

*Chapter - 3*

**REVIEW OF LEGAL  
EDUCATION SYSTEM IN  
MODERN INDIA**

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## CHAPTER - 3

### REVIEW OF LEGAL EDUCATION IN MODERN INDIA

#### 3.1 INTRODUCTION

“Law in India has evolved from religious prescription to the current constitutional and legal system” (BCI, 2015). “The process of imparting legal education in modern India had begun during the British rule” (Singh, 2014). The Calcutta Madrissa or Mohammedan College<sup>1</sup> was founded in 1781, by Warren Hastings, the first Governor-General of India, to promote the study of the Arabic and Persian languages and of the Mohammedan law. The Benares Hindoo Sanskrit College<sup>2</sup>, established in 1791, by Jonathan Duncan, the Resident at Benares, for the purpose of preserving and cultivating the laws, literature and religion of Hindoos. (Edwards, 1834). “The first and foremost object of these institutions was to train Indian Assistants to English judges in order to explain the principle of Muslim and Hindu Laws” (Nurullah & Naik, 1951). There was no clear policy of higher education up to 1854. The influence of the British developed in the 19th century. Anglicist policies reflected the power and self-confidence of Britain at this time and were designed, in Macaulay’s words, to create, “a class who would be interpreters between us and the millions whom we govern, a class of persons Indian in blood and colour, but English in tastes, in opinions, in moral and in intellect,” who would be consumers of British goods, provide recruits for the subordinate ranks of the East India Company’s civil service and be loyal to the Raj. (Sharma, 2013).

#### 3.2 BEGINNING OF FORMAL LEGAL EDUCATION

The formal legal education for lawyers and law officers started from 1850 in India. Sir Erskine Perry, the then Chief Justice of the Supreme Court of the Bombay started delivering lectures after court work for a selected group. Efforts have been made in order to start a chair in Jurisprudence at the Elphinstone Institution<sup>3</sup> after Sir

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<sup>1</sup> Mohammedan College of Calcutta, popularly known as Madrasah-i-Aliyah, at present Aliyah University, Kolkata. <http://www.aliah.ac.in/aboutuniv.php>

<sup>2</sup> Government Sanskrit College, Benares, at present Sampurnanand Sanskrit University, Varanasi. <http://www.ssvv.ac.in/>

<sup>3</sup>The Elphinstone Institution was formally constituted in 1835, Elphinstone College became a distinct institution on April 1, 1856. [https://en.wikipedia.org/wiki/Elphinstone\\_College](https://en.wikipedia.org/wiki/Elphinstone_College) accessed on 13/06/2015.

Perry left for England in 1852 and it was named as "Perry Professorship of Jurisprudence". In 1855, Dr. R. T. Reid (LL.B. Bar-at-Law & the first Judge of the Small Causes Court, Bombay) was appointed as the first Perry Professor of Jurisprudence and the Government Law School (at present Government Law College, Mumbai), was established at the Elphinstone Institution. The Government Law College has been affiliated with the University of Mumbai since 1860. (GLC, 2015).

The formal legal education in universities started in India in the year 1857. Three universities were established in the cities of Calcutta<sup>4</sup>, Bombay<sup>5</sup> and Madras<sup>6</sup> and wherein formally law subject was introduced. Initially students were allowed to opt other subjects like Science, Geography, History, etc., along with legal studies studies. (Anand A. S., 2014). These Universities were affiliating in nature and law courses were started in the affiliated colleges as Hindu College, Calcutta; Elphinstone College, Bombay; Presidency College, Madras; Government Law College, Bombay; Muir Central College, Allahabad, etc. (Anand A. S., 2014).

Muhammadan Anglo Oriental College, Aligarh (at present Aligarh Muslim University) was founded in 1877, and introduced law in 1883.<sup>7</sup> In 1887 Allahabad University was established, as a teaching-cum-affiliating University by a Central Order for the Northern India and Hon'ble Justice D. Straight was appointed the first president of its Law Department in 1890.<sup>8</sup>

“The first Commission on legal education was appointed in 1902 to recommend concrete measures for improvement of legal education so as to make it effective and responsive to the needs of the legal profession. As a result of the findings of the Commission, a degree in Arts, Science or any other discipline was prescribed as a minimum qualification for admission to LL.B. course which was now reduced to two years course instead of three years as prevalent at that time. The existing old evening classes of LL.B. teaching were, however, continued. The commission had also suggested introduction of English tutorial system and American

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<sup>4</sup> University of Calcutta, Kolkata established on the 24<sup>th</sup> January 1857 by an Act No. II of 1857, passed by the Legislative Council of India.

<sup>5</sup> University of Bombay (at present University of Mumbai), Mumbai established on the 18<sup>th</sup> July 1857 by an Act No. XXII of 1857 passed by the Legislative Council of India.

<sup>6</sup> University of Madras, Chennai established on the 5<sup>th</sup> September 1857 by an Act No. XXVII of 1857 passed by the Legislative Council of India.

<sup>7</sup> <http://amu.ac.in/> (accessed on 17/08/2015).

<sup>8</sup> <http://www.allduniv.ac.in/> (accessed on 17/08/2015).

case-laws method of study for law students but it remained unimplemented.” (Bhavnani, 1962).

“The Chagla Committee in 1910 had suggested the lowering down of minimum qualification for admission to LL.B. course from graduate degree to intermediate in Arts, Commerce or Science and passing of a preliminary admission examination before admission to LL.B. first year, but the proposal was dissented by two other members of the Committee.” (Bhavnani, 1962).

British Government introduced comprehensive legislations to regulate legal education and profession several times but none of the Bills materialized. (Mehta & Gupta, 2000). However, it must be admitted that they made continuous efforts during their regime to improve and systematize the legal education in India. They appointed many committees and commissions to suggest measures for restructuring the then existing pattern of legal education but the recommendations made by them could not be implemented for one reason or the other.

### **3.3 LEGAL EDUCATION AFTER INDEPENDENCE**

#### **3.3.1 Radhakrishnan Commission (1948-1949)**

The movement for freedom of India had come to an end in 1947 and consequently attempts were started for improvement in education system. The University Education Commission (1948-49), popularly known as Radhakrishnan Commission, was appointed to review the university education system and suggest measures for reforms. Radhakrishnan Commission, in its report disclosed that the condition of legal education in India was unsatisfactory and called for immediate changes. The law colleges were mostly manned by part-time practitioners who had little interest in teaching. The commission strongly recommended that the teaching of law should be switched over from English medium to that of regional languages and there was dire need to bring out adequate legal literature in different regional languages of India. The commission further noted that for the time being English must continue as a medium of instruction in colleges because of non-availability of literature in regional languages. The Commission observed “English is a language which is rich in literature-humanistic, scientific and technical. If we give up English

under our sentimental urges, we would cut ourselves off from the living stream of ever-growing knowledge” (Ministry of Education, 1950).

### **3.3.2 Bombay Legal Education Committee, 1949**

The Committee, in its report recommended a three year scheme of legal studies comprising the study of laws for two years for a law degree followed by a third year course in the study of vocational subjects ending with a professional entry examination conducted by the Bar Council or by the proposed Council of Legal Education. (BLEC, 1949).

The Committee also recommended that the traditional method of imparting legal education should be supplemented by seminars or group discussions on a pre-decided topic. The committee favoured the idea of introducing tutorial method and suggested to conduct moot trial regularly. (BLEC, 1949).

### **3.3.3 Inter-University Board, 1950**

The Constitution of India came into force on January 26, 1950, an Inter-University Board meeting held in Madras in March 1950, wherein a resolution was passed to have uniform standards for the law examinations in different universities of India. The Board also recommended to constitute a committee for the purpose of evolving a scheme for forming an All India Bar and amending the Indian Bar Councils Act, to bring it into conformity with the Constitution. (Mehta & Gupta, 2000).

### **3.3.4 All India Bar Committee, 1951-52**

The Government of India constituted All India Bar Committee in December 1951, and its report was submitted on March 30, 1953. The committee recommended minimum qualification for enrolment as an advocate as a law degree obtained after at least a two years’ study of law in the university after having graduation in Arts, Science or Commerce and a further apprentice course of study for one year in practical subjects. (AIBC, 1953).

### 3.3.5 Rajasthan Legal Education Committee, 1955

The report of the Rajasthan Legal Education Committee, 1955 occupies an important place in the history of legal education in India during the post independence era. Though the recommendations of the Committee remained unimplemented due to the matter having been referred to the Law Commission of India. The Committee proposed that legal education should be standardised in all the States under the Council of Legal Education which was proposed to be set up for that purpose. The functions of the proposed council were (Mehta & Gupta, 2000):

- “(1) To advise the universities in the matter of law courses and text books.*
- (2) To bring about a co-ordination into the work of instruction and examinations carried on by different professional bodies and the universities so that overlapping may be prevented.*
- (3) To hold diploma examinations and confer diploma in law, and*
- (4) Generally to supervise legal education in the province so that a uniformity of standard may be maintained.”*

The Committee made it clear that the setting up of the Council of Legal Education was not intended to interfere in the autonomy of the universities related to legal education. (Mehta & Gupta, 2000).

### 3.3.6 Law Commission of India Report, 1958

Fourteenth Law Commission submitted its report in 1959 on the reform of judicial administration. The report stated its observations that “there has been considerably deterioration in the standard of legal education”. (LCI, 1959). Some of the recommendations of the Commission are as follows (Paranjape, 2011):

- 1. Two years university course in law should be confined to the teaching of theory and principles of the law and procedural laws which have a practical character should not be included in the university law course.*
- 2. Roman law should not be a compulsory subject in the LL.B. syllabus and jurisprudence should be taught in the final year when the students have acquired sufficient knowledge about different laws and legal principles.*

3. *The LL.B. should be full time course and majority of law teachers should also be full time, however eminent lawyers may be engaged as part-time law teachers for teaching procedural subjects such as Civil Procedure Code, Criminal Procedure Code, taxation, landlaws, etc.*
4. *To develop professional skill among the law students, the class-room lectures should be supplemented by seminars and group discussions.*
5. *The adoption of American case method of law teaching was highly useful for the understanding of subjects like law of torts, law of crimes, contracts, taxation, etc.*
6. *The moot court or moot trials, being of a practical utility, should be prescribed for the apprenticeship course after completion of two years law degree course.*
7. *The persons who are in employment and wish to take up law course should be admitted to diploma course and they should not be eligible to enter the legal profession, it being a whole time occupation.*
8. *Mere holders of law degree should not be enrolled as advocates until they have cleared the one year professional course after the two years regular law course and cleared the professional admission examination.*
9. *During the period of apprenticeship, the aspirants who wish to practice law, should work under an experienced lawyer and maintain diaries showing the work done by them which should be counter-signed by the concerned lawyer.*
10. *The All India Bar Council should be exercise supervisory control over the functioning of law colleges in the country.*

### **3.3.7 Bar Council of India (BCI) under the Advocates Act, 1961**

The Advocates Act, 1961 was the first legislation which extended statutory recognition to legal education in India on a uniform pattern. (Paranjape, 2011). Section 4 of the Act gives powers to establish BCI and under Section 7(1) (h) of the Act, one of the powers of the BCI is “to promote legal education and to lay down

standards of such education in consultation with the Universities in India imparting such education and the State Bar Councils”<sup>9</sup>. The BCI is authorized to frame the rules for legal education to bring the uniformity at national level.

### **3.3.8 Gajendragadkar Committee, 1964**

To study the problem of the reorganisation of legal education in the University of Delhi a committee was constituted in 1963 by the University of Delhi headed by the Justice P. B. Gajendragadkar, the then Chief Justice of India. The committee, after due deliberation, recommended to revolutionise the method of teaching and examination at the law school, and to set the school as to achieve the international excellence. Following the report, University of Delhi replaced the old two year course by a three year / six term LL.B. course from the academic year 1966-67. (Tripathi, 1968).

### **3.3.9 UGC Seminar on Legal Education, 1972**

As a sequel to the report of the Legal Education Committee of the University Grants Commission, a five days seminar on “Reorganisation of Legal Education in India” was organized from February 20 to February 24, 1972 in the Poona University<sup>10</sup>. The seminar came out with suggestions and recommendations for legal education and academic law libraries, some of them are as follows (Agrawala, 1972):

- 1. LL.B should be a three years regular course throughout the country without any exception.*
- 2. The available teaching materials are outdated and irrelevant. Therefore, fresh teaching material needed to be prepared under the auspices of the University Grants Commission and the Indian Law Institute, New Delhi.*
- 3. The study of law subjects with inter-disciplinary approach was the need of the time and therefore, it needed to be encouraged.*
- 4. College (having LL.M. or not) and university educational standards should not be widely different. To maintain some average general level, satisfaction of certain minimum conditions*

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<sup>9</sup> Advocates Act, 1961. Available at: <http://www.barcouncilofindia.org/wp-content/uploads/2010/05/Advocates-Act1961.pdf> (accessed on 10/09/2015)

<sup>10</sup> At present Savitribai Phule Pune University, Pune.



*as regards student-teacher ratio, teacher equipment, and library facilities etc., should be a must for each institution imparting legal education.*

- 5. Every university and college teaching law must have a minimum standard library. For colleges, the minimum holding should be 5000 volumes (including books, law reports, journals and reference material) with an acquisition rate of atleast 200 books per annum. For a university department the minimum holding ought to be 15000 with an acquisition rate of 750 volumes per annum. This minimum should be precondition of affiliation for a college. Law library should be separate from the general library, and operated by a person qualified both in law and library science. Due to paucity of resources, several well equipped libraries are not possible. Good and fully equipped regional libraries ought to be created to cater to the needs of the different parts of the country adequately. In Addition, a central library in Delhi should be developed to act as the main reference for the entire country.*
- 6. For full utilization of the potentialities of the law teachers, the academic lawyer should be treated at par with the professional lawyers for all positions of responsibility at the bench and in the administration. A law teacher with ten years standing should be eligible for appointment as a High Court Judge similar to a professional lawyer.*
- 7. It was recommended to have full time teachers and whole time students in law colleges or schools. Every law teaching institution should have a minimum of six teachers on its staff (a part time teacher being counted as half). Exclusively post-graduate law departments ought to have a minimum of eight teachers.*

The recommendation of the seminar provided a blue print for the subsequent reforms in the legal education system in India. Professor Arthur Von Mehren called it “the watershed in the Indian legal education”. (Agrawala, 1972).

### **3.3.10 Bar Council of India Trust (BCIT), 1974**

BCI created its Trust on April 27, 1974 to maintain professional standards in the legal profession and improve the quality legal education. The trust is mandated to establish law schools of excellence and to promote legal research. The Trust is also involved publication of literature for law students, teachers and professionals in the form of books, periodicals and other materials on professional ethics. One of the important activities of BCIT is to promote welfare of Advocates in Indian. (BCI, 2016). “Indian Bar Review” is a prestigious journal published by the BCIT.

### **3.3.11 Five Year Integrated LL.B. Course**

Establishment of model law school and starting of Five year integrated LL.B. course is a landmark in the history of legal education in India which was the result of the efforts taken by the BCIT with Legal Education Committee of BCI. After consultation with stakeholders in a series of seminars and conferences, these structural and institutional reforms came into existence. A model law school established in Bangalore (NLSIU) and an integrated five year B.A.- LL.B. (Hons.) programme started to replace the existing three-year post-graduate LL.B. Course. (Gopal, 2009). The Bar Council of India approved the integrated course in 1982 and it was implemented from the academic year 1982-83. (Mehta & Gupta, 2000). “The NLU, Jodhpur offered the first time in 2001 the integrated law degree of B.B.A.-LL.B. (Hons.) which was preceded by the NUJS offering the B.Sc.-LL.B. (Hons.) degree.” (Chauhan, 2014). At present, integrated courses like B.Com.-LL.B., B.S.W.-LL.B. have been introduced by some of the universities.

## **3.4 NATIONAL KNOWLEDGE COMMISSION REPORT, 2008**

The National Knowledge Commission (NKC) was constituted as an advisory body to the Prime Minister of India to help and restructure knowledge related institutions and infrastructure to meet the challenges of the 21st Century. The NKC while deliberating on issues related to knowledge concepts, recognises legal education as an important constituent of professional education. The NKC in its recommendations proposed to taking up regulatory reforms including the constitution of a new Standing Committee for Legal Education consisting eminent lawyers, members of the BCI, judges, academics, representatives from trade, commerce and

industry, economist, social workers, students and others to rebuild legal education to meet the needs and challenges of all sections of society. (National Knowledge Commission, 2008).

The NKC also recommended to prioritising quality and developing a rating system in the law schools, develop curriculum interwoven with related contemporary issues, including international and comparative law perspectives, reforms in examination system, develop research environment in law schools and universities. One of the important recommendations was the establishment of Centers for Advanced Legal Studies and Research (CALSAR), to carry out cutting edge research on various aspects of law and also serve as a think tank for advising the government in national and international matters. Some other specific functions and objectives of these centers would include: publishing a peer reviewed journal of international quality; facilitating multi disciplinary approaches to law; institutionalising arrangements for scholars in residence; organising workshops and undertaking in-depth research on new and developing areas of law. Each CALSAR would have an academic complex, conferencing facilities, a world-class library and other infrastructure. (National Knowledge Commission, 2008).

Emphasizing on technology for dissemination of legal knowledge, NKC recommended that all information available in the academic, research and judicial law libraries in the country, be digitized and networked. Such networking will be in addition to the need for adequate infrastructure such as computers, law journals, legal databases and excellent libraries in the institutions teaching law. (National Knowledge Commission, 2008).

### **3.5 BAR COUNCIL OF INDIA: PRESENT STATUS**

Bar Council of India has been established under Section 4 of the Advocates Act, 1961. BCI is authorised to frame Rules for standardisation of legal education in consultation of other stakeholders and recognition of law degrees for enrolment as an advocate under various sections of the Advocates Act, 1961. The Rules of Legal Education, which are enforced at present, have been framed in 2008 (with amendment time to time). These Rules are regulating the Legal Education at Bachelor level in India.

In Chapter III of the Legal Education Rules-2008, under conditions for a University to affiliate a Centre of Legal Education, it is clearly mentioned that there should be adequate space for reading room and required number of reading materials with adequate ICT infrastructure under the control of a qualified librarian.

The Centre of Legal Education should make ensure that they possess adequate library, computer and technical facilities including on-line library facility besides the other requirements.

Schedule III of the BCI Rules-2008 prescribed minimum basic infrastructure and facilities to start a Centre of Legal Education with affiliation from a university, wherein some specifications for library resources and infrastructure have been included.

The library of a law college or law university should have adequate space in reading room for at least 25% of the enrolled students and the library may remain open till 10:00 pm. There should be adequate number of computer in the library to provide access to Internet and the national and international legal databases.

**Minimum Sources of Information required for an Academic Law Library<sup>11</sup>:**

As per the BCI Rules, to start with, an academic law library should have:

***Electronic Material***

- *CD of AIR Supreme Court and High Court Databases 1950- onwards (four connection each).*
- *CD of Criminal Law Journal Database 1950- onwards (four connections).*
- *CD of AIR Privy Council Database 1900-1950 (four connections).*

*The Institute shall get electronic version updated every year by All India Reporter Pvt. Ltd., Nagpur.*

***Print Material***

- *A set of AIR Manual Latest 6<sup>th</sup> Edition (1-45 Vols.)*
- *A Set of Local Acts and Central Acts*
- *All India Reporter (AIR)*

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<sup>11</sup> As per BCI Rules amended w.e.f. 27<sup>th</sup> August, 2015.

- *Criminal Law Journal*
- *Labour and Industrial Cases*
- *AIR Civil Cases*
- *AIR Law Lines*
- *AIR Cheque Dishonor Reports*
- *AIR Accidents Claims and Compensation*
- *Supreme Court Cases*
- *Company cases*
- *Corporate Law Adviser*
- *Indian Bar Review*
- *Judgments on Professional Ethics*

The library should have back volumes of the prescribed journals and reporters for at least ten years with continuation of subscription in future. The text books should be in a ratio of 10 books for each student in each subject being taught. (BCI, 2008).

The list of legal material prescribed in BCI Rules-2008 after amendment in 2015 is selective one. The list shows legal monopoly of All India Reporter Pvt. Ltd. as BCI is insisting to subscribe offline, online and printed products of All India Reporter Pvt. Ltd., Nagpur. The BCI has also prescribed the limit of minimum annual investment in library which is not sufficient to purchase the quality books and legal databases for the enrolled students.

### **3.6 THE NATIONAL LAW SCHOOL MOVEMENT**

The establishment of the National Law School at Bangalore in 1986 was the landmark in the post independence history of legal education. There were several developments which made a lasting impact on the system.

- i) the induction of five year integrated LL.B. course which attracted highly talented students to legal education.
- ii) first time law schools became autonomous with university status which resulted curriculum and pedagogic experimentation and competitive pursuit of excellence.
- iii) Integration of social sciences alongwith law enhanced the social relevance of legal education.

- iv) Clinical legal education enhances the involvement of law teachers and students in legal aid delivery and community development programmes.
- v) Quality input in legal education enhanced the quality of the students passed out of the National Law Schools, and they got placements in the leading law firms with handsome salaries. (Gopal, 2009).

The National Law School of India University (NLSIU), Bangalore has been recognised as a model centre of legal studies and research. All the National Law Universities established thereafter have followed this model. “There is a healthy competition for academic excellence developing among all these institutions and they are ranked for the benefit of students by media establishments involved in educational surveys. Legal education never had it so good and the present time is easily its golden age” (Gopal, 2009).

The movement of National Law Universities was started in 1986 with the establishment of NLSIU, Bangalore. During the period of 1986 to 2016, 20 universities started functioning. (A list is attached in Annexure-2).

Other law universities which are yet to be started:

1. National Law University of Uttarakhand, Nainital
2. Dr. B. R. Ambedkar National Law University, Sonapat
3. Maharashtra National Law University, Aurangabad
4. Jammu and Kashmir National Law University, Srinagar (proposed).

In the States like Uttarakhand and Haryana the Acts have been passed for the establishment of National Law Universities in 2011, 2012 respectively but there is delay to be operational of these universities. Hopefully, MNLU Aurangabad will be operational from the academic year 2017-18.

### **3.7 COMMON LAW ADMISSION TEST ([www.clat.ac.in](http://www.clat.ac.in))**

Common Law Admission Test (CLAT) is an annual entrance examination being conducted at All India level by National Law Universities since the year 2008 for admission to their undergraduate and post graduate degree programmes. The CLAT scores are also used by other private law colleges across the country for

admissions and some Public Sector Undertakings for recruitment. National Law University Delhi is conducting its own entrance examinations at all India level for admissions.

### **3.8 PROFILE OF THE NATIONAL LAW UNIVERSITIES**

At present (October 2016) there are 20 National Law Universities which are functioning listed in annexure-2. Here is a brief profile of each university with its URL. The information provided here is collected from the websites of the respective universities.

#### **3.8.1 National Law School of India University, Bangalore ([www.nls.ac.in](http://www.nls.ac.in))**

National Law School of India University (NLSIU) was established exclusively for legal education and research, under the National Law School of India Act, 1986. It is first of its kind university in India. It started functioning from the academic year 1988-89. The NLSIU has world class infrastructure and well-developed research centres in Cyber Law, Environmental Law, Child and the Law, Juvenile Justice, Intellectual Property Rights, Women and the Law, among others. UGC has established there a centre for study of Social Exclusion and Inclusive Policy. There are 6 Endowment Chairs at this university established by the donors to promote study of different branches of law.

NLSIU publishes four prestigious journals handled by the students:

- 1) The National Law School of India Review
- 2) Socio-Legal Review
- 3) Indian Journal of Law and Technology
- 4) Indian Journal of International Economics Law

The library of NLSIU is named as “Shri Narayana Rao Melgiri National Law Library”, is the best law library in the country. The library subscribes to many international online databases like Westlaw, Jstore, KluwerOnline, Springerlink, Lexis-Nexis, Heinonline, Kluwer-Arbitration, etc. Manupatra, SCCOnline, and other Indian databases have also been made available for both students and faculty. (NLSIU, 2010).

### **3.8.2 National Law Institute University, Bhopal ([www.nliu.ac.in](http://www.nliu.ac.in))**

The National Law Institute University, Bhopal (NLIU) is established under the Act passed by Madhya Pradesh State Legislature in 1997. It started functioning in 1998-1999 with a vision to become one of the best universities of legal education, training and research in the world. There are 11 Centers of Excellence here:

- 1) Business and Commercial Law
- 2) Civil and Criminal Justice Administration
- 3) Clinical Legal Education and
- 4) Environmental Law
- 5) Gender and Health Law
- 6) Law Governance and Human Rights
- 7) Law, Language and Culture
- 8) Rajiv Gandhi National Cyber Law Centre.
- 9) Science, Technology and Law
- 10) Socio-Legal Studies
- 11) WTO Studies

NLIU publishes three journals: NLIU Law Review, NLIU Journal of Intellectual Property Law and Indian Law Review. The university is also publishing monographs on various topics.

The university is actively engaged in training of law teachers, research and consultancy. It had undertaken projects funded by the various organisations at state, national and international level.

The library has a very rich collection and it is housed in a separate building equipped with the modern technology. National and international print journals in the law and allied subjects and social sciences are being subscribed besides a large collection of national and international online legal databases like Hein Online, Lexis Nexis, JSTOR, Manupatra, SCC Online, AIR Databases, and other materials. (NLIU, 2012).



### 3.8.3 NALSAR University of Law, Hyderabad ([www.nalsar.ac.in](http://www.nalsar.ac.in))

NALSAR University of Law, Hyderabad was established in 1998. It is a residential university engaged in teaching, research and extension activities in law and allied subjects.

NALSAR has well established infrastructure, an excellent library, moot court rooms, conference hall, auditorium and other facilities for sports facilities and entertainment. The campus is Wi-fi enabled for students. The library has a rich collection of law books, journals and databases.

To expand the domain of study and research the university has signed agreement with 30 foreign universities from USA, Europe, Australia and Asian countries.

NALSAR has set up dedicated research centres which include:

- 1) Centre for Air and Space Law
- 2) Centre for Corporate Laws and Governance
- 3) Centre for Disability Studies
- 4) Centre for Environmental Laws
- 5) Centre for Family Laws.
- 6) Centre for Legal Philosophy and Justice Education
- 7) Centre for Tribal and Land Rights
- 8) Intellectual Property Rights (IPR) Centre
- 9) M.K. Nambyar SAARC LAW Centre

The basic purpose of these centres is to produce scholarly literature, policy recommendations, organising lectures and creating awareness about them. The faculties are actively engaged in research funded by national and international agencies. NALSAR also has been managing and operating the Legal Information Institute (LII) of India (since March 2011) which is the hub of activities of Free Access to Law Movement in India. NALSAR publishes 11 scholarly journals on an annual basis out of which some are student reviewed quality journals.

The NALSAR Law Library is the hub of research and academic activities in the university. It is situated in a separate building in the heart of campus and

designated as depository of UN Collections. The library provides access to various online and offline national and international legal databases. (NALSAR, 2014).

#### **3.8.4 W. B. National University of Juridical Sciences, Kolkata ([www.nujs.edu](http://www.nujs.edu))**

The West Bengal National University of Juridical Sciences (NUJS) was established under the West Bengal National University of Juridical Sciences Act, 1999. The university has permanent recognition of BCI and enlisted under section 2(f) and 12(B) of the UGC Act, 1956.

NUJS prepares its students for the diverse spheres of professional and social life. It encourages students to participate in serious research, writing and editorial skills through participation in publication of student edited journals like NUJS Law Review and Journal of Indian Law and Society. Other important journals published by the NUJS are:

- 1) Journal of Telecommunication and Broadcasting Law
- 2) International Journal of Legal Studies & Research
- 3) International Journal of Law and Policy Review
- 4) Asian Journal of Legal Education
- 5) Asian Journal of Air and Space Law

The NUJS library is well-stocked with a collection of more than 40,000 volumes on law, economics, politics, and other allied subjects. Library subscribes various national and international journals and all major databases for law and other related social science subjects, and provides downloading and print facility. (NUJS, 2016).

#### **3.8.5 National Law University, Jodhpur ([www.nlujodhpur.ac.in](http://www.nlujodhpur.ac.in))**

National Law University, Jodhpur started functioning from the academic year 2001-2002. The aim at NLUJ is to help students to become successful legal professionals. NLUJ carries a strong emphasis on basic knowledge through academic and research experience and hands-on experience to face real-world professional challenges. The academic and research ethos of the University is further enhanced by the publication of research journals namely:

- 1) Indian Journal of Arbitration Law
- 2) Journal of Comparative Constitutional Law & Administrative Law
- 3) Journal on Governance
- 4) NLUJ Law Review
- 5) Trade, Law and Development

The university has ICT infrastructure to provide 24x7 connectivity to Internet through LAN and Wi-fi and classrooms are equipped with LCD projectors and multimedia facilities. The NLUJ Library caters to the need of students and faculty and provides access to Indian as well as foreign legal databases. (NLUJ, 2015).

### **3.8.6 Gujarat National Law University, Gandhinagar ([www.gnlu.ac.in](http://www.gnlu.ac.in))**

Gujarat National Law University (GNLU), Gandhinagar was established under the Gujarat National Law University Act, 2003. It has recognition by the BCI and the UGC and aims for excellence in terms of teaching, research, training and extension. It is the only National Law University to offer integrated undergraduate law degree in five areas – B.A.-LL.B., B.Com.-LL.B., B.Sc.-LL.B., B.B.A.-LL.B. and B.S.W.-LL.B. It also conducts one year full-time LL.M.; Two years full-time MBA in Financial Management & Business Laws and Ph. D. in laws and inter-disciplinary subjects with prime focus in law. The university has established Research Centres in niche areas:

- 1) Centre for Banking, Investment and Taxation
- 2) Centre for Business and Public Policy
- 3) Centre for Constitutional and Administrative Law
- 4) Centre for Corporate and Competition Law
- 5) Centre for Environmental Law
- 6) Centre for Foreign Policy & Security Studies
- 7) Centre for Intellectual Property Rights
- 8) Centre for Law and Economics
- 9) Centre for Law and Society.
- 10) Centre for Private International Law
- 11) Centre for Public International Law
- 12) Centre for Sports and Entertainment Law

The university publications include:

- 1) Developing World Review on World Trade and Competition
- 2) Development and Politics
- 3) GNLU Journal on Law
- 4) GNLU Law Review

The library has approximately 40,000 printed books, 3000 e-Books/e-Journals, 150 current print journals subscription; electronic databases subscription includes Manupatra, Westlaw, JSTOR and HeinOnline. (GNLU, 2014).

### **3.8.7 Hidayatullah National Law University, Raipur ([www.hnlu.ac.in](http://www.hnlu.ac.in))**

Hidayatullah National Law University (HNLU) was established under the Hidayatullah National University of Law, Chhattisgarh, Act, 2003. It is named after the great legal luminaries of India Justice Mohammad Hidayatullah.

The university is fully equipped with the modern infrastructure, teaching aids and equipments for academic activities. The language lab is equipped with modern gadgets and learning tools. The computer lab is having 200 computers and the whole campus is Wi-Fi enabled.

The library is situated in three-storied separate building which is similar to the library of London School of Economics. The library subscribes to the legal databases such as Hein Online, Westlaw, Lexis Nexis, SCC Online, Manupatra, JSTOR, etc. for the users. The university is operating a printing centre inside the library for the benefit of the students. (HNLU, 2016).

### **3.8.8 Indian Law Institute, New Delhi ([www.ili.ac.in](http://www.ili.ac.in))**

The Institute came into existence in 1956 primarily with the objective of promoting and conducting legal research. It is an autonomous body registered under the Societies Registration Act, 1860 and has been granted Deemed University Status in 2004 by the MHRD, Government of India. The general objectives of the Institute are to cultivate and promote advanced studies and research in law and allied fields so as to meet the social and economic needs of the Indian society, to improve and impart legal education, and to publish legal literature. ILI is offering Doctor of Philosophy in

Law, Master of Law (LL.M.) and one year Post Graduate Diploma courses in regular mode and Certificate courses in online mode.

The Institute's Library is one of the best law libraries in India as well as in Asia. The library contains around 79,000 volumes. It receives a large number of current legal journals and other serial publications. The UGC has recognised this library as a place for doctoral research in law and political science. Researchers from different parts of the world, Central and State Government officers, Judiciary members, Embassies and High Commissions in Delhi are using the referral services of the library.

The ILI has set up a Legal Information Resource Centre which includes databases like AIR Infotech, SCC Online, Law Premium, West Law, Lexis-Nexis, Hein Online, JSTOR, Planning Commission Reports, and Law Commission Reports etc. The digital version of ILI publications and rare documents is available at Digital Library (<http://www.elearningilidelhi.org/ILIWEB/>) free of cost. Digitised material available on the website includes Journal of the Indian Law Institute, Annual Survey of Indian Law, Index to Indian Legal Periodicals, Commission and Committee reports, Indian Law Institute Publications, Rare documents, Federal Court Reports, Indian Law Reports - Calcutta and Madras from 1876 to 1940. The digitisation of Ph.D. thesis submitted to ILI has also been completed.

ILI publishes Journal of Indian Law Institute (JILI) which is one of the leading law journals and Annual Survey of Indian Law (ASIL) contains surveys written by academicians and practitioners. ILI also published various books on different facets of law written by eminent scholars. The ILI Library is indexing articles of Indian and Foreign Legal Periodicals which are received in ILI Library and publishes as 'Index to Indian Legal Periodicals' which is a yearly publication since 1963. (ILI, 2015).

### **3.8.9 Dr. Ram Manohar Lohia National Law University, Lucknow**

**(<http://www.rmlnu.ac.in/>)**

Dr. Ram Manohar Lohiya National Law University was established by an Act of Legislature of Uttar Pradesh in 2005 and the university became functional from the academic year 2006-2007. The University has been established to advance,

disseminate learning and knowledge of law, legal process and to develop in the students a sense of responsibility to serve the society.

The university is well-equipped with ICT infrastructure to create ICT enabled teaching learning environment. The university's "Madhu Limaye Library" is one of the best libraries amongst the law schools in India. The university also has lab for Cyber Forensic Studies.

The University has established Centres of Excellence in the field of 'Environmental Law', 'Criminal Justice Administration', 'Corporate Law', 'Law & Justice' and 'Human rights'. The publication includes 'RMLNLU Journal' published annually and student's journal 'RMLNLU Law Review' (RMNLU, 2016).

### **3.8.10 National University of Advanced Legal Studies, Ernakulam**

**(<http://www.nuals.ac.in/>)**

The National University of Advanced Legal Studies (NUALS) was established by Act 27 of 2005 of the Kerala State Legislature. The National Institute for Advanced Legal Studies (NIALS), established by the Bar Council of Kerala in 2002, was also merged with NUALS by the same Act. The Chief Justice of India is the Visitor and the Chief Justice of Kerala is the Chancellor of NUALS. In 2008, an amendment streamlined the powers and functions of the authorities of the university and ensured the active involvement of the Government of Kerala.

In order to make the study of law relevant to social needs and to encourage focused research, the university has established the following centres of study and research:

- 1) Centre for Consumer Protection Law and Policy
- 2) Centre for Continuing Legal Education and Extension
- 3) Centre for Environment Law
- 4) Centre for Health Law and Policy
- 5) Centre for Human Rights
- 6) Centre for Intellectual Property Rights
- 7) Centre for Law and Agriculture
- 8) Centre for Law and Development
- 9) Centre for Law and Economics

- 10) Centre for Parliamentary Studies and Law Reforms
- 11) Centre for Women and Family Studies
- 12) Inter-disciplinary Centre for Police Studies
- 13) Interdisciplinary Centre for Social Justice

The NUALS campus provides adequate academic infrastructure – dedicated Internet access, Wi-fi Connectivity. On-line legal resources include Hein Online, SCC Online, Westlaw and Manupatra. (NUALS, 2011).

### **3.8.11 Rajiv Gandhi National University of Law, Patiala ([www.rgnul.ac.in](http://www.rgnul.ac.in))**

Rajiv Gandhi National University of Law, Punjab (RGNUL) has been established by the Punjab Government under Act No. 12 of 2006. It was started functioning in the same year. The university is recognized by the BCI and eligible under Section 2(f) & 12(B) of the University Grants Commission Act, 1956. RGNUL is the first National Law University to be accredited with ‘A’ Grade by National Assessment and Accreditation Council (NAAC). The university campus is spread over 50 Acres of land and equipped with state-of-the-art infrastructure. The university has set up centres of advanced studies in law:

- 1) Centre for Advanced Studies in International Humanitarian Law
- 2) Centre for Advanced Study in Criminal Law
- 3) Centre for Advanced Study in Human Rights
- 4) Centre for Advanced Study in Labour Welfare
- 5) Centre for Consumer Protection Law and Advocacy
- 6) Centre for Environmental Legal Studies
- 7) Directorate of Distance Education
- 8) RGNUL Institute of Competitive Examination
- 9) School of Agricultural Law and Economics
- 10) School of Social Sciences and Inter-Disciplinary Studies

RGNUL has a well equipped, fully automated Central Library with more than 30,000 titles and more than hundred print journals. There are separate specialised libraries for research centres. Library is using Libsys 7.1 Library Management Software and equipped with RFID technology. The campus is Wi-fi enabled and computer labs are connected with leased line Internet connectivity.

RGNUl publishes its Law Review, Financial and Mercantile Law Review, RGNUl Student Law Review, RGNUl Law Review Student edition and Journal of Social Sciences (RSJ). RGNUl also publishes an annual working paper series on Policy Analysis related to various themes that cater to the interface between law and economics. In order to provide quality material on law and other related subjects, RGNUl has also published more than twenty books. (RGNUl, 2015).

### **3.8.12 Chanakya National Law University, Patna (<http://www.cnlu.ac.in/>)**

Chanakya National Law University (CNLU) came into existence on July 15<sup>th</sup>, 2006 at Patna under the Chanakya National Law University Act, 2006 and included under Section 2 (f) and is eligible under Section 12 (B) of the UGC Act, 1956. CNLU was awarded 'A' grade by NAAC in 2016. Its campus is spread over 18 acres of land and located at the heart of Patna city.

The CNLU library is well equipped with modern facilities and resources. It subscribes online and offline legal databases like Westlaw, Manupatra, HeinOnline, Jstor, CLA Online, LexisNexis etc. (CNLU, 2016).

### **3.8.13 National Law University Delhi, New Delhi ([www.nludelhi.ac.in](http://www.nludelhi.ac.in))**

The National Law University, Delhi was established in 2008 by an Act of National Capital Territory of Delhi under the aegis of the High Court of Delhi. The primary objective of the University is to evolve and impart comprehensive and interdisciplinary legal education that is socially relevant. Furthermore, the University works toward dissemination of legal knowledge and its role in national development. To achieve its objectives the university has established various centres:

- 1) Center for Corporate Law and Governance
- 2) Centre for Banking and Financial Laws
- 3) Centre for Communication governance at NLU delhi
- 4) Centre for Constitutional Law, Policy and Governance
- 5) Centre for Innovation, Intellectual Property and Competition
- 6) Centre for transparency and Accountability in Governance
- 7) Centre on Death Penalty



In order to get greater visibility among the legal fraternity, university publishes its research outcomes in print as well as online format. It publishes journals, books, reports, conference proceedings and training manuals, etc.

The classrooms are well equipped with e-Station Smart Multimedia Podium for teaching, E-Moot Court Hall equipped with Hi-tech audio visual equipments, and the auditorium is equipped with latest state-of-the-art audio and visual facilities. The whole campus is Wi-fi enabled.

The 'Justice T.P.S. Chawla Library' is accommodated in a separate building with two floors. The Library has a world-class collection of both contemporary and historical legal materials of around 38000 books and bound volumes of journals and subscribes 180 current periodicals. The library subscribes various international and national databases like Westlaw International, Hein Online, LexisNexis Academic, Kluwer Arbitration Online, JSTOR, E-Hart Books, SCCOnline, Manupatra, Taxmann, Corporate Law Advisor and AIR Supreme Court, High Courts and Criminal Law Journal. (NLUD, 2015).

#### **3.8.14 Damodaram Sanjivayya National Law University, Visakhapatnam**

(<https://dsnlu.ac.in/>)

Damodaram Sanjivayya National Law University (DSNLU) was established under DSNLU Act, 2008. The university is recognised by the BCI and under Section 2(f) of UGC Act 1956.

The university has entered into memorandum of understanding for student exchange programs with NLSIU Bangalore, NUJS Kolkata, CNLU Patna and RGMLU Patiala. The university also has agreement with International Centre for Alternative Dispute Resolution and a Study Center by the IGNOU.

Presently the university is running from leased premises which are fully air-conditioned, Wi-fi enabled and networked through LAN and getting 1 Gbps connectivity under National Knowledge Network Project of the Government of India. The library provides access to online resources like EBSCO Host, Westlaw, Hein Online, Manupatra to promote research. The 45.5 acres new campus of DSNLU is technologically advanced and eco-friendly. (DSNLU, 2016).

### **3.8.15 National Law University, Cuttack, Odisha (<http://nluo.ac.in/>)**

The National Law University, Odisha was established by Odisha Government and started imparting education from the academic year 2009-10. It has a campus of 60 acres at Cuttack bound by the scenic beauty of the river Mahanadi in the South and Kathjodi in the North.

Teaching, research and community action are the three basic aims of the University. The University focuses on various contemporary legal issues through its research centres. NLUO is part of MHRD (Govt. of India) approved programme - *Global Initiative for Academic Networks (GIAN)*. The university encourages research and scholarship in contemporary areas. Some of the notable research centre of NLUO which are distinct in their nature and expertise are:

- 1) Barefoot Lawyers' College
- 2) Centre for Access to Justice
- 3) Centre for Banking and Insurance Laws
- 4) Centre for Child Rights
- 5) Centre for Corporate and Commercial Laws
- 6) Centre for Criminal Justice and Human Rights
- 7) Centre for Disability Law and Advocacy
- 8) Centre for Natural Resource Management
- 9) Centre for Outreach and Research in Agriculture Law
- 10) Intellectual Property Analysis and Advocacy Centre

NLUO provides library facilities and resources to the users. The University campus is Wi-fi enabled and e-resources like Hein Online, LexisNexis, JSTOR, Kluwer Arbitration International, Corporate Law Advisor, Manupatra, EPW, Sage Journals Online, Advocate Khoj, AIR Databases and Westlaw India can be accessed on 24x7 basis. The University will soon shift its library in to the four stories separate library building. (NLUO, 2016).

### **3.8.16 National Law University and Judicial Academy, Assam, Guwahati (<http://www.nluassam.ac.in/>)**

National Law University and Judicial Academy, Assam (NLUJAA) was established by the National Law University and Judicial Academy, Assam Act, 2009.

The university has recognition of BCI and UGC and membership of Association of Indian Universities.

The University has been instrumental in facilitating engagements with various sections of society for deliberations over a variety of socio-legal issues through publication of its flagship journals, viz. NLUA Law and Policy Review, NLUA Law Review, Journal of Enviro-Legal Research and Advocacy. It also has to its credit the publication of a fortnightly newsletter, *LexTerra*; a quarterly newsletter, *The Green Advocate*.

NLUJAA has state-of-the-art infrastructure in its campus. The campus and the hostels are Wi-fi enabled. The library has a collection of more than ten thousand titles in the field of law, social sciences and humanities. The library has procured various Law Journals, both print and electronic. Online databases such as Lexis Nexis, Manupatra, JSTOR, Westlaw India, SCC Online, Hein Online, DELNET, Cambridge Book Online, etc. The students and faculty members can get remote access to the library resources while they are away from campus. (NLUJAA, 2013).

### **3.8.17 National University of Study and Research in Law, Ranchi**

**(<http://www.nusrlranchi.in/>)**

National University of Study and Research in Law, Ranchi (NUSRL) was established in 2010. The university has subsequently got recognition by UGC in 2011. NUSRL provides unparalleled academic and career enhancement programs.

To make the learning of students socially relevant, the university has established following research centres:

1. Centre for Legal Aid Programme
2. Centre for Study and Research in Child Rights
3. Centre for Study and Research in Intellectual Property Rights

The university library has a wide range of books including legal classics and collection on social sciences. The library also subscribes to online legal databases like Manupatra, SCCOnline, WestLaw-India, Hein Online and Jstor. (NUSRL, 2015).

### **3.8.18 Tamil Nadu National Law School, Srirangam (<http://www.tnnls.in/>)**

Tamil Nadu National Law School (TNNLS) came into existence under an Act of the Tamil Nadu State Legislature in 2012 to provide quality legal education. The School has adequate number of permanent teachers and the academic activity is further supplemented through temporary faculty. TNNLS is recognized by the University Grants Commission and a member of the Association of Indian Universities.

The library is housed in a three storey building and is well stocked with books, journals and e-resources. The class rooms are mostly air conditioned and equipped with modern audio-visual aids for interactive learning. The campus is in the process of being fully Wifi enabled. (TNNLS, 2014).

### **3.8.19 Maharashtra National Law University, Mumbai (<http://www.nlumumbai.edu.in/>)**

Maharashtra National Law University, Mumbai (MNLU Mumbai) is first of the National Law Schools established in Maharashtra. The Maharashtra National Law University Act 2014 was passed by Maharashtra State Legislature under the Maharashtra Act No. VI of 2014 on 20th March 2014. The Act envisaged establishing and incorporating National Law Universities in the State for the development and advancement of legal education.

The MNLU, Mumbai started from the academic year 2015-16 with generous support of Tata Institute of Social Sciences, Mumbai which provided temporary space at its Deonar campus and extended all facilities including library. The University commenced admission for five-year integrated B.A.-LL.B.(Hons.) and one year LL.M. programme through a national level admission test of its own in 2015 and through CLAT from 2016-17 onwards. (MNLU-M, 2015).

### **3.8.20 Maharashtra National Law University, Nagpur ([www.mnlunagpur.edu.in](http://www.mnlunagpur.edu.in))**

Maharashtra National Law University, Nagpur (MNLU Nagpur) is the second of the National Law Schools established in Maharashtra under the Maharashtra Act No. VI of 2014. It started functioning from the academic year 2016-17 and admitted students in B.A.-LL.B. and LL.M. courses. (MNLU-N, 2016).

### **3.8.21 Himachal Pradesh National Law University, Shimla**

([http://hpsja.nic.in/default\\_files/Page80015.htm](http://hpsja.nic.in/default_files/Page80015.htm))

Himachal Pradesh National Law University, Shimla (HPNLU) is the most recently started law university. The first academic session started in October 2016. HPNLU admitted students in B.A.-LL.B. (HPNLU, 2016).

#### **SUMMARY:**

The Madras High Court in an order on October 6, 2015 gave a direction to the Bar Council of India to abolish the three year law degree and retain only the five year law course, though the larger bench of the same court subsequently stayed this (Suri, 2016). But a new discussion has been started on three year versus five year course. Interdisciplinary integrated law courses and interdisciplinary Master level programmes have also been started to fulfill the requirements of the industry. The duration of LL.M. course has been reduced to one year. These are the changes which are transforming the legal education to be relevant in future. The institutes should also transform themselves to face the challenges of globalization through collaborative teaching and exchange of students as well as teachers. It is the duty of law schools to nourish the students with knowledge and skills to cope effectively with the challenges in future (Anand A. , 2015).

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