

**CALL FOR CHAPTERS: BOOK ON
REIMAGINING LEGAL EDUCATION: EXPERIENTIAL
PEDAGOGIES AND PRACTICE-ORIENTED LEARNING IN THE 21ST
CENTURY**

Lincoln College of Law, Sirhind, Punjab, is accepting submissions for a Call for Chapters for a Book on Reimagining Legal Education: Experiential Pedagogies and Practice-Oriented Learning in the 21st Century, Submit the Abstracts by 28th June, 2026.

ABOUT THE BOOK

Legal education stands at a critical crossroads. The rapidly evolving nature of the legal profession, coupled with technological advancements, globalization, and changing societal expectations, has exposed the limitations of conventional lecture-based teaching models. The demand for lawyers who possess not only doctrinal knowledge but also practical skills, technological competence, ethical awareness, and interdisciplinary understanding has necessitated a fundamental rethinking of how law is taught and learned.

Reimagining Legal Education: Experiential Pedagogies and Practice-Oriented Learning in the 21st Century seeks to explore the transformative shifts occurring within legal education across jurisdictions and institutions. The volume examines the growing emphasis on experiential learning methodologies, including clinical legal education, simulation-based teaching, moot courts, legal drafting, negotiation, mediation, client counselling, internships, and other practice-oriented approaches that bridge the gap between legal theory and professional practice.

The book further investigates the role of emerging technologies, artificial intelligence, digital learning platforms, and legal innovation in reshaping legal pedagogy. It critically analyses how contemporary law schools are adapting their curricula, assessment methods, and teaching strategies to prepare students for an increasingly complex and technology-driven legal landscape. Special attention is given to outcome-based education, interdisciplinary learning, policy-oriented legal training, and the development of professional competencies essential for the lawyers of tomorrow.

Bringing together contributions from academicians, legal practitioners, researchers, policymakers, judges, and industry experts, this edited volume provides a comprehensive platform for scholarly dialogue on the future of legal education. Through theoretical analyses, empirical studies, comparative perspectives, case studies, and reform-oriented discussions, the book aims to contribute meaningfully to ongoing debates concerning the modernization and effectiveness of legal education systems.

This volume will serve as a valuable resource for legal educators, law students, researchers, institutions, regulatory bodies, and professionals seeking to understand and advance innovative pedagogical practices that align legal education with the evolving demands of the twenty-first century. By fostering discussions on experiential and practice-oriented learning, the book aspires to contribute to the creation of a more dynamic, inclusive, skill-based, and future-ready legal education ecosystem.

THEMES & SUB-THEMES

Transforming Legal Education for the Future: Innovation, Experiential Learning, and Professional Readiness

SUB-THEMES

Including but not limited to:

I. Theoretical Foundations and Evolution of Legal Pedagogy

- Historical evolution of legal education: From doctrinal formalism to experiential learning
- Critique of traditional lecture-based teaching models in legal education
- Jurisprudential underpinnings of experiential and clinical legal education
- Pedagogical shifts in the 21st century: Constructivism, problem-based learning, and reflective practice

II. Transition from Traditional to Experiential Learning Models

- Structural transition from lecture-based teaching to clinical and experiential methodologies
- Institutional challenges in adopting experiential learning frameworks
- Role and expansion of legal aid clinics, internships, and field-based learning
- Assessment of clinical legal education programs in India and abroad
- Embedding experiential learning within core law curricula

III. Bridging the Academia–Profession Divide

- The disconnect between legal academia and the legal profession: Causes and consequences
- Industry expectations versus academic training: A critical appraisal
- Role of law firms, corporate houses, and judiciary in shaping legal education
- Public-private partnerships and collaborative models in legal training
- Internship regimes, apprenticeships, and mentorship structures

IV. Practice-Oriented Skill Development in Legal Education

- Integrating drafting, pleading, and conveyancing into curriculum design
- Moot court culture and its pedagogical significance
- Training in negotiation, mediation, arbitration, and client counselling
- Development of advocacy skills and professional ethics
- Assessment frameworks for practical legal competencies

V. Technology, AI, and the Digital Transformation of Legal Education

- Role of digital platforms, e-learning, and virtual classrooms in legal pedagogy
- Artificial Intelligence in legal education: Opportunities, risks, and ethical considerations
- Use of legal tech tools (research databases, automation tools, analytics) in teaching
- Online dispute resolution (ODR) and its pedagogical integration
- Cyber law education and digital literacy for law students

VI. Curriculum Reform and Future-Ready Legal Education

- Reimagining curriculum design to align with emerging legal professions
- Incorporation of new-age domains: Technology law, data protection, fintech, ESG, and space law
- Modular and flexible curriculum structures
- Credit-based systems and interdisciplinary electives
- Aligning legal education with global employability standards

VII. Interdisciplinary and Policy-Oriented Legal Education

- Integration of law with economics, sociology, political science, and technology
- Policy labs, think tanks, and research-driven legal education
- Law and public policy: Training future policymakers
- Clinical approaches to legislative drafting and policy advocacy
- Role of empirical legal research in pedagogy

VIII. Comparative and Global Perspectives

- Comparative analysis of legal education models (USA, UK, Canada, Australia, etc.)
- Transnational legal education and global lawyering skills
- Adaptability of foreign pedagogical frameworks to the Indian context
- International collaborations, exchange programs, and dual degrees
- Global accreditation standards and benchmarking

IX. Outcome-Based Education and Assessment Mechanisms

- Outcome-based legal education: Conceptual framework and implementation
- Continuous evaluation systems versus traditional examination models
- Simulation-based assessments: Mock trials, negotiation labs, and virtual courts
- Measuring employability and professional readiness
- Accreditation, ranking systems, and quality assurance in legal education

X. Clinical Legal Education and Access to Justice

- Role of clinical legal education in promoting social justice
- Legal aid clinics as instruments of experiential learning and community engagement
- Street law programs and legal literacy initiatives
- Ethical dimensions of clinical practice
- Impact assessment of clinical programs on marginalized communities.

XI. Faculty Development and Institutional Capacity Building

- Training and re-skilling of law faculty for experiential teaching
- Pedagogical innovations and teaching methodologies
- Institutional barriers and governance challenges
- Role of regulatory bodies and policy frameworks in reforming legal education
- Building research culture within law schools

XII. Emerging Trends and the Future of Legal Education

- The rise of alternative legal careers and non-traditional legal roles
- Legal entrepreneurship and innovation in legal services
- Impact of globalization on legal education
- Hybrid and blended learning model's post-pandemic
- Future of legal education in India: Vision, challenges, and reforms

SUBMISSION GUIDELINES

- The Manuscript should not exceed 3500-word limit.
- **Authors are expected to initially submit their Abstracts of 250-300 words before submitting their full papers.**
- Author(s) should not mention their personal details at any places in the Abstracts. Personal Details and Institutional Affiliations should be mentioned in a separate cover letter.
- All headings in the manuscripts should be properly formatted.
- The main body text in the manuscript must be in Times New Roman in a font size of 12, 1.5 line spacing and in justified alignment. For footnotes, maintain Times New Roman Style with a font size of 10 and 1.0 line spacing. For Headings, Times New Roman style must be followed with a font size of 14 and must be Bold and underlined.
- Footnotes should conform to JILI Citation Format.
- Manuscripts are to be submitted in .doc format. No other format would be accepted.
- A maximum of 3 authors is allowed.
- Plagiarism of more than 20% shall not be acceptable by any means. The Manuscript should also be free from grammatical, spelling and other errors.

- The acceptance of the Abstract shall be sent on a rolling basis.
- **Authors are requested to only submit their full manuscript upon receiving selection intimation of the Abstract.**

HOW TO SUBMIT

- Authors should email their original and unpublished Manuscript in .doc or .docx format.
- “Name of the Author(s)_ Title of the Manuscript.” shall be the subject line of the email.
- Please enclose the cover letter along with the Manuscript.
- Submissions shall be made at: callforchapterslincolncollege@gmail.com

FORMAT

- The book will be published with an ISBN Number.

FEES

- **Students and Faculty Members, Lincoln College of Law, Punjab: NIL**
- **Others (Students, Academicians, Research Scholars, Professionals): INR 800**
- **Additional Co-Authors: INR 500**

IMPORTANT DATES

- **Last date for submission of Abstract:** 28th June, 2026.
- **Notification on Acceptance/ Rejection of Abstract:** On Rolling Basis up to 29th June, 2026.
- **Last Date to Submit the Full Manuscript:** 19th July, 2026.
- **Notification of Acceptance/ Rejection of the Full Manuscript:** 20th July, 2026.
- **Tentative Date of Book Release:** 15th August, 2026.

EDITORS

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