bad lawyering and this is a huge issue in India right now. It is of course important to have practical knowledge and understanding - but the way that discourse is framed is to replace theory by getting lawyers in and that's very dangerous for legal education.”

In a similar vein, Practitioner Experts like **Nimrah Alvi**, Senior Associate at **Shardul Amarchand Mangaldas and Sherbir Panag** also specified their concurrence to the need for law schools to focus on academic theory. **Sherbir Panag**, for instance, noted that an increased tendency of law schools to stipulate a minimum number of compulsory internships should not come at the expense of law schools encouraging their students to publish their research papers in reputed peer reviewed journals. From these insights, we understand the importance of maintaining the right balance between theoretical and practical learning.

(b) *Another important point that came up through our interviews was how law schools must rethink the assessments they set for law students.*

For instance, **Amlan** spoke of altering assessments based on requirements of the real world,

“Currently law schools ask students to write a 5000 word paper across two weeks, whereas they should ask for shorter word limits and shorter time frames, because in the real world, you don't get two weeks to write a brief/draft, you normally get 2-3 days to research a sector and turn around a 1/2 page policy brief. Therefore, law schools must adapt assignments based on what the real world is.”

Prof. Padmashree similarly spoke of setting assignments that allow students to apply theoretical knowledge on technology, law and policy to practical issues and assignments that prompt them to think outside the box. For instance, in the context of teaching Intellectual Property in respect of pharmaceuticals, Prof. Padmashree spoke of encouraging students to engage with pharma manufacturers by visiting production facilities, to understand how technological change really occurs at the industry level in their views and their position, and then considering legal and policy issues relevant to the subject. Similarly, she spoke of how she encourages students to engage with policy topics in a similar way, for instance in a science, technology and society course, her students are tasked with going out identifying all the ways in which the technology infrastructures of the city they live in are exclusionary.

To sum up this point, we refer to **Amlan Mohanty's** insights, when asked how he would structure pedagogy for a course on data privacy, he answered,

“Separate theory from practice in every course and in doing this, the faculty must decide in advance how to break this up; for example, it can be 40 % theory and 60% practice. There should be different modules for each subject and theory versus practical division for each module. Incorporate multimedia to teach every module, for e.g. a podcast or a movie for each module. So, for example for data privacy, I would start with a movie/podcast and then teach the latest judgments, conduct a simulation exercise and end with a fireside chat with domain experts. So In this way, you are packaging several different types of experiences into one model and this makes it interesting for students as well.”

4. Ecosystem Changes to Support Endeavours of Law Schools

- A. Flexibility and agility to dynamically redesign legal curricula;
- B. Engaging with the right personnel to bring about these changes;
- C. Spearhead scholarship on the intersection between law and technology;
- D. Cross-jurisdictional collaboration on key subjects;
- E. Contributing to policy making as the only neutral stakeholder.

In order to effectively bring about the changes outlined above, our Experts feel that certain key ecosystem changes would need to be introduced, to complement the endeavours of law schools in redesigning curriculum.

Some Experts believe that if the **BCI law curriculum framework affords further flexibility to law schools, they will be far more equipped to bring about these changes effectively.**

Other Experts, particularly Academic Experts like **Naveen TK, Associate Professor of the Humanities Department at IIT Delhi** felt that **aside from the regular inertia** that might inform some of the structural changes that law schools seek to bring about in this regard, there must also be increased focus on gathering the right personnel to lead and inculcate these proposed changes, emphasising particularly on the need to train and develop **the right faculty to both develop and deliver the proposed curriculum changes.**

Another important point to stress on here, in our view, is also the emphasis placed by our Practitioner Experts - including both legal practitioners and pure technology practitioners - **on the need for law schools to spearhead pioneering scholarship on the intersections of law and technology by setting up research centers within their institutions, initiating and maintaining cross jurisdictional collaboration on key subject matter, and perhaps even taking such scholarship to governmental forums and contributing to policy making as the only neutral stakeholder.** In the view of many of our Experts, this latter point would further facilitate an environment of holistic learning and development for young digital native lawyers.

VI. CONCLUSION: SHAPING THE DIGITAL NATIVE LAWYER



The outcome of this study has been, at the outset, a validation of our hypothesis: that law school curricula should be redesigned in order to effectively shape lawyers who are ‘native’ to the digital world. As we have described more fully in the ‘Introductory Note’, our aim through this study was to outline how law schools must do this, i.e. the ways in which legal education can be reshaped.

Through this study, we have also understood better how to define such digital native lawyers. Technology is all-pervasive, so much so that defining or considering our world as separate or different from a “digital world” is a mis-representation - the digital world is quite simply, our world today. This is to say that ‘digital native’ lawyers are perhaps simply lawyers of today, those who must be equipped with skills and knowledge that their predecessors did not have, along with some skills to understand and navigate technology, such as those encapsulated in the table below:

Traditional Skills & Competencies

- Research
- Drafting
- Communications
- Oral Advocacy
- Written Advocacy

Contemporary Skills & Competencies

- Design thinking
- Legal Risk Management
- Functional understanding of technology, industry and sectoral trends
- Project Management
- Computational thinking

Several Experts such as **Harish Narasappa, Founder-Partner of Samvad Partners and the founder of ADReS Now**, noted that an amalgamation of both generalist and specialist skills is important, with some Experts like **Srinivas Katta and Sherbir Panag** highlighting the importance of being generalist professionals. **Sherbir Panag** put it succinctly,

“ Even those lawyers who practice in super-specialized fields, have a much greater chance of being successful if they are great generalists.”

Over the course of several hours' worth of conversations with leading law, policy, and technology experts in India, we now know that a digital native legal professional is one who is a dynamic professional, possesses professional skills, legal skills, legal knowledge complemented by an intimate understanding of technology and the way it impacts the world, and most importantly, is a curious, ethical, empathetic person.

In bringing about these changes, we have learned that law schools must fundamentally take up a flexible, collaborative, and integrated approach to reshaping curriculum. We have learned that neither law nor technology exist in silos, and therefore neither of the two can be taught in silos - something that unfortunately happens today, contributing tremendously to the “gap” issue. As such, in bridging this gap, reform at the structural level is important, and collaboration with key stakeholders from the very beginning of any endeavour towards restructuring legal education is integral.

We conclude by going back to **Sachin Malhan's** compelling question that resonates with us fully and in many ways captures the essence of this study - he prompts young lawyers to ask,

“ Why can't I be trained to not just navigate the formal and informal systems but also to evolve them? ”

Indeed, this is the question to ask over and over again, as we restructure legal education in attempting to teach lawyers who first enter law school as young students with the unequivocal dream of making a difference. It is for these digital natives that we must formulate and design a *“new paradigm for education in our country.”*

ANNEXURE A: BIOGRAPHIES OF EXPERTS



Apar Gupta: Apar Gupta is a lawyer and the Executive Director of the Internet Freedom Foundation (IFF), an Indian digital liberties organisation that seeks to ensure that technology respects fundamental rights. Apar completed his post-graduate studies from the Columbia University School of Law and has practised for more than a decade. After graduation, he worked as a commercial litigator in top law firms such as Karanjawala & Co. and was a Partner at Advani & Co. He continues to write op-eds and journal articles for Indian Express, The Hindu, IIC Quarterly and Seminar etc. and has written a book on the I.T. Act, 2000 published by LexisNexis.

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Amlan Mohanty: Amlan Mohanty leads Google's policy planning, analysis and advocacy efforts in India on privacy, data governance, content policy, platform regulation and emerging technologies. Prior to joining Google, he advised Indian and foreign clients on complex legal and regulatory issues at reputed firms like Trilegal and PLR Chambers. Amlan has also assisted senior government officials in developing landmark policies for India. He holds a degree in arts and law from National Law School of India University.

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Ashutosh Modi: Dr. Ashutosh Modi is an Assistant Professor at the Computer Science and Engineering department, IIT Kanpur. Dr. Modi researches in the areas of Natural Language Processing, Machine Learning, and Artificial Intelligence. Previously, he worked at Disney Research (DR), Los Angeles. At DR, he conducted research in multi-modal Affective computing, Conversational Systems and Natural Language Understanding. Dr. Modi did his Ph.D. at Saarland University, Germany. He was associated with the Department of Computational Linguistics, MultiModal Cluster Initiative and the Department of Computer Science.

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Dev Bajpai: Dev Bajpai is the Executive Director of Legal & Corporate Affairs & Company Secretary at Hindustan Unilever Limited. Dev is a Fellow Member of the Institute of Company Secretaries of India. He has a law degree from the University of Delhi, and has completed an Executive Program for Corporate Counsels at Harvard Law School. He has 30 years of experience across industries like Automobiles, FMCG, Hospitality and Private Equity, in Legal, Governance, Tax and Corporate Affairs. He has been part of Committees of organizations like CII & FICCI, and has also represented the Industry before Parliamentary Committees.

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Gautam Bhatia: Gautam Bhatia is a constitutional law expert. He practises in New Delhi and is visiting faculty at a number of law schools. He has been involved in important contemporary constitutional cases, such as the challenge to criminal defamation and the right to privacy case. He is an alumnus of the National Law School of India University, the University of Oxford and the Yale Law School. He is the author of the science fiction novel, 'The Wall' and 'Transformative Constitution: A Radical Biography in Nine Acts'.

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Harish Narasappa: Harish Narasappa is the Founder-Partner of Samvad Partners, a full-service law firm, the founder of DAKSHI, a civil-society organization, and the co-founder of ADResNow. Harish is a lawyer with extensive experience in advising on cross-border mergers and acquisitions, banking, corporate financing, private equity, projects, regulatory and dispute resolution matters. Prior to founding Samvad Partners, was an Associate at Herbert Smith LLP London for 3 years; during which time he worked on various mergers & acquisitions, corporate and corporate finance transactions, infrastructure projects and arbitration matters.

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Kanan Dhru: Kanan Dhru is the Justice Innovation Researcher at HiiL. She focuses on developing insights on justice innovation, which empowers innovators and strengthens the justice innovation ecosystem. Kanan holds a Master of Public Administration degree from IGNOU and a law degree from LSE, UK. Previously, Kanan has been named as ‘one of 37 Indians to Watch’ by India Today (2012), worked with the National Knowledge Commission in India and has been an External Consultant with McKinsey & Company, and has been a practising lawyer in India, among other things. Kanan is an accredited mediator and a columnist with The Huffington Post.

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Moray McLaren: Moray is a Partner of Lexington Consultants, advising law firms globally on their strategy and organisation, and is also an Associate Professor at IE Business School and a member of the Möller Institute at the University of Cambridge. He also co-founded the Iberian Legal Group (acquired by LCP) and Redstone (acquired by Acritas now part of Thomson Reuters). Moray was the inaugural Chair of the Strategy Group of the IBA’s Law Firm Management Committee and is currently the President of the Advisory Board of LawWithoutWalls. Moray is an Associate Professor at IE Business School in Madrid. He also teaches senior executives as part of the IE Financial Times Corporate Learning Alliance. Moray is a member of the Editorial Board of the Modern Lawyer and a Fellow at the Harvard affiliated Institute of Coaching.

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Naveen TK: Naveen Thayyil is an Associate Professor at the Humanities & Social Sciences Department of IIT, Delhi. Prior to joining the Department, he taught at the National Law School of India, Bangalore. He holds a Ph. D from the Tilburg Institute of Law Technology and Society at the University of Tilburg, the Netherlands. He was a Felix scholar between 2006-2007, when he pursued his Masters (LLM) from the University of London – jointly at SOAS, University College and King's College London. Subsequent to his graduation from the National Law School of India, Bangalore in 2002 he practised public law in the Supreme Court and the High Court at Delhi.

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Nimrah Alvi: Nimrah Sameen Alvi is a Senior Associate with M/s Shardul Amarchand Mangaldas in the Dispute Resolution practice. Ms. Alvi holds a Bachelor's in Engineering (Electronics & Communication) and a short experience working as a software developer with an IT company. Thereafter, she decided to switch her field and pursued the three-year law degree from the Jindal Global Law School, Sonapat. After passing law school, she has been working with the firm primarily in the space of commercial disputes, arbitration, and white-collar crimes.

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Padmashree Gehl Sampath: Padmashree Gehl Sampath is currently a Senior Advisor of the Global Access in Action Program at the Berkman Klein Center, Harvard University. She is also Visiting Professor at the South African Research Chair for Industrial Development (SARChI), University of Johannesburg and a Professorial Fellow at the United Nations University-MERIT. She has worked for over two decades on these topics assessing competitiveness risks for governments, private sector actors, think tanks and academia, and helping to design policies and strategies for transformation in light of changing global macroeconomics, trade, intellectual property and innovation trends. Previously, she has held positions in international organisations, most recently serving as Head of Policy of the International Renewable Energy Agency (IRENA), and in the past, leading teams in UN organisations, such as that on internet governance issues in the UN-ECOSOC Commission on Science and Technology for Development, respectively.

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Pramod Rao: Pramod joined ICICI Bank as its Group General Counsel in August 2018 and provides strategic oversight to the legal function for the ICICI group including its banking subsidiaries in the UK and Canada. Pramod also oversees the Whistle Blower Policy of the Bank. Previously, Pramod had served as General Counsel for Citi India cluster (July 2013 till mid-August 2018), and was responsible for the Legal & Secretarial functions within Citi India cluster. Prior to Citi India, Pramod worked with IndusLaw as a resident partner, overseeing its Banking and Finance practice. In the last few years, Pramod has also played a pivotal role in conceptualizing and adoption of online dispute resolution (ODR) by ICICI Bank and ICICI group.



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Rahul Matthan: Rahul Matthan is an attorney who specialises in technology, media and telecommunications law in India. Over Rahul's career, he has advised on some of the largest technology and telecom transactions in the country and has advised on cross border M&A, technology transfers, outsourcing, data protection, intellectual property, private equity investments and a range of specialised technology mandates. In 2000, Rahul co-founded Trilegal. He currently heads the TMT practice in Trilegal and has joined its board. Rahul wrote a book called "The Law Relating to Computers and the Internet" that was published by Butterworths in 2000. His latest book, 'Privacy 3.0 - Unlocking our Data Driven Future' addresses the challenges of regulating privacy in a big data world. He also writes a weekly column called Ex Machina on the intersection of law, technology and society and has a podcast under the same name.

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Sachin Malhan: Sachin Malhan is currently co-leading Agami which aims to radically increase innovation and changemaking in and around systems of law and justice. Before Agami, Sachin led the Changemakers program at the leading global non-profit Ashoka. Changemakers leverages Ashoka's global network of innovators and impact partners to search, convene and connect high-potential changemakers, and their ideas and resources, to accelerate change around critical social issues. He remains a part of Ashoka in his capacity as an advisor to Changemakers. He is also an INK Fellow.



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Sarayu Natarajan: Sarayu Natarajan is the Founder of Aapti Institute, a research institution focussed on generating public, policy-relevant, actionable and accessible knowledge from the frontiers of tech and society, about our networked lives, to support the creation of a fair, free, and equitable society. Sarayu has a background in management consulting (McKinsey and Company), venture investing (Elevar Equity), program development and management (Gray Matters Capital), and academic research. She has a PhD in Political Science from King's College London, an MPA from Columbia University, and an arts and law degree from the National Law School of India University, Bangalore.

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Sherbir Panag: Sherbir Panag is the chair of Panag & Babu’s, internationally acclaimed and highly respected – Compliance and Investigations Practice. Sherbir has deep experience in defending multinational companies and conducting internal investigations in matters involving criminal and regulatory proceedings, as well as counselling clients on navigating India in a compliant manner. Sherbir was recently called to Foundry Chambers as an overseas associate tenant. Sherbir founded the Concilium Network – an international network of highly acclaimed white-collar crime law firms. Sherbir is a Senior Fellow at the Wharton School’s Carol and Lawrence Zicklin Center for Business Ethics Research and is a member of Cornell University’s - Meridian 180. Sherbir is a member of the Forbes Business Council and also of the Bureau of Indian Standards committee drafting an India anti corruption standard.

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Soledad Atienza Becerril: Soledad Atienza, Dean of IE Law School. She has extensive academic experience and a global vision of legal education. She is Senior Advisor to the Academic and Professional Development Committee of the IBA (international Bar Association), where she is co-chair of the project “Blueprint on global legal education” launched by the IBA and the LSGL.

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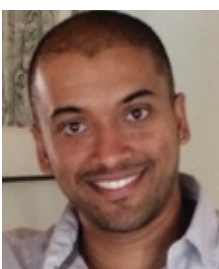


Somasekhar Sundaresan: Somasekhar Sundaresan is an Independent Counsel with focus on Indian regulatory litigation covering securities law, competition law, company law, exchange controls and other areas of investment law. Somasekhar set up chambers after 18 years of practice as a lawyer, of which 14 years were with JSA as Partner and Head of the Financial Sector Regulatory Practice. He is an active contributor to public policy in the regulatory sector in India. He is a columnist with Business Standard titled, ‘Without Contempt’.

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Srinivas Katta: Srinivas Katta is a founding and senior partner of IndusLaw, and the founder of Rule Zero, a fin-tech startup. He represents entrepreneurs, businesses and investment funds on corporate governance issues, fundraising, partnerships, joint ventures, collaborations, acquisitions, investments and exits. Srinivas has been consistently listed for corporate/M&A, Private Equity and TMT by Chambers and Partners in its Asia Guide. Chambers and Partners Global Guide has also consistently recognized him for corporate/M&A. Asialaw Profiles 2021 and 2020 recognized him as “Distinguished Practitioner” for Corporate and M&A after listing him as “one of the leading lawyers of India” for many years.

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Zubin Pratap: Zubin is a software engineer at Google, working in the Google Cloud Platform organization. In his past roles, he commercialized emerging technologies (SaaS, IoT, IIoT, SaaS, drones, connected home), built channel partnerships, negotiated international joint ventures and also practiced law as legal counsel on global M&A transactions. Zubin loves synthesizing his legal background with MBA know-how and tech development skills to produce structured strategic thinking, collaborative, cross-functional problem solving, and business insight.

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ANNEXURE B: LIST OF RESOURCES

A. Publications / Articles

1. *Blueprint on Global Legal Education* by The International Bar Association and the Law School Global League.
2. *The Evolution of Legal Department 3.0* by Vahura.
3. *Decoding the Next-Gen Legal Professional* by Vahura.
4. *Future of the Profession Initiative* by University of Pennsylvania Law School.
5. *23% of work done by lawyers can be potentially automated* by McKinsey Global Institute.
6. *Teaching LegalTech? Forget the Tech* by Adam Curphey, BPP Law School.
7. *Tomorrow's Lawyers* by Richard Susskind.
8. *The Future of the Professions* by Richard Susskin and Daniel Susskind.

B. Indicative Courses:

1. *Introduction to the history of technology* by MIT.
2. *Internet History, Technology and Security* by University of Michigan.
3. *CS50: Introduction to Computer Science* by Harvard University.
4. *Law, Technology and Society* by UCLA Law.
5. *Artificial Intelligence for Everyone* by Deeplearning.ai.
6. *Artificial Intelligence and the Law* by National Law School of India University
7. *Lawyering in the age of smart machines* by Suffolk University.
8. *Design Thinking for Innovation* by University of Virginia
9. *Design Thinking for Lawyers* by Suffolk University.
10. *Tech for Law* by IE Law School.
11. *Artificial Intelligence and the Law* by Chicago-Kent School of Law.
12. *Computational Thinking* by Swansea University.
13. *Explore Natural Language Processing* by Microsoft.
14. *Introduction to Text Analysis and Natural Language Processing* by University of Canterbury.

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