

Report of the CLAT EXPERT COMMITTEE
2026

About the Committee

The 4th Advisory Board Meeting of the Consortium of National Law Universities, with Justice Indu Malhotra as Chairperson, resolved to form a Committee of Independent Academic Experts to suggest medium and long-term reforms to the UG and PG Common Law Admission Test to be implemented from 2027.

The Expert Committee comprises leading legal academics identified for their deep engagement with legal education in India and abroad. It includes alumni of National Law Universities who subsequently pursued distinguished academic careers. Members were chosen by the Advisory Board to ensure a blend of expertise in public law, international law, and comparative legal education, as well as familiarity with admission processes in multiple jurisdictions.

The Committee comprises of the following experts from the legal academy:

1. Prof. Dev Saif Gangjee, Professor of Law, Faculty of Law, University of Oxford (Co-Convenor)
2. Prof. Tarunabh Khaitan, Professor (Chair) of Public Law, LSE School of Law (Co-Convenor)
3. Prof. Shyamkrishna Balganesh, Professor of Law, Columbia Law School
4. Prof. Pritam Baruah, Professor and Dean, School of Law, BML Munjal University
5. Prof. Surabhi Ranganathan, Professor of International Law, University of Cambridge

The Committee was given invaluable assistance in its consultations, research, deliberations, and reporting by Mr. Kiran Suryanarayana and Ms. Aishwarya Birla.

Mandate and Process

The Expert Committee was constituted on the 15th of September 2025. The Advisory Board framed the Terms of Reference for the Committee as follows:

1. Question quality
2. The structure of the paper
3. The syllabus for the Entrance Examination
4. Review of comparable entrance examinations like LSAT and LNAT in the US and UK respectively.

The Committee completed its work within a strict timeline, presenting an interim Report submitted for consideration during the 5th Advisory Board Meeting held on 11th November 2025. Furthermore, it presented a final slate of recommendations in the 6th Advisory Board Meeting held on 14th January, 2026. It submitted its Final Report for Consortium's consideration on 2nd February, 2026.

To inform its deliberations, the Committee invited suggestions, comments and feedback from the general public (via an online form, open from 15 October 2025 to 4 November 2025). It further solicited recommendations from the Vice-Chancellors of all the National Law Universities (NLUs) in the country. All comments and suggestions received by the Committee were given due consideration.

Date: 02/02/2026

From,

The CLAT Expert Committee,

To,

The Hon'ble Chairperson, Justice Indu Malhotra (Retd.),

The Hon'ble Members of the Advisory Board,

Subject: Submission of the Report of the Expert Committee on CLAT Reform

Respected Chairperson and Members of the Board,

We are pleased to submit the Final Report of the Expert Committee regarding the review and reform of the Common Law Admission Test (CLAT). We are grateful for the trust placed in us by the Advisory Board to undertake this important task and have done our utmost to vindicate this trust. We also note the able assistance we received in our work from Mr Kiran Suryanarayana and Ms Aishwarya Birla.

We urge you to kindly publish this Report in the public domain at the earliest opportunity. We make this recommendation based on three compelling factors:

1. Stakeholder Investment: During the consultation process, the public (including students, parents, and educators) provided extensive and detailed comments. The Committee also received a number of queries regarding the recommendations being made and the timeline of our Report. They are significantly invested in the outcome of this review, and transparency would serve as a fitting acknowledgement of their contributions.
2. Informed Public Discourse: The future of legal admissions is a matter of considerable public interest. Decisions regarding its structure must be informed by open public discussion and the collective wisdom of key stakeholders. If our suggested timeline of

the move to the proposed model by 2027 is to be feasible, the sooner the public can access the report, the better.

3. Legitimacy and Credibility: Given the large footprint of the changes recommended by this Committee, quick publication is essential to foster trust. Transparency will be instrumental in creating credibility and ensuring the legitimacy of the exam re-design process.

We hope the recommendations contained within this Report will assist the Board and the Consortium in making necessary reforms to the **CLAT**.

The Expert Committee remains fully available for any further discussions or clarifications required by the Advisory Board or the Governing Body of the Consortium regarding the implementation of these recommendations.

Sincerely,

Prof. Dev Saif Gangjee (Co-Convenor)

Prof. Tarunabh Khaitan (Co-Convenor)

Prof. Shyamkrishna Balganesh

Prof. Pritam Baruah

Prof. Surabhi Ranganathan

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Table of Abbreviations:

CLAT	Common Law Admission Test
CLAT UG	Common Law Admission Test - Undergraduate
CLAT PG	Common Law Admission Test - Postgraduate
SAT	Scholastic Assessment Test
LNAT	Law National Aptitude Test
LSAT	Law School Admission Test
LSAC	Law School Admission Council
JEE	Joint Entrance Examination
CAT	Common Admission Test
NEET	National Eligibility Cum Entrance Test
NLU	National Law University
NLSIU	National Law School of India University
NALSAR	National Academy of Legal Studies and Research
NTA	National Testing Agency
LLM	Master of Laws
CBT	Computer Based Test
MCQ	Multiple Choice Question
IDIA	Increasing Diversity by Increasing Access

I. Background

A. *Evolution of the Common Law Admission Test (CLAT):*

The idea of National Law Universities emerged from the establishment of the National Law School of India University (NLSIU) in 1986.¹ When other NLUs were established in the 1990s and early 2000s, admissions processes were administered locally by each university. Following a decision of the Supreme Court in *Varun Bhagat v. Union of India*,² seven NLUs came together to hold a common entrance exam, the CLAT, which became the primary mechanism for admissions to the partner NLUs. This arrangement was revised in 2015 to include more NLUs within the CLAT (bringing the total to sixteen). The exam was also moved to a computer-based test ('CBT').³

In 2015, another PIL was filed by *Prof. Shamnad Basheer*,⁴ calling for the establishment of an institution to conduct the CLAT more efficiently. In response, a Consortium of NLUs ('the Consortium') was created in 2017 to bolster coordination between universities and improve the process of conducting the CLAT. Currently, membership of the Consortium stands at twenty-five NLUs. In theory, the exam is now conducted by the Executive Council of the Consortium, instead of any particular university. Within the Consortium, however, a new CLAT Convenor is chosen each year to head the process of conducting the examination.⁵ This effectively means that the conduct of the CLAT in practice rotates between member NLUs from year to year.

In terms of examination format, the CLAT has consistently used a multiple-choice question (MCQ) format. However in its early years, alongside the MCQ, it also featured a constructed

¹ 'About NLSIU' (*National Law School of India University*) <<https://www.nls.ac.in/about/about-nlsiu/>> accessed 11 October 2025.

² WP(C) 68 of 2006.

³ 'Brief History' (*Consortium of NLUs*) <<https://consortiumofnls.ac.in/clat-2025/history.html>> accessed 11 October 2025.

⁴ WP(C) 600 of 2015.

⁵ General Body Meeting dated 21 November 2019 and Executive Council Meeting dated 11 December 2019.

response component, which was later replaced by the MCQ-only format. The MCQ format traditionally consisted of a single-sentence question followed by four answer options, but this structure was revised in 2019. The changes of 2019 aimed to introduce a comprehension-based analytical approach, moving closer to the model of international exams such as the Scholastic Assessment Test (SAT) used for U.S. university admissions. This shift emphasised testing skills and aptitude over rote memorisation or reliance on prior knowledge. It also aimed at reducing student reliance on private coaching and making the test more accessible to those without any background knowledge of the law. The revised format was first implemented during the 2019–2020 examination cycle.

B. Concerns with Quality and Efficacy of the CLAT

Since 2015, concerns regarding the quality and conduct of the CLAT have been raised both before the Consortium and the courts. In *Disha Panchal and Others v. Union of India through the Secretary and Others*,⁶ the Supreme Court addressed certain concerns regarding mismanagement of the exam and observed,

We must record that we are not at all satisfied with the way the examination was conducted...We must also observe that the idea of entrusting the task of monitoring the conduct of [the] entire examination to different Law Universities every year also needs to be re-visited. The agreement with the examination conducting body, which was placed on record indicates that as against the amount made over to such examination conducting body, the fees charged from the candidates are far in excess...

The Court also ordered the creation of an Expert Committee by the Ministry of Human Resources and Development to examine these concerns and submit a report.⁷ A report was subsequently submitted to the Supreme Court.⁸

⁶ 2018 INSC 553.

⁷ *Id.* at para 15.

⁸ *Supra* note 4, (Order dated 28.11.2018).

While concerns regarding conducting the CLAT in regional languages⁹ and quantum of fees charged¹⁰ have consistently been raised by several stakeholders, it is question-quality and errors that have assumed centerstage in public discourse and litigation. For instance, for the CLAT 2025 conducted on December 1, 2024, multiple petitions were filed before various High Courts,¹¹ challenging the results of both the UG¹² and PG¹³ exams. A single judge bench of the Delhi HC partially allowed the petition in *Master Aditya Singh (Minor) v. Consortium of National Law Universities*, finding errors in two questions and ordering the Consortium to revise the results accordingly.¹⁴

Following this, to avoid contradictory decisions from multiple HCs, the Supreme Court transferred all pending cases to the Delhi High Court.¹⁵ A division bench then decided on the clutch of transferred petitions along with the appeals (filed by the Consortium and Master Singh against the decision of the single judge¹⁶). It ordered four questions to be withdrawn for being erroneous, and for the rank list be revised accordingly.¹⁷ The matter was appealed to the Supreme Court, which observed in its judgment that,

At the outset, we must express our deep anguish regarding the callous and casual manner in which Respondent No.1 has been framing questions...¹⁸

⁹ *Sudhanshu Pathak v. Consortium of National Law Universities*, W.P.(C) 3132/2023

¹⁰ *iJustice vs CLAT Committee*, CCI Case no. 41 of 2014 [The CCI ruled that the Committee was not a “person” within the meaning of Section 2(l) and consequently not an enterprise under Section 2(h) of the Competition Act, 2002 and therefore the Commission could not intervene on allegations of abuse of dominant positions to levy high exam fees and deposits.]

¹¹ W.P.(C) 17138/2024 (Delhi HC);

¹² *Id.*

¹³ *Ayush Agarwal v. Consortium of National Law Universities*, W.P.(C) 2560/2025 (Madhya Pradesh HC); *Anam Khan v. Consortium of National Law Universities*, W.P.(C) 2364/2025 (Bombay HC); *Nitika v. Consortium of National Law Universities*, W.P.(C) 2558/2025 (Delhi HC).

¹⁴ See W.P.(C) 17138/2024, (Order Dated 20.12.2024).

¹⁵ *Consortium of National Law Universities v. Aslesha Ajitsaria & Ors.*, Transfer Petition (Civil) 109 of 2025.

¹⁶ L.P.A. No. 1251/2024; 1250/2024.

¹⁷ *Ibid.* (The Court held that four questions were erroneous, and that due to the Consortium’s printing error, partial relief (only students attempting Sets B, C, D) was ordered.

¹⁸ *Siddhi Sandeep Ladda v. Consortium of National Law Universities*, 2025 INSC 714, at para 4.

The Court also noted that no changes had been made in the process of designing and conducting the CLAT despite multiple directions issued to that effect by the Supreme Court.¹⁹

This litigation revealed three pressing concerns. First, courts have recognised serious concerns regarding the quality of the questions asked. This report specifically addresses issues relating to the quality and the fitness of the CLAT for its purpose.

Second, the Supreme Court has highlighted technical and structural concerns in the design, administration, and management of the CLAT. In *Disha Panchal*, the court had recommended reviewing the drafting and conduct of the exam and had noted the inadequacy of the oversight-rotation model between the Consortium members. This report considers alternative designs and recommends measures to professionalise the management and administration of the exam.

Third, accessibility²⁰ and equity concerns have consistently dogged the CLAT. These include demands to conduct the CLAT in languages other than English²¹, reduce the influence of coaching institutions, reduce counselling and exam fees²² as well as the fees for filing objections²³. As we explain in Section II below, we have tried to address access and equity concerns to the extent that they relate to the Terms of Reference of this Committee. We have taken the liberty to express tentative views on some other equity concerns, but lack the mandate to make recommendations regarding the same.

¹⁹ *Ibid*, at paras 6, 7 and 8.

²⁰ *Yash Dodani v. Union of India & Ors.*, W.P. No. (C) 785/2024 [Where the Supreme Court ordered that individuals with visual disabilities would be supported through the provision of screen-readers, scribes and other assistive technologies. The Court extended its order pertaining to the All India Bar Exam to the CLAT as well]

²¹ The Delhi HC has ordered the Consortium to provide a roadmap exploring the feasibility of conducting the exam in vernacular languages, *supra* note 10.

²² *Supra* note 11.

²³ *Jatin Srivastava v. Consortium of NLUs and Others*, W.P. No. (C) 8498/2025; *Sandhra Eliza Suresh & Ors. v. Union of India & Ors.* WP(C) 22197/2025.

II. A Note on Accessibility

The question of accessibility is not explicitly within our Terms of Reference. However the Committee notes that this question frequently arises, including in the public feedback it received. Barriers posed by reliance on dense English-language passages, expectations of high reading and response speed, and absence of vernacular options prominently figured in the feedback received by the Committee. Undoubtedly, such barriers create structural disadvantages for a large section of students. The Committee therefore believes that this is an area that requires further deliberation, research, and policy attention by the Consortium and relevant stakeholders.

Accessibility, however, is relevant to the Committee's Terms of Reference to a limited extent. There is a distinction between access to legal education as a broader issue and the accessibility of the CLAT itself. The former concerns who is able to aspire to, prepare for, and ultimately enter National Law Universities (NLUs) who teach almost entirely in English. This is shaped by factors such as school quality, language of instruction, geography, first-generation status, and financial resources. The Committee cannot fix this broader challenge within its limited mandate. The latter issue of access to the CLAT concerns whether the examination as designed and administered unfairly privileges certain groups by virtue of its structure, language, format, or the information ecosystem surrounding it. It is in this latter sense that the question of accessibility has been taken seriously by this Committee and incorporated in our suggestions for reform to the extent it seemed feasible.

Nevertheless, our deliberations did touch upon issues relevant to accessibility in the former sense to legal education as a whole. We specifically noted the desirability of efforts towards further demystifying the CLAT. Making information about legal education and admissions processes accessible to students from first-generation, non-elite, and non-metropolitan backgrounds could go a long way towards making the CLAT more accessible. Such efforts would be best coordinated at the Consortium level, rather than left entirely to individual NLUs acting independently. Collaborative initiatives, such as centrally produced online

materials, informational videos (including translations in regional languages), and school-level engagement, would be more equitable and scalable, especially given the massive number of CLAT candidates. Existing civil society and institutional initiatives, such as Increasing Diversity by Increasing Access ('IDIA'), summer schools, and student- and faculty-led outreach programmes, could be valuable complements to the admissions process. Envisioning a sustained collaboration with IDIA could be a game-changer since IDIA has years of directly relevant experience with respect to access to legal education. While the CLAT itself cannot resolve the full question of access, the Consortium and law schools collectively can play a significant role in building capacity among marginalised groups.

Another consistent concern raised before the Committee relates to the role of private coaching institutes. To the extent that an examination becomes highly "gameable", access tends to become skewed in favour of better-resourced candidates who can afford coaching. Much of what coaching institutes provide, however, is not aptitude-enhancing but informational: clarity about the purpose of the test, its structure, the skills being assessed, and the nature of expected questions. Much of this information could be directly and transparently provided by the Consortium and participating institutions themselves, in an appropriately detailed manner, and made available in English as well as in translated versions in State languages, thereby significantly reducing students' dependence on private coaching centres for basic exam-related guidance.

As mandated by our Terms of Reference, we have looked at comparative experience of conducting common law entrance tests in the U.S. and the U.K. and have found them to be instructive. The U.S. Law Schools Admissions Council ('LSAC') conducts the Law School Admission Test ('LSAT'), for which free sample papers are made available.²⁴ The National Admissions Test for Law ('LNAT') Consortium in the U.K. provides helpful guidance to applicants taking this common entrance test, including making sample papers freely available.²⁵ Universities such as Oxford and Cambridge invest significant institutional effort

²⁴ Available at: <https://www.lsac.org/lsat/prepare/official-lsat-practice-tests>.

²⁵ Available at: <https://lnat.ac.uk/how-to-prepare/>.

in publicly disseminating detailed information about their law admissions tests, including statements of purpose, sample questions, examiner reports, and video walkthroughs.²⁶ This reduces informational asymmetries and limits the extent to which private intermediaries can position themselves as indispensable. The Committee considers the lack of such freely available, authoritative material in the CLAT ecosystem to be a genuine access concern, particularly given the very large and diverse candidate pool.

Language-related access concerns also featured prominently in our consultations, particularly in relation to English-medium testing and the desirability of testing in regional languages. The Committee notes, however, that the question of conducting the CLAT in regional languages is currently sub-judice and lies outside its remit. Accordingly, this report does not engage with that issue. That said, concerns about language also arise in a narrower, yet relevant, sense: the complexity of language used in question-setting. The Committee strongly endorses the view that the CLAT should not directly test grammar, vocabulary, or prior legal knowledge, and that complexity in question-setting should be justified only insofar as it is necessary to test reasoning, comprehension, and (if a constructed response component is introduced) communication.

Access to legal education is a real, multidimensional, and multi-institutional problem that warrants sustained institutional attention beyond examination reform alone. The challenge is to level the playing field by removing avoidable informational and structural barriers, while preserving the integrity and purpose of the examination. Addressing this requires sustained institutional learning and coordinated responses from the Consortium, individual NLUs, faculty, students, and allied organisations, well beyond the narrow design of the CLAT paper itself.

²⁶ See for e.g. Applying to the BA Law Degree in Cambridge: <https://www.ba.law.cam.ac.uk/applying>; Sample Oxford Law Interview: <https://www.youtube.com/watch?v=2AO5DyNC-Yg>

III. Case for Reforming the Common Law Admissions Test

In this segment, we present a breakdown of the concerns regarding paper quality, as a useful precursor to explaining our suggestions for the path forward. In order to identify the concerns listed we reviewed several iterations of past papers for the UG and PG CLAT. We reviewed these papers both under timed conditions (mimicking the conditions under which the exams are sat) and at a more reflective pace. Our review revealed the following recurrent problems:

A. The Undergraduate CLAT

The current undergraduate test is two hours in duration and has 120 mandatory multiple choice questions. These questions are divided into five sections: English Language, General Knowledge and Current Affairs, Legal Reasoning, Logical Reasoning, and Quantitative Techniques.²⁷ Each question answered correctly earns 1 mark, while a negative mark of 0.25 is applied to incorrect responses. Unanswered questions are not penalised.

English Language section:

The English Language section is designed to test comprehension, inference, and analytical ability through passage-based questions. However, a review of several past papers indicates recurring flaws in construction and purpose. In many instances, the correct answers can be located verbatim within the passage, transforming what should be an exercise in interpretation into one of textual matching. The questions therefore do not test candidates' abilities to engage carefully with meaning and context, detect tone, make inferences, and evaluate which points add or subtract from an argument, reducing comprehension testing to mere recognition.

²⁷ UG Syllabus & Guide (*Consortium of NLUs*) <<https://consortiumofnlus.ac.in/clat-2024/ug-syllabus.html>> accessed 29 June 2024.

Example from past paper: Answer Supplied in the Paragraph

The paragraph text says: 'The moors, shrouded in mist and mystery, serve as an ever-present omen of the impending tragedy.'

The Question asks: What role does the Scottish moors play in Shakespeare's Macbeth?

The correct answer: It is an ever-present omen of impending tragedy.

In several papers, there is also significant redundancy: multiple questions test the same idea or phrasing, offering minimal variation in reasoning. The quality of drafting is inconsistent, with instances of poor syntax, random capitalisation, or awkward phrasing that confuses rather than clarifies. Some passages, although drawn from published work, appear to lack source citations, undermining transparency.

General Knowledge and Current Affairs section:

The section on General Knowledge and Current Affairs is intended to evaluate awareness of significant national and international developments. In practice, however, it often oscillates between trivial factual recall and disguised comprehension questions. Some items simply restate information provided in the passage, rewarding attention rather than knowledge. Others rely on obscure facts—such as minor historical details or ephemeral contemporary data—that privilege rote learning over analytical understanding of major national and global events.

Equally concerning are issues of drafting and content selection. The passages vary widely in tone and quality, sometimes drawn from minor speeches by political leaders or inadequately edited texts that contain factual errors or biased framing instead of high quality journalistic pieces. Several questions exhibit ambiguity or allow multiple defensible answers, while others are grammatically or conceptually incoherent.

Example from past paper: Vague question open to interpretation; multiple answers possible

Paragraph: Relates to Jallianwala Bagh massacre

Question: Why did General Dyer order to fire on the crowd?

Answers are (a) To bring the crowd under control; (b) To scatter the crowd; (c) To teach the crowd a lesson (ANSWER); and (d) To enforce the martial law

The section also fails to test the broader understanding of culture and society envisioned in the CLAT syllabus—such as art, literature, or social movements—focusing instead on news-cycle trivia. The CLAT's continued reliance on memory-based questions detracts from its stated purpose of assessing aptitude and reasoning skills.

Legal Reasoning section:

The Legal Reasoning section aims to test the ability to identify, apply, and reason with legal principles. Yet, many of its questions primarily measure reading comprehension. As with previous sections, answers are often revealed directly in the supplied passage, with little scope for analytical engagement or analogical reasoning. Several passages, drawn from journalistic commentary on legal issues rather than primary legal texts, are ill-suited to reasoning exercises.

Example from past paper: answer is found verbatim in the question

Question: What is online defamation, as described in the passage?

Extract: "Defamation refers to making false statements about someone that harm their reputation. Online defamation includes defamatory statements made on the internet, including social media, blogs, forums, and other online platforms."

Answer: (B) False statements made on the internet that harm someone's reputation.

The section also suffers from poor drafting and occasional substantive errors. In some instances, the questions have multiple valid answers or none at all—reflecting lapses in both conceptual and linguistic precision. These errors are not simply technical flaws; they undermine the very purpose of the section, which is to evaluate reasoning within legal frameworks. Only a few questions were apt for testing legal aptitude, such as the capacity to apply a principle to a new factual scenario, draw nuanced distinctions, or analogise across situations.

Logical Reasoning section:

The Logical Reasoning section is intended to test critical thinking, argument analysis, and inferential reasoning. However, multiple iterations of the examination have included questions with ambiguous phrasing, multiple plausible answers, or obscure passages that are more literary than logical. Such questions fail to distinguish between comprehension and reasoning skills and therefore do not accurately measure logical aptitude.

**Example from past paper- ambiguous question not testing logical reasoning.
Multiple answers possible.**

Extract: "An engagement with words is the most captivating, enchanting, and sometimes daunting encounter with the world."

Question: Which of the following conclusions can be drawn from the above statement?

- (A) Words can be used to manipulate others.
- (B) The power of words should be used carefully.
- (C) Words can capture the atrocities of the world.

Answer: (D) Words can paint a picture of the world in all its different colours.

The problem of ambiguity—where multiple answers could be equally defensible—undermines both the reliability and validity of the test. Precision in phrasing and

the elimination of interpretive vagueness are essential to maintain the section's credibility as a reasoning-based assessment.

Quantitative Techniques section:

The Quantitative Techniques section, which assesses numerical reasoning and data interpretation, is generally the most consistent and least error-prone. The questions are structured around arithmetic and algebraic operations involving ratios, percentages, and proportions. However, the section lacks variety; most questions test a narrow range of skills without exploring higher-order reasoning (analysing, evaluating, and creating solutions using numerical data), or multi-step problem solving.

Example from past paper – repetitive testing of ratios, percentages, and proportions. Testing of a narrow range of skills rather than higher order reasoning or problem solving.

Extract: 'The percentage wise distribution of 8000 cars in four states, between diesel, petrol, and electric cars. State 1 has 15% in the ratio of 3:4:1 (diesel, petrol and electric); State 2 has 20% in the ratio of 5:3:2; State 3 has 30% in the ratio of 4:5:3, and State 4 has 35% in the ratio of 7:5:2.

Q1. If 45% of the electric cars in State 4 are air conditioned (AC) and remaining are non-AC, what is the number of non-AC cars? **Q2** Number of petrol cars in State 2 is how much percentage more than the number of diesel cars in State 1? **Q3** What is the ratio of diesel cars in State 4 to electric cars in State 3? **Q4** Compute the percentage of total electric cars to total cars in all the States. **Q5** What is the difference between number of petrol cars in State 3 and diesel cars in State 1? **Q6** What is the average number of diesel cars in all the States?

Thereafter similar skills again tested in the next (and only other) question in this section.

To better reflect the analytical rigour expected in legal education, this section would benefit from more diverse question formats and problem types. The section's limited scope restricts its ability to meaningfully differentiate among candidates' quantitative reasoning capacities.

Overall Assessment:

An effective entrance examination requires diverse and high-quality source material drawn from reputable journalism, literature, and academic writing. Consistency in the choice of such material remains a challenge. International standardised tests routinely include excerpts from well-regarded academic and journalistic publications to ensure intellectual rigour and fairness. A similar standard of source curation would enhance the credibility of the CLAT.

Questions also need to be well designed to ensure that they do, in fact, test the skills they are intended to test. Errors of the kind observed across the English, General Knowledge, Legal Reasoning, and Logical Reasoning sections—where answers are revealed verbatim, questions are ambiguous, or multiple answers are plausible—undermine the reliability of the test as a measure of aptitude. These issues point to systemic lapses in the test design and review process, suggesting the need for professional paper setting, rigorous academic oversight, and standardised quality benchmarks. We recognise that the frequency of these errors varies across years and there are some years where the papers are largely error free. However in other years the papers are replete with errors. It is this variable quality and unpredictability which further highlights the need to design a systematic approach to quality control, one that is conducive to institutional memory and learning over time.

A distinct concern is instances where the question itself is demonstrably incorrect, as opposed to merely being poorly designed. Such errors occur when there is a factual inaccuracy in the passage or the question, when the designated correct answer contradicts authoritative sources or the internal logic of the passage, or when no option provided is in fact correct.

Example from past paper - question involving all erroneous choices.

Extract: 'One critical aspect of online defamation is determining the liability of intermediaries, such as social media platforms or websites, for defamatory content posted by users. Section 79 of the Information Technology Act, 2000, provides a safe harbor for intermediaries, stating that they are not liable for third-party content if they act as intermediaries and follow due diligence in removing or disabling access to the content once notified. The Supreme Court clarified that intermediaries are required to act upon a valid court order or government directive for content removal, not upon private complaints. The court also emphasized that the intermediaries should not take a proactive role in monitoring content, as this could potentially infringe on free speech.'

Question: What is the role of intermediaries in the context of online defamation cases?

- (A) To actively monitor and censor content.
- (B) To act upon private complaints for content removal.
- (C) To completely absolve themselves of liability.
- (D) To encourage online defamation.

All options being demonstrably incorrect, the question was later withdrawn.

Errors of this nature compromise the integrity of the examination process, as they render the question unanswerable. Such errors heighten the stress and anxiety experienced by candidates, particularly when their preparation and performance feel undermined by factors outside their control. This in turn has serious implications for equity and accessibility, as students from less privileged backgrounds may lack the resources—emotional, financial, or institutional—to cope with or challenge these inconsistencies. The reputational cost of errors in the question papers for the Consortium are, evidently, very significant.

The presence of such errors indicates a failure of quality control at multiple levels—content verification, question-setting, and review—underscoring the need for a robust editorial and moderation process prior to the finalisation of the examination paper. Often, the presence of errors leads to litigation, the recall of questions, debate over the provided answer keys, and revision of results. This delays the process and disadvantages candidates.

The legitimacy of any national examination is fundamentally tied to the quality and defensibility of its questions and answer keys. Persistent concerns around ambiguously drafted questions and recurring corrections to official answer keys have significantly eroded stakeholder confidence. As one Vice Chancellor noted, exaggerating only slightly, that “there has not been a single year where some answers in the official key were not contested or withdrawn.” Thus, this issue is systemic rather than incidental. This emphasises the need for greater scrutiny and review during the exam setting process. While the need for confidentiality during this review is acknowledged, the Committee is of the view that quality assurance mechanisms can be strengthened without undermining exam security. This includes professionalising question-setting, peer review of draft questions, publication of post-exam explanatory answer keys, and greater institutional accountability in the paper-setting process. Such reforms are essential to ensure fairness, reduce litigative post-exam challenges, and restore trust in the evaluative integrity of the CLAT.

A further concern about the CLAT is that its current content and structure fail to test the full range of skills and aptitudes that it intends to test. In particular, although the examination is divided into five distinct sections, these sections tend to test broadly similar skills, most notably a limited type of reading comprehension. This uniformity undermines the stated objective of assessing a range of aptitudes and analytical abilities. There has also been considerable thematic overlap between consecutive papers, with recurring topics such as juvenile justice, data protection, and corporate consultancy appearing across years. This repetition suggests a narrowing of focus and lends credence to the perception that the exam rewards coaching on predictable themes rather than genuine aptitude. Compounding this

concern, several questions appear to assume prior legal knowledge contrary to the UG test's own stated purpose of assessing aptitude rather than subject mastery.

Example from past paper - question requiring previous legal knowledge.

Extract: 'The Contract Act 1872 deals with contract law in India, its rights, duties, and exceptions arising out of it. Section 2(h) of the Act gives us the definition of a contract, which is simply an agreement enforceable by law. To understand the difference between void agreements and voidable contracts it is important to talk about sections 2(h), 2(a), 2(i), 2(d), 14, 16 (3) and 15,24-28 of the Indian Contract Act. Void agreements, are fundamentally invalid making them unenforceable by default. These agreements cannot be fulfilled as they consist of illegal elements and they cannot be enforced even after subjecting it to both parties. However, in the case of voidable contract, the agreement is initially enforceable but it is later on denied at the option of either of the parties due to various reasons.'

Question: An agreement made without consideration is generally:

(A) Valid agreement (B) Enforceable agreement

(C) Void agreement (D) Voidable agreement

Both these features—rewarding coached candidates and prior legal knowledge—are, in our view, likely to have significantly adverse implications for the access to legal education by candidates from under-privileged backgrounds.

Several stakeholders argued that testing substantive law at the +2 level is inappropriate and advantages students with access to coaching. As one Vice Chancellor observed, “asking students questions from Criminal Law or Contract before they have studied law is unnecessary and benefits coaching centres more than law schools.”

Altogether, these problems reveal that the examination does not reliably measure aptitude. Rather, it leaves outcomes to a combination of rote preparation and fortunate guessing aligned with an inconsistent answer key.

B. The Postgraduate CLAT

Like the UG test, the PG test is two hours in duration and has 120 mandatory MCQ questions that have to be answered. Each question carries equal weight of 1 mark, with negative marking of 0.25 marks applied for incorrect responses. Unanswered questions are not penalised. However, unlike the UG test, the PG test is not divided into sections. The paper tests all mandatory subjects of the undergraduate program and includes Constitutional Law, Jurisprudence, Administrative Law, Law of Contract, Torts, Family Law, Criminal Law, Property Law, Company Law, Public International Law, Tax Law, Environmental Law, and Labour & Industrial Law.²⁸

The test supplies extracts from primary legal materials such as significant judicial decisions, statutory provisions, and regulations. Each extract is followed by a series of questions that are meant to test a candidate's ability to read and comprehend the legal issues, arguments, and perspectives presented in the passage. The questions are also meant to assess the candidate's awareness of the issues discussed, including related legal principles, facts, and contexts arising from the judgment or statute from which the passage is drawn. In addition, candidates are expected to summarise the substance of the passage and to apply their understanding of the relevant areas of law to the issues raised.

Candidates are advised to review and analyse important judicial decisions with attention to the central legal questions they address; key constitutional and statutory provisions, particularly those that have been the subject of recent judicial interpretation; and cultivate a comprehensive understanding of such provisions by engaging with the historical case law, legislative developments, and amendments that shape their present meaning and application.

In 2025, several petitions were filed challenging the CLAT PG paper for containing multiple *erroneous* questions. As many as eight questions were challenged by the petitioners before the Delhi High Court. After the Consortium resolved to withdraw five questions, the remaining three were adjudicated upon by the Court. The Court agreed with the Consortium

²⁸ PG Syllabus & Guide (*Consortium of NLUs*) <<https://consortiumofnlus.ac.in/clat-2026/pg-syllabus.html>> accessed 14 October 2025.

on the correctness of one question, but held that the remaining two were clearly incorrect and directed that they be withdrawn and marks be awarded to all candidates. This is not an aberrant phenomenon, as similar allegations were raised in 2020 as well.

Beyond outright errors, the papers also included several questions that do not effectively test reasoning or comprehension, even if factually correct. The breadth of knowledge being tested set a disproportionate expectation on candidates in terms of coverage while preparing for the test. It also sacrificed depth by not requiring any interpretation or synthesis of principles, which contradicts the test's stated emphasis on aptitude and comprehension.

A significant portion of the questions were heavily dependent on rote knowledge of statutory provisions, judicial holdings, or legal trivia, thus testing the ability to recall rather than analyse, interpret, or argue.

Examples of questions from past papers testing rote learning

An excerpt from the Sabarimala decision required candidates to pick the judge who had disagreed with CJ. Chandrachud's concurring opinion on applying Art. 17.

An excerpt from *Savita Garg v. Director, NHI* required candidates to choose a "seminal decision" in medical negligence. While another question asked students to translate the maxim "*lex non cogit ad impossibilia*".

An excerpt from *RK Jain v. Union of India* tested candidates on their knowledge of when India's first administrative tribunal was set up.

A question required stating when the National Green Tribunal Act was passed.

Apart from only testing recall, some questions were only vaguely linked to the topic in the passage.

Example from past paper on vaguely linked question and passage

A question required recalling India's first administrative tribunal. The link of this information to the case excerpt was tenuous. The excerpt expressed anguish over the poor state of tribunals and directs the Law Commission to review their functioning. The only similarity between the question and the passage was that they were about tribunals.

In several questions, the relevant answer was provided verbatim within the supplied passage: the candidate need only locate the identical line from the passage. It tested neither aptitude, nor comprehension, not even recall.

Example from past paper of answer available verbatim in the passage

The question provided an excerpt from Prosecutor v. Dominic Ongwen. The question asks the candidate to choose which acts constitute "crimes against humanity". The correct answer (Option B) is "enslavement, forced marriage, and sexual violence". This phrase is found verbatim in the passage which notes that Ongwen was convicted on 61 counts of crimes against humanity and war crimes including the aforementioned ones.

In some questions, the passage itself was so lengthy or legally dense that it could only reasonably test memory and endurance rather than analytical ability. On the length of passages, we saw a worrying trend. The exam in 2023 had 12 passages and a total word count of 5404. In 2024, this number jumped to 24 passages and a word count of 8954, closer to a 66% increase. While the number declined to 8413 in 2025, it still presented a significant challenge to candidates to read, comprehend and answer questions within the two-hour time

limit. When coupled with the breadth of syllabus and the emphasis on rote memorisation, the area of coverage vastly exceeded plausible preparation and testing capabilities.

One implication of this unreasonably broad scope of the exam is likely to be that candidates rely on coaching institutes to train them based on past papers. This has clear access implications for bright candidates who are unable to afford expensive exam coaching.

Another key concern with the design of the PG test is that LLMs are often offered as specialised courses focusing on certain areas within the law (like Intellectual Property Laws, Insolvency and Bankruptcy Laws, Criminal Law, Public Law and Legal Theory). However, the syllabus as mentioned above covers a wide gamut of topics, most of which do not form the content of subsequent postgraduate study by candidates.

This is unfair at two levels. First, applying a uniform syllabus to students preparing for specialised LLM degrees places them at a disadvantaged position compared to those preparing for general LLM degrees. The latter are more likely to prepare keeping breadth in mind as opposed to depth. It may also advantage students in some specialised LLM tracks over others. For example, a candidate preparing for a “public law and legal theory” track is likely to be familiar with constitutional law, jurisprudence, administrative law, environmental law, and possibly some labour law as they all involve key public law concepts. On the other hand, a candidate preparing for an “intellectual property law” track will not be tested on any of their specialised knowledge.

Secondly, it forces administrators to pick students for courses on the basis of their general and not subject-specific skills. Considering that the LLM is a degree involving advanced learning in specific areas, usually research-focused and with a student (in most law schools) producing a dissertation or some focused piece of research during their study, it is critical that candidates be chosen on the basis of skills required for a masters programme. This requires the testing of qualitatively different skills/competencies, apart from general legal aptitude.

The committee considered these two issues and has made recommendations to make the exam fairer and more relevant to skills required for an LLM programme.²⁹

²⁹ See pp. 54-59 of the Report - Part IV Section C Sub-Sections (1) and (2).

IV. Suggestions for Reform: The Path Forward

A. Reform Objectives:

Error-free question papers are an absolute minimum necessity, but they are by no means sufficient. The CLAT must also be demonstrably fit for purpose—designed to assess the right skills and knowledge—while being more accessible to a diverse pool of candidates. The need for prior coaching should be reduced to the extent possible to increase access by students who are unable to afford it. In addition, it must be fairer in both design and outcomes, transparent in its processes and decision-making, and competently administered to ensure consistency, credibility, and trust in the examination as a whole. Under the current framework, the assessment primarily rewards legal and general knowledge, speed, breadth, rote learning and prior coaching, stylistic and expressive fluency, and an element of luck. The proposed framework would replace these with a more meaningful set of evaluative criteria: legal and general knowledge would give way to logical and legal aptitude; speed to thoughtfulness and the ability to apply knowledge; breadth to depth of understanding; rote learning and coaching advantage to uncoached intellectual ability; stylistic and expressive fluency to functional literacy; and luck to genuine ability.

Current Framework Rewards	Proposed Framework would Reward
Legal & General Knowledge	Logical & Legal Aptitude
Speed	Thoughtfulness & Application
Breadth	Depth
Rote Learning & Prior Coaching	(Uncoached) Intellectual Ability
Stylistic & Expressive Fluency	Functional Literacy
Luck	Ability

Table 1

B. The Undergraduate Exam Recommendations:

Towards these objectives, the CLAT UG examination structure is proposed to transition from the current five-section format to a streamlined three-section model. At present, the exam comprises English Language, Current Affairs (including General Knowledge), Legal Reasoning, Logical Reasoning, and Quantitative Techniques. Under the proposed structure, English Language would be subsumed within a broader Language and Comprehension section, while Legal Reasoning and Logical Reasoning would be integrated into a single Logical Reasoning and Legal Aptitude section. Quantitative Techniques would be retained as a standalone component. Current Affairs and General Knowledge would be removed as a separate section under the new framework.

CLAT Exam Structure: Transition from Old to New

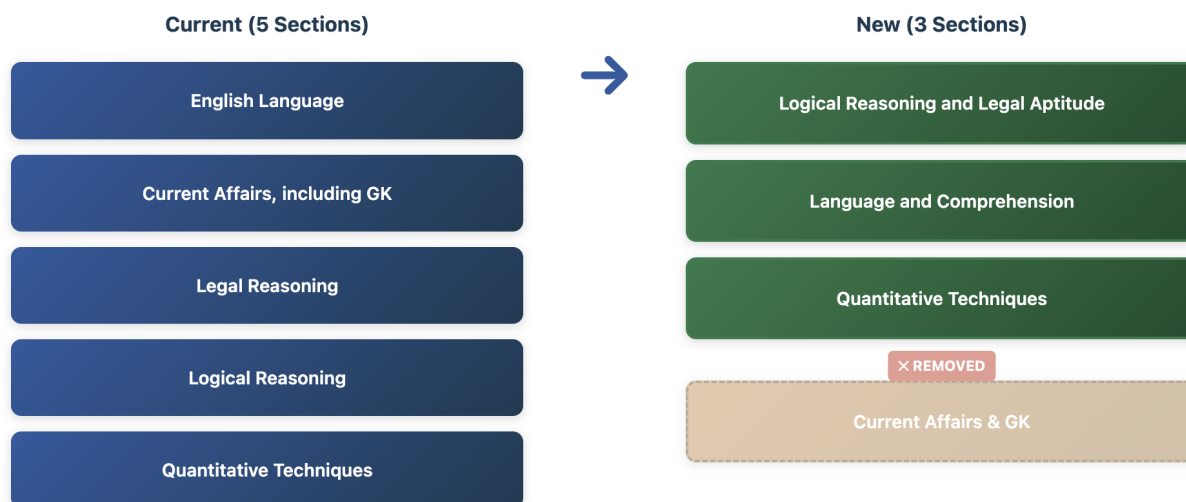


Figure 1

We also recommend that the three sections should have no more than 10-15 questions each. The total time for attempting the full paper should be 2 hours. The goal should be to test for thoughtfulness and considered answers, rather than speed.

(1) Logical Reasoning and Legal Aptitude

The first section would evaluate Logical Reasoning and Legal Aptitude through multiple-choice questions designed to test both deductive and inductive reasoning. Candidates would be required to apply given rules to supplied facts, as well as to derive rules from those facts. All questions would be strictly hypothetical, with clear instructions to answer solely on the basis of the information provided. Any attempt to rely on prior legal knowledge would not be required and may, in fact, hinder accurate logical application.

a) Rule Application (Sample Question)³⁰:

Instructions: Please answer the questions that follow based only on the rules and the facts provided. This section seeks to test your ability to apply rules to facts. In particular, this section seeks to test whether you can identify the key words that are at issue in a given rule and a given set of facts, what plausible interpretations these words might be given, and how rules apply differently when facts are modified somewhat. This section is not designed to test any existing knowledge of the law.

Rules:

1. A manufacturer is liable for injuries caused by a product that is defective when it leaves their premises if the defect is one that can cause injury when the product is being used in the manner normal for the product.
2. A person who is aware of a risk involved in using a product and nevertheless proceeds voluntarily to use that product cannot make the manufacturer liable for harm of the sort risked.

Facts:

Metro Appliances Ltd manufactures a line of electric blenders designed for normal kitchen use, such as blending smoothies and soups. The product manual specifies that users should never operate the blender without the lid firmly secured, as doing so may cause the ingredients to be ejected at high speed.

Two months after purchase, Masoom notices that his blender's lid occasionally vibrates loosely when in use. He nevertheless continues to use it without issue several times. One morning, however, while blending hot daal, the lid dislodges completely. Scalding daal splashes onto his hands, causing burns. During the trial, it emerges that the locking mechanism on the entire batch of blenders to which his blender belonged was manufactured with a slight misalignment, making them prone to coming loose if heated above 65 degrees centigrade.

Masoom sues Metro Appliances Ltd for personal injury.

Question 1: Which of the following is the MOST accurate statement regarding whether Metro Appliances Ltd's blender was 'defective' under Rule 1?

³⁰ The correct answer in the MCQs in all sample questions in this and later sections are indicated with a bold emphasis.

- A) No defect exists because the lid only vibrated loosely, but was not dislodged, on prior uses.
- B) No defect exists since the manual warned against operating without the lid secured.
- C) The blender is defective only if the misalignment affected every single unit, not just the batch in question.
- D) The blender is defective because it was prone to coming loose when heated above 65°C, even during normal blending of hot soups and daals.**
- E) Defect liability applies only if injury occurred immediately upon purchase, not two months later.

Question 2: Under Rule 1, was Masoom using the blender in the "manner normal for the product" when the injury occurred?

- A) No, because blending "hot daal" exceeds normal kitchen use like smoothies.
- B) No, since he ignored the manual's lid-securing instruction entirely.
- C) Yes, as the facts state blenders are designed for soups, which are usually served hot, like daal.**
- D) Yes, but only if the lid was firmly secured at the start of blending.
- E) Normal use excludes any heating above room temperature.

Question 3: Assuming the defect requirement is met, is Metro Appliances Ltd liable for Masoom's burns under Rule 1 alone (ignoring Rule 2)?

- A) No, because two months passed since purchase, breaking the chain of causation.
- B) No, because the manual's warning absolves the manufacturer.
- C) No, liability requires the defect to affect all blenders, not just one batch.
- D) Yes, but only if the temperature of the hot daal being blended was greater than 65 degrees centigrade.
- E) Yes, as the misalignment defect from manufacturing could cause injury during normal hot soup blending.**

Question 4: Does Rule 2 bar Masoom's claim against the manufacturer?

- A) No, because he continued using it "without issue several times," showing no voluntary risk encounter.
- B) Yes, as he was aware of the loose-vibrating risk and voluntarily proceeded, encountering the exact harm risked.**
- C) No, awareness requires reading the manual, which is unmentioned.
- D) Yes, but only for the first use after noticing; subsequent uses are excused.
- E) No, Rule 2 applies only if he modified the product himself.

Question 5: Applying both Rules 1 and 2 together, is Metro Appliances Ltd liable to Masoom?

- A) **No, because Rule 2 bars liability despite any defect under Rule 1.**
- B) Yes, under Rule 1; Rule 2 does not apply due to lack of full knowledge.
- C) Yes, as batch-wide defect overrides personal awareness.
- D) No, because hot daal was not "normal use" under Rule 1.
- E) Yes under both, since prior vibrations were not the "sort of harm risked."

Assume a slight modification in the previous set of facts: Despite the misalignment, the blender's lid does not fly off when Masoom is injured. He suffers burns because the blender's jar explodes while being used to blend hot daal. The cause of the explosion cannot be traced to any manufacturing defect, although its exact cause is unclear. All other facts remain the same.

Question 6: Does Rule 2 bar Masoom's claim in the modified facts?

- A) Yes, because awareness of lid risk covers any blender injury, including explosions.
- B) **No, because the harm caused by the jar explosion was not the sort risked.**
- C) Yes, because continued use after noticing the lid issue assumes all risks.
- D) No, since explosion cause is unknown, there can be no specific risk awareness.
- E) No, since there is no liability to begin with under Rule 1, Rule 2 is irrelevant.

b) Rule Derivation (Sample Question):

Instructions: You are expected to answer the questions that follow based only on the rules and the facts provided. This section seeks to test your ability to discern general rules from a given set of facts. It requires very careful reading of several rules to figure out how they would, on a plain reading, apply to a given set of facts. This section is not designed to test any existing knowledge of the law.

Fact Scenario 1:

Mala was cycling home during rush hour on a busy urban road. As she approached a junction, she noticed a queue of cars in the left lane waiting for the traffic light to turn green. Mala decided to filter through the stationary traffic by cycling in the narrow gap between the cars and the curb. As she passed Zohra's car, which was properly positioned within its lane, Mala misjudged the available space. Her handlebar struck Zohra's side mirror, which was in its normal extended position, knocking it off completely and cracking

the casing. Mala had been traveling at approximately 15 kmph when the collision occurred. Both parties stopped and exchanged contact details, agreeing that repair costs would be approximately ₹ 3000.

Question 1: Under which of the following rules can Zohra successfully get compensated for the damage caused to her car by Mala?

- A) A cyclist must compensate for property damage caused to any vehicle if the cyclist was traveling above 20 kmph at the time when such damage was caused.
- B) A road user must compensate for property damage caused to a moving vehicle only if the damaged vehicle was moving on a road in accordance with the traffic rules governing speed limits.
- C) A cyclist must compensate for any damage to a vehicle's lateral protrusion caused when overtaking stationary traffic.**
- D) A cyclist must compensate for any property damage caused to a motor vehicle if a dedicated cycle lane was available at the site of the accident and the cyclist was not using the dedicated lane at the time of the accident.
- E) A road user must compensate for property damage arising from a collision if the damage exceeds ₹ 5000.

Fact Scenario 2: Now consider the same facts as in scenario 1, but with the following modification: Zohra's son was playing with the car's side mirror that morning and had manually extended it significantly beyond its normal position. Zohra failed to notice the change and therefore did not correct it.

Question 2: Under which of the following rules would Mala not be liable for damages?

- A) A cyclist must compensate for property damage caused to any vehicle if the cyclist was traveling above 10 kmph at the time when such damage was caused.
- B) A road user must compensate for property damage caused to a vehicle using a road in accordance with the traffic rules governing speed limits.
- C) A cyclist must compensate for property damage caused when overtaking stationary traffic if the damage occurred to a vehicle's normally deployed lateral protrusion.**
- D) A cyclist must compensate for any property damage caused to a motor vehicle if the cyclist was not using a dedicated cycle lane at the time of the accident.
- E) A road user must compensate for property damage arising from a collision if the damage exceeds ₹ 2000.

Fact Scenario 3: Now consider the same facts as in scenario 2, but with the following addition:

However, given the narrowness of the gap and Mala's trajectory, Mala's handlebar would have struck and damaged Zohra's mirror even if it had been in its normal position.

Question 3: Under which of the following rules can Zohra successfully get compensated for the damage caused to her car by Mala?

A) A road user must compensate for any vehicle damage they caused unless the damaged component was improperly positioned.

B) A road user who negligently causes vehicle damage must compensate the vehicle owner.

C) A cyclist must compensate for vehicle damage if the cyclist violated a traffic regulation at the time of the collision.

D) A road user must compensate for vehicle damage caused when such user was traveling at a speed exceeding 20 kmph.

E) A road user must compensate for vehicle damage caused by such user only if the damaged vehicle's external components were in their manufacturer-specified positions at the time of collision.

(2) Language and Comprehension

The Language and Comprehension section would combine language and comprehension into a single component, making clear that language proficiency would not be assessed for its own sake but as a vehicle for cognitive abilities such as understanding, interpretation, and reasoning. Anchoring language assessment to comprehension and meaning-making would foreground functional literacy rather than stylistic or expressive fluency, and would prioritise contextual (pragmatic) over purely literal (semantic) comprehension. The questions would be designed to test candidates' ability to read passages holistically, interpret sentences in light of surrounding text, identify what is implied or inferable rather than merely stated, discern tone, and critically evaluate argumentative structures by assessing which claims strengthen or weaken an overall argument. By emphasising the capacity to make meaning and reason with text—rather than vocabulary, grammar, or acquired linguistic polish—this approach would foreground aptitude over coached or stylistic fluency, while still requiring a

basic level of English competence. It would also indirectly, if partially, respond to concerns of access and equity by treating language as an enabler of reasoning rather than an independent marker of merit.

We note that even with these changes, serious concerns about accessibility remain unanswered in a country in which a substantial section of the population is not fluent in English. However, this is a problem caused by the fact that legal education in Consortium members is imparted primarily in English, and much of our appellate litigation takes place in English. This problem cannot be fixed by tweaking the entrance exam, and is therefore beyond our brief. Perhaps the NLUs could consider offering a 3-4 month intensive and effective bridge course in English to any candidate who wishes to avail of it before the start of the first year.

a) Sample Question: Tagore's Poetry

Instructions: The goal of this Section is to test your reading, reasoning, and comprehension skills. Read each extract supplied below carefully and answer the questions that follow.

Vocation

When the gong sounds ten in the morning and I walk to school by our lane.

Every day I meet the hawker crying, "Bangles, crystal bangles!"

There is nothing to hurry him on, there is no road he must take, no place he must go to, no time when he must come home.

I wish I were a hawker, spending my day in the road, crying, "Bangles, crystal bangles!"

When at four in the afternoon I come back from the school,
I can see through the gate of that house the gardener digging the ground.

He does what he likes with his spade, he soils his clothes with dust, nobody takes him to task if he gets baked in the sun or gets wet.

I wish I were a gardener digging away at the garden with nobody to stop me from digging.

Just as it gets dark in the evening and my mother sends me to bed,

I can see through my open window the watchman walking up and down.

The lane is dark and lonely, and the street-lamp stands like a giant with one red eye in its head.

The watchman swings his lantern and walks with his shadow at his side, and never once goes to bed in his life.

I wish I were a watchman walking the streets all night, chasing the shadows with my lantern.

Rabindranath Tagore (1909)

A Critique of Tagore's 'Vocation'

Tagore's creative genius is undeniable, and his poetry, like his prose, is expressive and affecting. In 'Vocation' we are taken straight into the terms of a child's desire for freedom, and it is difficult to resist a nostalgic pang of empathy for his wishful rebellion against the structures that discipline his time and imagination. Yet, we must ask some further questions about the identity of the child whose voice we hear in this poem. For which kind of child can the profession of a hawker, a gardener, or a watchman appear as freedom? Do the sons of hawkers, gardeners, and watchmen lack the knowledge of the indignities that come with such jobs? Are their daughters free to ignore the dangers of being so conspicuously outdoors? Without a warm bed, laundered garments, and scarcely a need to ask before all manner of comfort is given, could cold streets, soiled clothes, and constant cries of appeal appear so inviting?

And which child could imagine, in 1909, that the limits of freedom were set by parental authority? Could Tagore see himself in such a child?

Abhijit Saxena, Literary Subtexts (2018)

1. What would best describe the identity of the child speaking in Tagore's verse?

- A) The son of a hawker, gardener or watchman.
- B) The daughter of a hawker, gardener, or watchman.
- C) The son of a wealthy British colonial officer.

D) The son of an affluent Indian professional.

2. What is the best way to interpret the last line of the poem?

- A) Literal meaning – the watchman runs after the shadows he sees on his path.
- B) Scientific meaning – shadows naturally retreat before oncoming light.
- C) Figurative meaning – the line is a metaphor for freedom, including from fear.**
- D) Wistful meaning – the child wants to be a hero in an action story, chasing down desperados who lurk at night.

3. Why does Saxena use italics in the last two sentences of his critique?

- A) To emphasise the decline, over the 20th century, of the traditionally important role of parents in Indian families.
- B) To underline the naivete of viewing parental control, rather than external factors such as colonialism or poverty, as the key constraint on freedom in the India of the early 20th century.**
- C) To plant the thought that, by the early 20th century, the limits to freedom lay in the limited imagination of the child rather than external factors such as parental control.
- D) To imply that Tagore may have had strict parents.

4. Saxena's critique is best summed up by which of the below sentences.

- A) He finds the poem well-crafted and conveying a universally shared experience of childhood.
- B) He finds the poem well-crafted and conveying an experience of childhood particular to some children.**
- C) He finds the poem poorly-crafted and conveying a universally shared experience of childhood.
- D) He finds the poem poorly-crafted and conveying an experience of childhood particular to some children.

b) Sample Question: Helicopter Parents³¹

Voice A

³¹ Modified from LNAT Practice Tests, available at <https://lnat.ac.uk/how-to-prepare/practice-test/>

A controversial new book - which has sparked a massive debate in America about the relationship between money and parenting - has blamed high-earning, high-achieving mothers and fathers for inadvertently causing their children's problems by pushing them so hard to succeed that they feel like failures. Parents interfere in their children's lives so much that they can't look after themselves. They give them every gadget and luxury imaginable but far too little time, love and affection.

In *The Price of Privilege: How parental pressure and material advantage are creating a generation of disconnected and unhappy kids*, American clinical psychologist Dr Madeline Levine accuses upper middle-class parents, who earn the equivalent of at least ₹ 40 lakhs a year, of failing to prepare their offspring properly for the adult world because they are so obsessed with ensuring their sons and daughters excel at everything they do. While superficially well-developed, their children are actually sad, lonely, confused and lack self-confidence because they haven't fulfilled parental expectations, Levine says.

Levine criticises over-intrusive 'helicopter parents', so-called because they constantly hover over every aspect of their children's lives, for example going into their school to challenge a teacher about a mark their child has received. Although they are trying to help, they are actually damaging their offspring's development because, she says, leaving children alone, and learning how to handle difficult situations, helps them acquire independence, coping skills, a sense of right and wrong, and a sense of who they are.

Voice B

It's the hectoring call that teachers at our expensive new liberal arts universities have learned to dread: "Now, about my son's/daughter's latest assessment - that B grade clearly can't be right."

They've been at their student children's open days, interfered with the admissions form and swooped in to challenge anything from essay marks to college accommodation.

Meet the helicopter parents, so-called because they hover over their children, interfering and directing their lives in a way that would probably have embarrassed standard pushy parents.

A phenomenon already established in the US, private Indian universities are now beginning to suffer at the hands of the new breed, particularly at careers fairs.

Helicopter parents, who tend to be among the country's wealthiest 5% per cent, oversee their child's first graduate job application, prep them for tests and interviews - and have even tried to renegotiate starting salaries.

Asha Chawla, head of careers at Kriti University, said their arrival was evident at careers fairs across the country last year, and that some students had been barged aside. "In future we will have to be more open and say it doesn't look particularly impressive to have your parents with you at a fair," said Chawla.

Voice C

The headmistress of a leading girls' school has warned that 'helicopter parenting' is preventing children from growing into healthy, self-sufficient adults.

Nita Mathur, the principal of Landour Girls, claims that some mothers and fathers are hindering their child's ability to learn and become self-sufficient because they are constantly hovering overhead, supervising and directing.

The trend towards parents confiding in their children and treating them like mini-counsellors is also preventing children from being carefree and learning from their mistakes, she believes.

The "least selfish thing" a parent can do for their child was send him or her to boarding school, she told The Times of India.

"Growing up is a slow process with ups and downs. Children need to work out who they are, with a lot of support, but not in an intrusive way," said Mrs Mathur, whose school charges boarding fees of ₹ 15 lakhs-a-year for girls aged 11 to 18.

Voice D

I have two kids in secondary education and I get phone calls at work if they misbehave in class... If they fail to complete homework on time, I get letters home. If they have even the most minor illness or accident at school, I am contacted and expected to drop everything to pick them up. If they were to truant, I could end up in court or even prison. Do these teachers perhaps get the helicopter parents they deserve?

1. Which of the Voices implies but does not state that 'helicopter parents' are financially well off?

- A) A
- B) B
- C) C

- D) D
- E) None of them

2. All the Voices suggest that the main damage caused by 'helicopter parents' is that young people:

- A) can't deal with their own job and university applications
- B) need support for all they do
- C) are often lonely
- D) have too many material possessions
- E) cannot become independent**

3. The last sentence of Voice D implies that:

- A) children need more freedom
- B) schools should not contact parents
- C) parents ought not to be legally responsible for older children's behaviour in school
- D) teachers should resolve more problems with the child rather than the parents**
- E) children are better off in boarding school

4. Which of the following statements about 'helicopter parents' would Voices A, B, and C all agree with?

- A) They make their children feel failures.
- B) They don't prepare their children properly for adult life.**
- C) They confide in their children too much.
- D) Their expectations of their children are too high.
- E) They hinder their children's education.

(3) Quantitative Techniques

The focus of this section would remain squarely on quantitative reasoning and analytical skills rather than advanced mathematical knowledge. It would assess candidates' ability to interpret numerical information, identify patterns, and apply basic quantitative tools in problem-solving contexts, using quantitative information and representational techniques as aids to reasoning rather than ends in themselves. The section would not evaluate mathematical proficiency in isolation, but would instead test candidates' capacity for

conceptual and analytical reasoning with numbers and structured data, emphasising understanding and application over complex calculations.

a) Data Sufficiency (Sample Questions):

Instructions: The goal of this Section is to assess your ability to interpret numerical information, identify patterns, and apply basic quantitative tools in problem-solving contexts, using quantitative information and representational techniques as aids to reasoning. Read the question carefully and answer the questions that follow.

1. If a certain city is losing 12 percent of its daily water supply each day because of water-main breaks, based on the two Statements below, what is the cost to the city per day for this loss?³²

Statement (1): The city's daily water supply is 350 million liters.

Statement (2): The cost to the city for each 12,000 liters of water lost is ₹ 300.

- (A) Statement (1) ALONE is sufficient, but statement (2) alone is not sufficient.
(B) Statement (2) ALONE is sufficient, but statement (1) alone is not sufficient.
(C) BOTH statements TOGETHER are sufficient, but NEITHER statement ALONE is sufficient.
(D) EACH statement ALONE is sufficient.
(E) Statements (1) and (2) TOGETHER are NOT sufficient.

³² Modified from GMAT Sample Questions & Answers, available at <https://www.businessbecause.com/news/gmat/5964/gmat-sample-questions-answers>

b) Conceptual Numeracy (Sample Questions):

1. On a 3-day trip to Italy, 4 adults ate ₹ 600 worth of spaghetti. How much would it cost for 7 adults to eat spaghetti on a 5-day trip to Italy if they ate the same spaghetti at the same cost per person per day?³³

A) ₹ 1750
B) ₹ 1000
C) ₹ 750
D) ₹ 180
E) ₹ 200

2. One hour after Raj started walking from X to Y, a distance of 45 kilometers, Balan started walking along the same road from Y to X. If Raj's walking rate was 3 kilometers per hour and Balan's was 4 km per hour, how many kilometers had Balan walked when they met?³⁴

A) 24
B) 23
C) 22
D) 21
E) 19.5

c) Quantitative and Representational Logic (Sample Questions)³⁵

Problem:

Exactly three films—Greed, Harvest, and Limelight—are shown during a film club's festival held on Thursday, Friday, and Saturday. Each film is shown at least once during the festival

³³ Modified from GMAT Sample Questions, Answers, and Explanations, available at <https://www.thoughtco.com/gmat-sample-questions-4164512>

³⁴ Modified from GMAT Sample Questions & Answers, available at <https://www.businessbecause.com/news/gmat/5964/gmat-sample-questions-answers>

³⁵ Adapted from the June 2007 LSAT. Solutions to these questions, along with explanations, can be found here: <https://www.cambridgesat.com/assets/pdfs/free-solutions/June-2007-Logic-Games-Section-1-Solutions.pdf>, and <https://testmaxprep.com/lsat/lsat-practice-videos/june-2007-lsat/game-2-question-9-explanation>.

but never more than once on a given day. On each day at least one film is shown. Films are shown one at a time. The following conditions apply:

On Thursday Harvest is shown, and no film is shown after it on that day.

On Friday either Greed or Limelight, but not both, is shown, and no film is shown after it on that day.

On Saturday either Greed or Harvest, but not both, is shown, and no film is shown after it on that day.

1. Which one of the following could be a complete and accurate description of the order in which the films are shown at the festival?

- A) Thursday: Limelight, then Harvest; Friday: Limelight; Saturday: Harvest
- B) Thursday: Harvest; Friday: Greed, then Limelight; Saturday: Limelight, then Greed
- C) Thursday: Harvest; Friday: Limelight; Saturday: Limelight, then Greed**
- D) Thursday: Greed, then Harvest, then Limelight; Friday: Limelight; Saturday: Greed
- E) Thursday: Greed, then Harvest; Friday: Limelight, then Harvest; Saturday: Harvest

2. Which one of the following CANNOT be true?

- A) Harvest is the last film shown on each day of the festival.**
- B) Limelight is shown on each day of the festival.
- C) Greed is shown second on each day of the festival.
- D) A different film is shown first on each day of the festival.
- E) A different film is shown last on each day of the festival.

3. If Limelight is never shown again during the festival once Greed is shown, then which one of the following is the maximum number of film showings that could occur during the festival?

- A) three
- B) four
- C) five
- D) six**
- E) seven

4. If Greed is shown exactly three times, Harvest is shown exactly twice, and Limelight is shown exactly once, then which one of the following must be true?

- A) All three films are shown on Thursday.
- B) Exactly two films are shown on Saturday.

C) Limelight and Harvest are both shown on Thursday.

D) Greed is the only film shown on Saturday.

E) Harvest and Greed are both shown on Friday.

5. If Limelight is shown exactly three times, Harvest is shown exactly twice, and Greed is shown exactly once, then which one of the following is a complete and accurate list of the films that could be the first film shown on Thursday?

A) Harvest

B) Limelight

C) Greed, Harvest

D) Greed, Limelight

E) Greed, Harvest, Limelight

(4) Constructed Response: Essay Component

In addition to reforming the MCQ sections of the UG paper, as described above, we considered whether an essay component should be introduced. A constructed-response essay component would be ideal for testing candidates' ability to structure and express arguments in clear prose—this skill cannot be tested through any multiple-choice format. However, the feedback we received from several Vice Chancellors highlighted a number of logistical difficulties in administering it at scale. Accordingly, we do not recommend the immediate introduction of an essay component. Instead, we provide a roadmap to address the identified logistical challenges, with the possibility of revisiting the inclusion of an essay after three years, in light of experience gained from administering the proposed postgraduate constructed response to the problem-question component.

- a. The Objectivity Problem: The most important feasibility concern raised was a worry about evaluating the essay component objectively in a manner that is fair to candidates.
- b. The Volume Problem: Given that the CLAT is written by tens of thousands of students, there simply isn't enough assessment infrastructure at the moment to evaluate the *total* volume of essays that would be written.

We believe that a structured-response essay component modelled along the following lines (see Fig. 2) could mitigate, if not fully address, these feasibility concerns:

- The essay component could give a choice of 3-4 questions to candidates. The questions should have strong arguments on both sides, and must not require any knowledge of existing law.
- Candidates could be instructed to answer any 1 of these questions in no more than 600 words. Instructions should clearly require that they (i) articulate a full and clear response to the question asked at the start of their essay, (ii) clearly set out the reasons that support their response, and (iii) anticipate and reply to arguments on the other side.
- A commonly agreed list of arguments and rejoinders on both sides of the question could be circulated to all essay evaluators as a guideline for evaluation..
- At the assessment stage, initially only the multiple-choice questions could be evaluated. Based on these scores, a global shortlist could be created. If the total number of seats available among the Consortium members is 'X', then the global shortlist could contain two times X number of top performing candidates in the multiple choice sections.
- In the first round of essay assessments, each NLU could locally mark only those candidates in the global shortlist who ranked it as their first preference NLU. Based on its local assessment of such candidates, it could finalise its own list of offerees (accepted candidates) and communicate this offeree list to the Consortium's Secretariat within a strict deadline.
- Only those law schools who could not fill all their seats in the first round of essay marking move on to the second round. In this round, all final offerees could be removed from the global shortlist. Each NLU with unfilled seats could then assess the essay of those remaining candidates who had ranked it as their second preference. Based on this round of assessment, further final offerees could be selected and communicated to the Consortium's Secretariat.

- The process could be repeated further down the candidates' preference list until each NLU has filled all its seats.

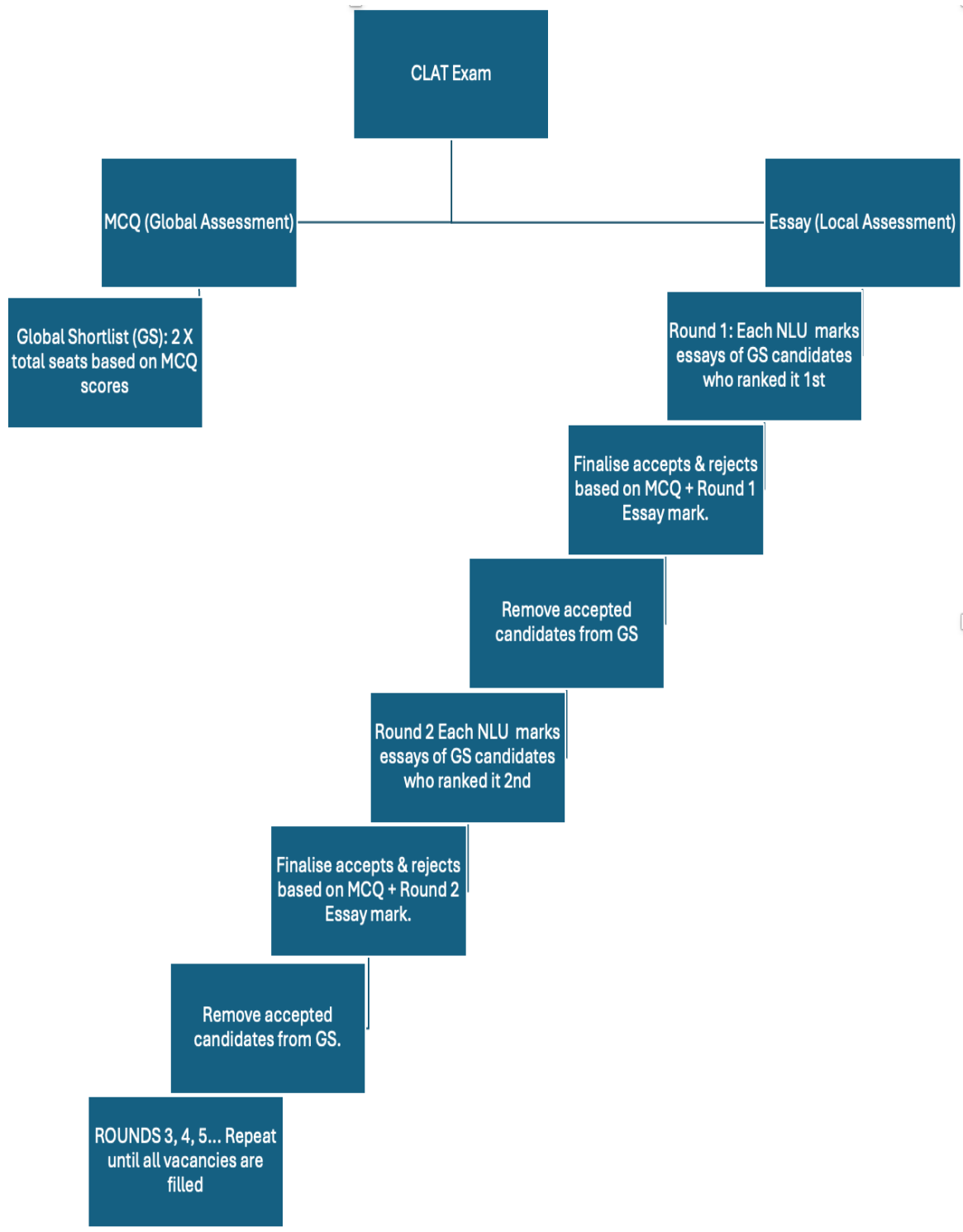


Figure 2: Essay integration within the Selection Process

This process could substantially mitigate the volume problem by limiting the number of essays that would need assessment. It also mitigates the objectivity problem by clearly instructing candidates on the structure of their essay and providing common guidelines for evaluation. By making assessment local rather than central, it also ensures at least local objectivity within each NLU. We recognise that the problem of subjectivity cannot be eliminated from the assessment of any constructed response problem. But we believe the issue should be considered as one demanding a balance between the feasibility concerns and the need for a holistic assessment of candidates' legal aptitude—of which, an ability to clearly structure and communicate arguments and engage with arguments on the other side is an essential component.

C. CLAT PG Recommendations:

Written exams at a post-graduate or masters level have few comparators across the world. So what else is taken into consideration in relevant application processes elsewhere? Best-practices from top universities include consideration of a candidate's performance in their undergraduate degrees, along with written components like a “statement of purpose” and/or “written samples”.³⁶ Some universities even provide a questionnaire which requires students to formulate short essays for specific prompts.³⁷

However, the Committee believes that importing these practices directly into the Indian context would be counterproductive for two reasons. Firstly, in a problem that is unique to India, the number of candidates seeking admissions into an LLM programme is significantly larger than those in comparable foreign universities. For the CLAT 2025, there were 16,082 registrations for the PG exam (of which 14817 students sat the exam).³⁸

³⁶ For best practices, see Harvard Law School, <https://hls.harvard.edu/graduate-program/graduate-program-admissions-and-financial-aid/ll-m-admissions/ll-m-application-deadlines-and-materials/>; University of Oxford, <http://ox.ac.uk/admissions/graduate/courses/bachelor-civil-law>.

³⁷ University of Cambridge, <https://www.postgraduate.study.cam.ac.uk/courses/directory/lwlwllll/apply>.

³⁸ See, <https://law.careers360.com/articles/how-many-candidates-appear-for-clat-exam>.

Secondly, the diversity of evaluation practices for the undergraduate law degree in India makes a cross-university comparison of candidates based on their undergraduate degree performance very difficult. Until we evolve a common metric for indicating how a candidate has performed in their LLB exam, this problem will remain.

Finally, the use of pre-written components like Statements of Purpose and Writing Samples has become unreliable in light of the increasing pervasiveness of AI use by candidates. Such use significantly reduces the credibility of pre-written work.³⁹ Thus, they are no longer reliable metrics for determining an applicant's ability to form cogent arguments and articulate their reasons for pursuing higher education in the law effectively.

For all these reasons, as well as the diversity of specialist LLM programmes being offered, we recommend that an entrance exam for PG admissions should be retained. We also recommend that each of the first four sections of the PG paper should have no more than 10 questions each. The total time for attempting the full paper (both multiple choice and problem questions) should be 2 hours. The goal should be to test for thoughtfulness, rather than speed. We recommend the following sections for the CLAT PG exam:

³⁹ For evidence of credibility concerns in a medical school context see, Vaccaro MJ and others, 'Death of the Personal Statement: Qualitative Comparison Between Human-Authored and Artificial Intelligence-Generated Medical School Admissions Essays' (2026) 242 *Journal of the American College of Surgeons* 47.

CLAT PG Exam: Sections

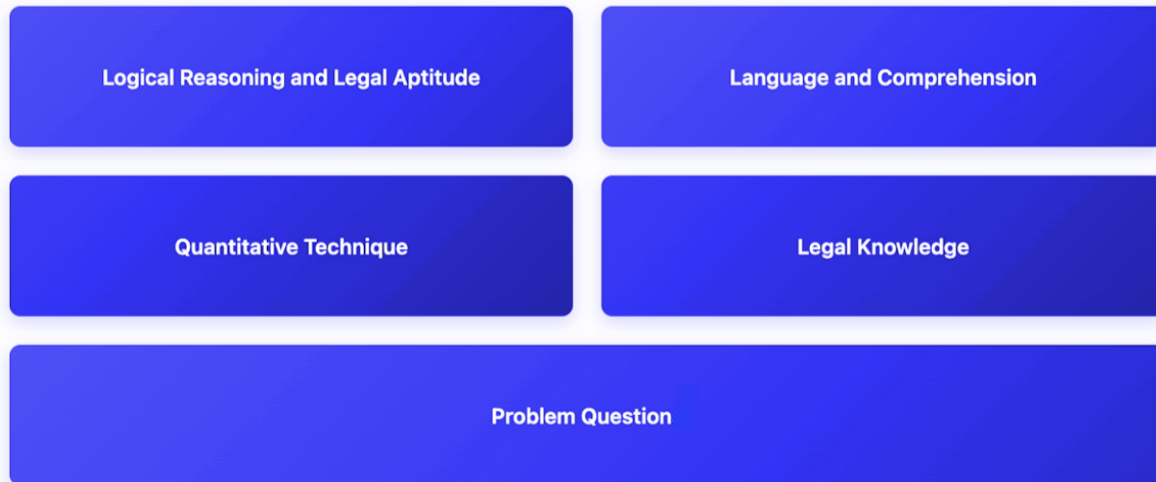


Figure 3

We recommend retaining the three sections recommended previously for the undergraduate exam—Logical Reasoning and Legal Aptitude, Language and Comprehension, and Quantitative Techniques—in the postgraduate examination too, but with a reduced overall weightage of 50 per cent. These foundational skills remain essential for postgraduate study, even as equal emphasis is placed on more advanced forms of assessment. The format for the first four sections would remain a multiple-choice one.

At the outset, we note that there is one key concern with the PG CLAT which we are unable to address adequately: the problem posed by specialist LLMs. In our discussions, we found that the logistical challenges posed by providing bespoke tests for different specialisations would be insurmountable in the near to medium term. We recognise that although this is not ideal, we have recommended a single PG CLAT for all candidates with a choice of questions from clearly identified, time-limited, and fundamental law subjects to balance the demands of pragmatism with fairness. The possibility of administering bespoke CLATs for specialist LLMs may be explored at a future date.

(1) Legal Knowledge

In addition to these three sections, we recommend a fourth section on Legal Knowledge.

- This section would be assessed through multiple-choice questions and would test candidates' understanding of key concepts, critical issues, and newsworthy legal developments in Indian and international law.
- As regards newsworthy legal developments, syllabus would be limited to the two calendar years immediately preceding the examination, in order to keep the volume of preparatory material reasonable, reduce the role of luck, and ensure a more level playing field.
- The focus would be on the depth of learning rather than the breadth. The emphasis should be on legal principles, doctrine, and their application, rather than legal trivia such as the names of committees or judges, or dates of specific cases.

a) Sample Question: Indian Contract Act, 1872⁴⁰

Section 27 of the Indian Contract Act, 1872 provides that “[e]very agreement by which any one is restrained from exercising a lawful profession, trade or business of any kind, is to that extent void.” The common law tort of “interference with contract” or “inducement of breach” allows for an action to be brought against an actor who intentionally procures the breach of a contract without justification, and thereby causes damage. Is this common law tort inconsistent with Section 27?

- A) Yes, they are incompatible, since the tort essentially functions as a restraint on trade by preventing the making of better offers to parties in existing contracts.
- B) Yes, they are incompatible because the drafters of the Indian Contract Act specifically intended to eliminate the existence of the tort.
- C) No, they are perfectly consistent since there is a difference between agreements and inducements, confirmed by the Supreme Court.
- D) No, they are capable of co-existence, confirmed by the multiple cases that have applied the tort on the facts of individual cases.**

⁴⁰ Based on the 2020 decision of the Delhi High Court in *Inox Leisure Ltd v. PVR Cinemas*.

b) Sample Question: Adverse Possession⁴¹

The doctrine of adverse possession allows possession to become ownership when such possession is open, hostile, exclusive, and continuous for the statutory limitation period. A tenant is normally in possession of the property at the end of the tenancy even when not paying rent to a landlord. In such a situation, can a tenant remain on the property and thereafter bring a claim for adverse possession?

- A) Yes, if the tenant meets the requirements of the doctrine on the facts.
- B) No, since the tenant was never in exclusive possession of the property, which was always under the ownership of the landlord.
- C) **No, since the tenant was only present with the permission of the landlord and therefore never in hostile possession.**
- D) No, since the tenant's possession was never open to others (third parties), who can simply assume that the possession was part of the tenancy.

(2) Constructed Response: Problem Question

The final Section of the CLAT PG exam would take the form of a constructed-response assessment in which candidates would be required to solve a legal problem.

- The candidate could choose any one of three supplied problems.
- The problems would be drawn from Public Law, Private Law, Commercial Law, or International Law i.e. a relatively more limited syllabus of fundamental areas.
- They would be designed to test structured legal reasoning and clear articulation of analysis. Each problem would be based, in broad terms, on an important legal development in the relevant field within the two calendar years immediately preceding the examination. However, the legal knowledge required to address the problem may not be confined to any specific temporal limit, allowing candidates to draw holistically on foundational principles and doctrine as necessary.

This section would evaluate two core competencies:

⁴¹ Based on the 2025 Supreme Court decision in *Jyoti Sharma v. Vishnu Goyal*.

1. **Structured Legal Reasoning:** The candidate's capacity to identify relevant legal principles, apply them systematically to the given facts, and distinguish between competing arguments.
2. **Lucid Articulation:** The candidate's ability to communicate legal analysis clearly, logically, and with appropriate precision. When advancing a position, they must explicitly state both the reasons supporting their argument and the counterarguments against it.

a) Sample Problem Question: Constitutional Law

Darshania is a hypothetical country whose laws, geography, population, politics etc are in pari materia with India, except to the extent of any inconsistency with the facts described below (in which case the following facts must be presumed to be true instead). The Electoral Funding Transparency Act, 2023 was enacted by the Parliament of Darshania to create a new regime for political contributions. The Act allows persons and companies to make anonymous contributions to registered political parties through "Democracy Certificates" issued by specified banks.

The relevant statutory provisions read as follows:

s. 3 – Issue of Democracy Certificates

- (1) A person may purchase a Democracy Certificate from a Scheduled Bank for any amount.
- (2) The certificate shall not disclose the name of the purchaser or the party to which it is ultimately paid.

s. 4 – Political Party Receipt of Democracy Certificates

- (1) A registered political party may present a Democracy Certificate to a Scheduled Bank for credit of the corresponding amount to its designated account.
- (2) The bank shall not disclose to any authority or to the public the identity of the purchaser of the Certificate.

s. 7 – Limits on Corporate Contributions

- (1) No company shall make a political contribution exceeding 1% of its average net profits in the three preceding years.
- (2) The limit in sub-section (1) of this section shall not apply to any contribution made through a Democracy Certificate.

s. 10 – Right to Information

(1) Within three months of each general election, the Election Commission shall publish on its website the names of contributors (if known) to each political party.

(2) The Commission shall not publish any information about Democracy Certificates.

The Act was passed as a money bill in Parliament, such that the Rajya Sabha had only an advisory role and the Finance Minister certified it as a money bill.

The Constitution of Darshania defines a Money Bill in the following provision:

For the purposes of this Chapter, a Bill shall be deemed to be a Money Bill if it contains only provisions dealing with all or any of the following matters, namely:—

(a) the imposition, abolition, remission, alteration or regulation of any tax;

(b) the regulation of the borrowing of money or the giving of any guarantee by the Government of India, or the amendment of the law with respect to any financial obligations undertaken or to be undertaken by the Government of India;

(c) the custody of the Consolidated Fund or the Contingency Fund of India, the payment of moneys into or the withdrawal of moneys from any such Fund;

(d) the appropriation of moneys out of the Consolidated Fund of India;

(e) the declaring of any expenditure to be expenditure charged on the Consolidated Fund of India or the increasing of the amount of any such expenditure;

(f) the receipt of money on account of the Consolidated Fund of India or the public account of India or the custody or issue of such money or the audit of the accounts of the Union or of a State; or

(g) any matter incidental to any of the matters specified in sub-clauses (a) to (f).

In November 2025, the High Court of Saafpur, the National Capital Territory of Darshania, struck down the Democracy Certificates provisions as unconstitutional on the following grounds:

- The non-disclosure of donor and recipient identities under sections 3(1) and 4(1) violates the voters' right to receive information necessary for making an informed choice under Article 19(1)(a) of the Constitution of India (Reason A). Sections 3(1) and 4(1) were struck down as unconstitutional.
- Non-application of the corporate contribution cap for Democracy Certificates under section 7(2) is arbitrary and unreasonable under Article 14 of the Constitution (Reason B). Section 7(2) was struck down as unconstitutional.
- The Speaker's decision to characterise the Act as a money bill was unlawful because its primary purpose was not taxation or public expenditure (Reason C). The entire Electoral Funding Transparency Act, 2023 was held to be unconstitutional, but the order to strike it down was suspended until 31 December 2026 to give Parliament sufficient time to enact a constitutionally-compliant replacement statute.

Facts for Advice

1. Aditi Kumari, an independent candidate in the Lok Sabha elections that took place in February 2025, lost by a narrow margin of 457 votes to the winning candidate. She believes that voters did not know which corporations funded her opponent's party because of the Democracy Certificate regime. She seeks your advice on whether this lack of disclosure likely violated her and the electorate's rights, and if so what kind of remedies could she pray for.
2. Dependable Corp, a large company, made an average net profit of ₹10.33 crores in the last three years. It bought Democracy Certificates worth ₹2 crores, and gave certificates worth 1 crore each to the Darshania People's Party and to the Democratic Party of Darshania. It does not want the fact that it donated to rival parties to become public.
3. The Election Commission of Darshania (ECI) published information on all ordinary political contributions under s. 10(1) but does not want to publish any data about Democracy Certificates.

All three are considering appeals or interventions before the Supreme Court. Advise Aditi Kumari, Dependable Corp, and the Election Commission of Darshania.

b) Sample Problem Question: International Law⁴²

Four states — Gram, Cheel, Herat and Zaar — jointly conclude the Warm Earth Treaty (WET) on 1 January 2023, which enters into force on 1 January 2024.

The preamble to WET states:

'The parties to this agreement recognise the need for an effective, collaborative and progressive governance response to the climate emergency'.

Article 2 states:

'Each Party shall limit as rapidly as possible all activities within its jurisdiction that cause greenhouse gas emissions, using means that are consistent with human rights'.

⁴² Modified from Cambridge Law Tripos Exam.

On signing the treaty, Cheel stipulates that the phrase ‘activities within its jurisdiction’ does not include recycling waste sent to it from Zaar, while Zaar states that it does not consider sending waste to Cheel to constitute ‘activities that cause greenhouse gas emissions’. Gram objects to both statements on the basis that they are invalid reservations. Herat reserves its right to object at a later date to the statements made by Zaar and Cheel.

On 1 March 2024, Gram suffers a major earthquake, which destroys tens of thousands of homes. To facilitate re-building, Gram writes to all parties to WET to explain that it will suspend all domestic measures aimed at limiting greenhouse gas emissions in the construction of new homes on the basis that it is facing a humanitarian emergency. Herat responds by stating that it objects to Gram’s decision, and that it will suspend its own domestic measures aimed at limiting greenhouse gas emissions in housebuilding until Gram agrees to comply with WET. It is now 1 June 2025. Answer each of the following questions:

- (i) What effect do the statements by Cheel and Zaar have on their involvement in, and obligations under, WET?
- (ii) Is Gram’s suspension of its domestic measures a breach of WET?
- (iii) Is Herat’s suspension of its domestic measures a breach of WET?

D. Framework for the Assessment of Problem Questions

Given the size of the pool, it is not feasible to assess all constructed response solutions to the problem questions. Therefore, we propose the following rubric for shortlisting and locally assessing a small section of this component at individual NLUs:

- A commonly agreed guideline for the evaluation of each problem question should be supplied to each evaluator.
- At the assessment stage, initially only the multiple-choice questions in the first four sections would be evaluated. Based on these scores, a global shortlist would be created. If the total number of seats available among the Consortium members is ‘X’, then the global shortlist would contain two times X number of top performing candidates in the multiple choice sections.

- In the first round of problem question assessments, each NLU locally would mark only those candidates in the global shortlist who ranked it as their first preference NLU. Based on its local assessment of such candidates, it would finalise its own list of final offerees and communicate this offeree list to the Consortium's Secretariat within a strict timeline.
- Only those law schools who could not fill all their seats in the first round of problem question evaluation would move on to the second round. In this round, all final offerees from round one would be removed from the global shortlist. Each NLU with unfilled seats would then assess the problem response of those remaining candidates who would have ranked it as their second preference. Based on this round of assessment, further final offerees would be selected and communicated to the Consortium's Secretariat.
- The process would be repeated further down the candidates' preference list until each NLU would have filled all its seats.

This method is both feasible and fair, both to candidates and to NLUs. It would ameliorate the subjectivity and volume concerns associated with constructed responses, and would test postgraduate candidates holistically.

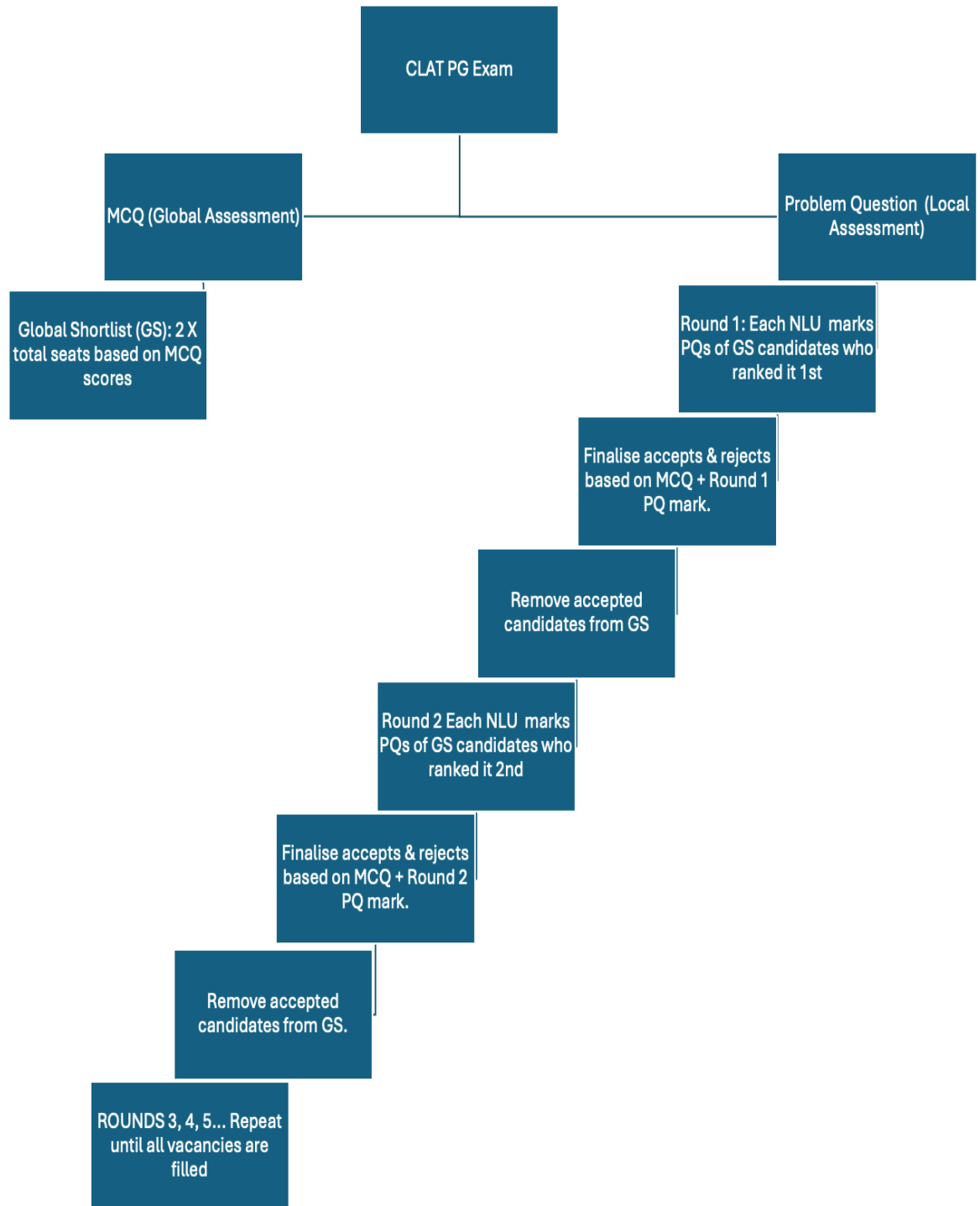


Figure 4: Constructed response integration within the Selection Process⁴³

⁴³ The process is identical to Figure 3 for reasons mentioned in this report.

V. Institutional Reform: Test Development and Administration

The previous sections of this report have developed the case for reform: inconsistent exam quality is a recurrent problem, attributable in part to rotating responsibility for exam setting. To address quality concerns we have therefore proposed structural changes to the format and syllabus of UG and PG exam papers. Here we outline the process-based and institutional reforms required to embed these changes and achieve a lasting resolution. So what needs to be done? We propose two immediate and urgent priorities:

1. Professionalising the setting of the exam; and
2. Identifying institutional reforms within the CLAT Consortium that will ensure consistent quality.

1. Professionalising Exam Setting

The case for professionalising the paper setting is based on a fundamental, widely accepted premise. Both UG and PG admissions tests that we have recommended are designed to assess **aptitude**. This is true to a far greater degree for the UG assessment but also applicable to the reformulated PG assessment, where substantive knowledge of legal materials is not the only criterion being tested. This foundational focus on aptitude is best expressed in the Consortium's own words:

The UG-CLAT 2026 would focus on evaluating the comprehension and reasoning skills and abilities of candidates. *Overall, it is designed to be a test of aptitude and skills that are necessary for a legal education rather than prior knowledge...* (emphasis added)⁴⁴

Aligning with the approach set out in comparable law admissions tests, such as the LSAT and LNAT, the CLAT was designed as a standardised test to measure the relevant aptitudes, which are the innate or developed abilities measuring a person's potential to learn new skills

⁴⁴ See: <https://consortiumofnlus.ac.in/clat-2026/ug-syllabus.html>.

and solve problems in a given field (here, law). Such tests fall within the broader domain of psychometric testing, which assesses aptitudes.⁴⁵ In such standardised testing, objectively determined **observables** (*test scores*) are used to assess **latent variables** (e.g. *comprehension and reading skills* in the quotation above), which in turn relate to the **construct** being measured (*legal aptitude*). While the CLAT is designed to assess *legal aptitude*, examples of other constructs underlying admissions tests for different disciplines could be language proficiency or mathematical knowledge. More generally, the latent variables being assessed in law admissions tests of this nature relate to verbal reasoning skills such as comprehension, interpretation, analysis, synthesis, induction and deduction.⁴⁶ These latent variables are what the various sections of the reformulated exam paper are designed to assess.

In characterising the CLAT as a form of aptitude testing (and therefore a psychometric assessment), we are simply clarifying what the test *already claims to be*. It bears emphasizing that we are not proposing a new purpose for the test. The CLAT is part of a family of legal aptitude tests, including LSAT and LNAT, which presently operate along these lines. Our suggestions simply seek to make the CLAT truer to its express intended purpose.

Designing such tests calls for a specialised set of skills and specific methodologies. Human experts with specialist training need to set such tests, including setting, reviewing, and finally signing off on the questions to prevent errors that can be attributed to technologies such as AI tools. Careful attention needs to be paid to the standards required for evaluating the validity of the construct, and its reliability, fairness, methods for score interpretation and so on.⁴⁷ These guidelines stipulate inter alia that those designing the tests must be alert to the following:⁴⁸

⁴⁵ D. Borsboom and D. Molenaar, 'Psychometrics' in International Encyclopaedia of the Social & Behavioral Sciences (2nd ed, 2015) 418.

⁴⁶ C. Dewberry, Aptitude testing and the legal profession (2011), 61-62; at: <https://legalservicesboard.org.uk/wp-content/media/Aptitude-tests-and-the-legal-profession-2011.pdf>.

⁴⁷ A leading reference point is AERA/APA/NCME, Standards for Educational and Psychological Testing (2014); at: <https://www.aera.net/publications/books/standards-for-educational-psychological-testing-2014-edition>. See also the International Test Commission (ITC) Guidelines on Test Use (2013); at: <https://www.intestcom.org/page/15>.

⁴⁸ Drawn from Educational Testing Service (ETS), Guidelines for Best Test Development Practices to Ensure Validity and Fairness (2013); at: <https://www.ets.org/pdfs/about/best-practices-validity-fairness-ela.pdf>.

- **Bias:** This refers to the presence of systematic differences in test scores associated with social group membership. Biased tests are unfair to certain groups of test-takers. Those setting the reading passages must always bear this in mind.
- **Reliability:** This refers to the extent to which an assessment yields the same results on different occasions. For the CLAT aptitude testing, the extent to which papers are reliably comparable across different testing years is of crucial importance. This is hard to ensure when different parties are setting the paper each year. Clearly visible evidence of potential unreliability is found in the differing lengths of passages⁴⁹ and therefore the difficulty levels of past CLAT papers.
- **Validity:** This refers to the degree to which exam scores can be interpreted as a meaningful indicator of the relevant construct (here, legal aptitude). That in turn depends on whether each section of the paper has been designed with specific latent variables in mind (e.g. reading, comprehension, analysis) and whether these latent variables are appropriately distributed across the sections of the paper. Do the questions asked represent all the important aspects of legal reasoning, as the target construct? Our analysis indicates that questions within sections are periodically either testing for the wrong variables (e.g. basic reading and recognition) or there is over emphasis on an otherwise-relevant variable found across many sections (e.g. comprehension in multiple sections of the paper). This undermines construct validity.

Both the LSAT and the LNAT are designed with these concerns in mind. Test designers and evaluators draw on expertise from psychology and across the social sciences more generally. For example, care is taken to equate different parts of the test (*are some sections experienced by candidates to be harder than others, as reflected in test scores?*). The relevant organising bodies periodically publish reports which evaluate reliability and/or validity. The LSAT in particular has invested substantially in assessing the predictive validity of the LSAT score with a successful candidate's first year law school results (a good LSAT score can reliably

⁴⁹ See Section III.B above.

indicate a good first year performance.⁵⁰ It should also be noted that such standardised testing, even when appropriately designed and implemented, is not free from controversy.⁵¹ How bias, reliability, and validity concerns play out in the Indian context can only be monitored iteratively, by professionally administering, developing, and improving the CLAT over time.

It is therefore abundantly clear that the setting of the CLAT each year must be professionalised, along the lines described above, to ensure a fair, balanced and relevant assessment and constant institutional learning over time.

Recommendation 1: That the setting of the CLAT exam each year is professionally conducted by setters equipped with the relevant skills to design and deliver standardised tests for legal aptitude

Implementation of this recommendation: The Committee has considered two inter-related options for achieving this.

Option 1: External Paper Setter

Conduct a tendering process for organisations with relevant standardised test development expertise to bid for setting papers.

- i. This arrangement should initially be for a defined period (say, 3 or 5 years) after which the arrangement can be reviewed.

⁵⁰ See:

<https://www.lsac.org/data-research/research/evidence-support-validity-claims-using-lsat-scores-law-school-admission>. See also, Stefan Bondorowicz, *LNAT Technical Report* (2016).

⁵¹ One of the criticisms is that while test scores are good predictors for law school grades, they cannot predict subsequent performance as a legal professional. See for e.g. Shultz, M.M. and Zedeck, S. (2011) 'Predicting Lawyer Effectiveness: Broadening the Basis for Law School Admission Decisions', *Law & Social Inquiry*, 36(3), p620; Shultz, Marjorie M., and Sheldon Zedeck. "Admission to law school: New measures." *Educational Psychologist* 47.1 (2012) p51. Legal aptitude tests have also been criticised on diversity and social justice grounds. Access to education, especially where it leads to a professional education pathway, is an important indicator of social mobility. Candidates from under-represented or disadvantaged groups continue to be disadvantaged by such tests: Simpson, Sandra L. "The Ultimate Logic Question: Why Continue to Use the LSAT When the Test Harms Diversity?." *Tenn. L. Rev.* 91 (2023): 113.

- ii. It is important that quality should not be compromised during this process.
- iii. A relevant comparator is the LNAT, where the test process is managed and overseen by the members of the LNAT consortium,⁵² but the examination is designed and administered by Pearson VUE and their wholly owned subsidiary Edexcel each year. Given the distinct Indian context, however, we recommend that an external provider might only be required to **set** the entrance examination paper for the CLAT. The CLAT Consortium can continue to **administer** the test if that is preferred.
- iv. In the process of considering alternative exam providers, we considered whether the National Testing Agency (NTA) might be suitable. However the NTA has been recently criticised in relation to the conduct of important national examinations including UGC-NET, CSIR-NET, NEET-PG, NEET-UG and the newly introduced CUET. A Parliamentary Standing Committee reiterated that ‘the NTA’s performance in the last year has not inspired much confidence... of the 14 competitive examinations conducted by the NTA, at least five faced major issues.’⁵³ Therefore we are unable to endorse this option.
- v. The Consortium will need to draw on relevant expertise to guide them in selecting between providers. It may be possible to approach other institutions which have successfully designed similar tests, such as the IIMs, for assistance.

Option 2: Develop Internal Expertise

The CLAT Secretariat could also consider developing this expertise internally over the medium to long term, by recruiting exam setters with the relevant qualifications and experience.

- i. Any such programme of recruitment will take time to implement.

⁵² While there are seven members of the LNAT Consortium, who are leading law schools in the UK, eleven universities use the test. Only the Consortium members are involved with exam oversight, paper checking etc. See: <https://lnat.ac.uk/why-join-lnat/>.

⁵³ Report of the Parliamentary Standing Committee on Education, Women, Children, Youth and Sports, *Review of Autonomous Bodies and Institutions – NTA, NAAC etc.* (Rajya Sabha Secretariat, Report No. 371, 8 December 2025), 2.

- ii. Relevant expertise will also be required for the recruitment process. Assistance can be sought for this. See (v) immediately above.
- iii. Specialist exam setters could be employees of (or otherwise affiliated to) the strengthened Secretariat which supports the Consortium. See Recommendation 2 below for further details.
- iv. Given that this internal capacity may take time to develop, beginning with Option 1 i.e. external providers setting the exam for some years and then transitioning to Option 2 at a future date may be feasible.

2. Institutional Reform

The CLAT Consortium is staffed by a very modest permanent secretariat, which was initially formed in 2018. As for the exam setting process:

The General Council of the Consortium every year elects Presidents, Vice-President and Convener for conducting the CLAT. The Vice-Chancellor of NLSIU, Bangalore is Ex-officio Secretary of the Consortium. The main objective of the Consortium is not only to conduct admission tests (the CLAT) for graduate and post-graduate programmes of the participating Universities but also to promote quality legal education in all the member institutions.⁵⁴

As matters presently stand, the Convenor seems to have primary responsibility for the exam setting each year. There is no publicly available information on how paper quality is scrutinised, from the initial draft to the final paper.

In terms of institutional reforms, we recommend the following, assuming that the exam paper should be set by (i) an appropriately qualified paper-setting body, whether external (Option 1) or in-house (Option 2) (ii) which also brings consistency to the setting process

⁵⁴ See: <https://consortiumofnlus.ac.in/clat-2026/history.html>.

(the same body sets the paper each year and develops institutional memory and learning over time):

(a) Once the exam paper is drafted by suitably qualified setters, the Consortium can focus on reviewing and vetting the paper. The Consortium will need to develop the equivalent of an ‘exam board’ to review the paper each year and provide feedback to the paper setter. There are usually two rounds of review for exam boards: (i) reviewing the initial draft paper and providing comments; (ii) then reviewing the revised paper which contains the necessary edits or responses explaining why the question should remain as originally drafted.

(b) The Consortium should duly deliberate on the membership and terms of reference for this CLAT Exam Board. Certain members can be *ex officio*, while others serve for fixed terms.

(c) If the Consortium continues to be responsible for the conduct of the exam, it can focus on developing additional capacities in this regard. Very helpful guidance is found in the recommendations of a High-Level Committee of Experts (HLCE) who looked into the conduct of national common entrance exam testing in India.⁵⁵ The following features are relevant:

- i. The identification of key responsible individuals and the chain of command
- ii. Well-defined standard operating procedure (SOP) documentation for every process in the test cycle, down to minute details
- iii. Well-defined and co-ordinated roles for partners [for e.g. test centres, or online test provision arrangements]
- iv. Ensuring strict adherence to timelines for notification, paper-setting, paper-vetting etc.

⁵⁵ High-Level Committee of Experts, *Reformation of National Common Entrance Testing in India* (Ministry of Education, GoI, Oct 2024), 11.

- v. Systematic communication with stakeholders (e.g. students, parents)
- vi. Developing transparent, quick, and fair conflict resolution and grievance redressal mechanisms
- vii. Seamless transitions of relevant personnel (e.g. Secretariat employees or Exam Board members) and preservation of institutional memory, through appropriate documentation and records
- viii. Mechanism for review and continual improvements

To these we would add an essential requirement:

- ix. Clearly specified and **effective processes to ensure the confidentiality of the exam** is preserved during the initial drafting, exam board review and all subsequent stages.

(d) The existing Consortium Secretariat will need to be strengthened in order to begin implementing these aspects. A better-staffed Secretariat can also support medium and longer term projects including access/affordability issues for exam candidates (should fees be waived or reduced in a means-tested manner?) and creating scholarships for deserving candidates who get admitted. The Consortium has a series of wider goals and objectives, including better coordination to achieve higher standards of legal education, the design of curriculum reform, promoting innovative teaching methods, creating a forum for legal scholarship and dialogue, promoting legal research etc.⁵⁶ The Secretariat in its current form cannot support this.

Recommendation 2: The Consortium deliberates on and adopts the necessary institutional reforms to support exam review, the actual conduct of exams and improved coordination between members to achieve its wider objectives.

⁵⁶ See: <https://consortiumofnlus.ac.in/clat-2026/objectives.html>.

Implementation of this Report:

We propose that a time-bound Steering Committee is formed, to implement the recommendations in this Report. The Steering Committee will report to the Executive Committee of the Consortium.

VI. Transitional Measures

We believe that the following transitional measures to move seamlessly from the old system to the new one may be considered:

1. This Report should be made public as soon as possible after its receipt to notify all stakeholders of the types of CLAT reforms being considered by the Consortium.
2. If and to the extent that our recommendations are accepted, these should also be publicly communicated soon after, with a notification that the first CLAT to be conducted under the new system would be held in 2027.
3. Immediately upon the acceptance of any of our recommendations, the Consortium should invite tenders for preparing the CLAT question papers until in-house capacity for its professional production is realised.
4. All tenders should be instructed to include a full sample question paper for the UG and the PG exam based on the accepted recommendations. The sample papers should strike the right balance of difficulty/challenge, length, and accessibility for the UG and the PG exam, following accepted standardised exam-setting methods.
5. The sample paper from the accepted tender should be made public so that candidates have some information in relation to the likely format.
6. A draft CLAT paper should be prepared by the successful bidder in good time before the first reformulated exam is to be sat. This should be done in consultation with the relevant body of the Consortium (e.g. the proposed Exam Board or an ad hoc CLAT advisory committee of professors from various NLUs for this transitional phase until the Exam Board is set up).

7. The draft paper should then be 'field-tested' - sat as a mock exam by those who are a credible, representative sample of future exam takers - to further assess its viability..
8. Based on this experimental evidence, the final paper can be set and reviewed by the Exam Board.
9. Strict confidentiality of the paper must be maintained at all levels. Any leakage should have clear, pre-determined, and severe consequences.
10. The administration of the exams should continue as before in the transitional phase.

VII: Concluding Remarks

The Common Law Admission Test occupies a uniquely consequential position in India's legal education ecosystem. As the primary gateway to the National Law Universities, its design, administration, and credibility shape not only individual academic futures but also the composition of the legal profession itself. This Report has sought to demonstrate that the current structure and practice of the CLAT—both at the undergraduate and postgraduate levels—falls short of this responsibility in systematic and recurring ways.

Our review reveals that many of the challenges confronting the CLAT are not episodic errors or isolated lapses, but symptoms of deeper structural deficiencies in test design, question-setting, quality control, and institutional oversight. Persistent ambiguity, factual inaccuracies, over-reliance on rote recall, and the inconsistent alignment between stated objectives and actual testing outcomes undermine the examination's validity as a measure of aptitude. These failures have tangible consequences: litigation, delayed admissions, heightened anxiety for candidates, and an erosion of public confidence in the examination's fairness and integrity.

At the same time, the Committee is conscious that reforming a national, high-stakes examination is neither simple nor costless. Error-free papers are a necessary baseline, but they are insufficient unless accompanied by a clearer articulation of what the CLAT is meant to test, and a coherent design that reliably tests those skills. The reforms proposed in this Report therefore proceed from first principles: that the CLAT should prioritise reasoning over recall, aptitude over prior exposure, depth over breadth, and thoughtful engagement over speed-driven performance. The recommended restructuring of the undergraduate examination, and the rethinking of the postgraduate assessment, are intended to realign the test with these core aims.

Concerns of access and equity run through this Report, even where they fall partially outside the Committee's formal mandate. An examination that is unpredictable, opaque, or

excessively coachable disproportionately disadvantages candidates from non-elite and under-resourced backgrounds. While no entrance test can single-handedly resolve the structural inequities of access to legal education, the CLAT can—and must—avoid exacerbating them. Greater transparency, better public guidance, rigorous academic oversight, and a reduced reliance on trivia and prior doctrinal knowledge would meaningfully level the playing field without compromising academic standards.

Ultimately, the legitimacy of the CLAT depends on sustained institutional commitment rather than one-time correction. This requires professionalising test development, embedding robust review mechanisms, and ensuring continuity and accountability beyond annual convenorships. The Consortium of National Law Universities is well placed to undertake this task, but doing so will require deliberate investment in expertise, process, and long-term governance structures.

The Committee offers this Report in the spirit of constructive reform. Its recommendations are not exhaustive, nor are they immutable. They are, however, grounded in comparative experience, empirical review of past examinations, and stakeholder engagement to the extent feasible within our narrow deadlines. If implemented with seriousness and care, they hold the promise of restoring confidence in the CLAT as a fair, rigorous, and purpose-fit gateway to legal education—one that selects students not for their capacity to game an exam, but for their potential to think, reason, and thrive as future lawyers.

VIII: Summary of Recommendations

A) The Undergraduate CLAT:

1. The Committee recommends restructuring the Undergraduate CLAT into a streamlined three-section model comprising: (1) Logical Reasoning and Legal Aptitude, (2) Language and Comprehension, and (3) Quantitative Techniques (See pp. 31-32).
2. The Committee endorses the complete removal of the General Knowledge and Current Affairs section to shift the focus from rote memorisation to the assessment of genuine aptitude (See p. 31).
3. The Committee recommends merging the existing Legal Reasoning and Logical Reasoning sections into a unified “Logical Reasoning and Legal Aptitude” section, designed to test the ability to apply rules to facts and derive rules from arguments (See pp. 32-37).
4. The Committee proposes redefining the English Language section as “Language and Comprehension” to assess functional literacy, requiring candidates to discern tone, inference, and argument strength rather than merely testing grammar or vocabulary (See pp. 37-43).
5. The Committee recommends the retention of the Quantitative Techniques section, with a goal of testing the ability to interpret numerical information, pattern recognition, and problem solving, rather than advanced mathematical ability (See pp. 43-47).
6. The Committee recommends setting no more than 10-15 questions for each of the three sections to reward thoughtfulness and application over speed. The total time for attempting the full paper should be 2 hours (See p. 32).
7. The Committee advises against the immediate introduction of an essay component due to current logistical constraints, but endorses a roadmap for its potential inclusion in future cycles to better test argumentation and written communication skills (See pp. 47-50).

B) The Postgraduate Exam:

1. The Committee recommends that in addition to the three-section model (proposed for the UG Exam), that two additional sections be added: 1) Legal Knowledge, and 2) Problem Question (See pp. 53-58).
2. The Committee recommends a fourth multiple-choice section on 'Legal Knowledge' to test candidates' understanding of key, critical, and newsworthy legal developments in Indian and international law from the preceding two calendar years, with a focus on the depth of legal principles, doctrine, and their application rather than trivia like committee names, judges, or case dates (See pp. 53-54).
3. The Committee recommends that each of the first four sections of the PG paper should have no more than 10-15 questions each. The total time for attempting the full paper (both multiple choice and problem questions) should be 2 hours (See p. 51).
4. The Committee proposes that a fifth constructed response "Problem Question" section be introduced. Candidates will choose and solve one of three legal problems from Public, Private, Commercial, or International Law, based broadly on key developments from the prior two years, to test structured legal reasoning and lucid articulation (See pp. 54-58).
5. The Committee endorses a localised assessment framework wherein individual NLUs evaluate the constructed responses from a pool of candidates shortlisted based on MCQ scores, thereby addressing feasibility and volume concerns (See pp. 58-60).

C) Institutional Reform:

1. The Committee recommends transitioning from the current rotating convenorship model to a professionalised system of exam setting, utilising either dedicated internal or external experts to ensure consistency and validity (See pp. 61-66).

2. The Committee endorses the establishment of permanent governance structures within the Consortium to ensure long-term accountability and continuity, rather than relying on ad-hoc annual leadership (See pp. 66-69).
3. The Committee recommends the implementation of robust quality control mechanisms, including peer review by subject experts and standardised drafting benchmarks, to eliminate the recurrence of erroneous questions (See pp. 67-68).
4. The Committee recommends that the Consortium democratises access by regularly publishing sample papers, exam procedures, skills being tested, explanatory videos, and other relevant exam information, including in languages other than English (See pp. 14-15).
5. The Committee recommends a number of transitional measures which may mitigate the disruptions caused by moving from the older system to the one proposed in this Report (See Section VII).
6. The Committee recommends the setting up of a Steering Committee of the Consortium to implement the recommendations in this Report in a timely manner (See p. 69).

IX. Annex: Feedback Contributors

The Committee acknowledges the valuable feedback, comments and suggestions that it received from the following stakeholders:

Stakeholder:	List of Contributors:
Vice Chancellors	1. Prof. (Dr.) Sri Krishna Deva Rao, Vice-Chancellor, NALSAR University of Law (NALSAR), Hyderabad 2. Prof. (Dr.) S. Surya Prakash, Vice-Chancellor, The National Law Institute University (NLIU), Bhopal 3. Prof. (Dr.) Faizan Mustafa, Vice-Chancellor, Chanakya National Law University (CNLU), Patna 4. Prof. (Dr.) K.V.S. Sarma, Vice-Chancellor, National Law University and Judicial Academy (NLUJA), Assam 5. Prof. (Dr.) R. Venkata Rao, In-charge Vice-Chancellor, India International University of Legal Education and Research, India (IIULER), Goa 6. Prof. (Dr.) Sudhir Krishnaswamy, Vice-Chancellor, National Law School of India University (NLSIU), Bengaluru
Private Individuals/Entities	1. Gradyoumate Foundation 2. Atyeti Research

	3. Dr. Ayush Jaiswal, Chairperson, Centre for Health Law, Assistant Professor of Law, The National Law Institute University
Public Comments	The Committee received 667 responses from interested members of the public. This includes students, parents, tutors and coaching centres. These detailed comments played an important role in shaping the Final Report.