

compulsory practical lessons in law faculties, just like theoretical lessons. The biggest problem that a graduate faces is the gap between the theory taught in school and the completely different world of practice. This is one of the biggest faults in the legal education system in Turkey [3].

To sum up, even though a law faculty is hard to achieve and hard to graduate, it does not get the attention, respect and care it deserves. A working legal system needs efficient, honest, equitable, idealistic lawyers, judges, academicians and they can only raise in a suitable environment, with the right training. With the current system in Turkey, thousands of people graduate from a law faculty every year, without getting enough education and without knowing what future holds for them. Therefore, a reform in legal education is needed in order to have an efficient, working legal system.

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UDC 340:378:540(043.2)

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LEGAL EDUCATION IN THE REPUBLIC OF INDIA

Law is an expression of the will of any government. It is an embodiment of the will of the people and is a manifestation of social and political needs of any country. Consequently, the study of law is very essential for any governmental setup, we need good lawyers and good judges to interpret the law and provide legal assistance to the citizens. Legal education refers to the education of lawyers before they start practicing in the court of law [1].

Legal education has steadily grown in India after Independence, but the

growth has been exponential in the last three decades. This accelerated pace in the growth of legal education coincided with liberalisation of India's economy and its increasing integration with a globalised world. Economic liberalisation since 1991 expanded the utility and scope of legal services in India's economy, corporate sector and public policy. Growing globalisation as well as emergence of trans-national challenges like terrorism and climate change underlined the need for broader and international collaboration in legal research. To improve and coordinate national responses to them and to ensure the protection of states and individuals, countries had to boost investments and research in legal education [2].

Legal education in India traces its origin to the Ancient period when the kings and princes were given teachings about Dharma and Nyaya. Then in the Mughal Period, the concept of legal representatives of people or vakils came into existence. In the colonial era, the right to act as counsel was granted only to the British or the Irish. In the post – Independence era legal education has been traditionally offered as a three years graduate degree. However, the structure has been changed since 1987. Law degrees in India are granted and conferred in terms of the Advocates Act, 1961, which is a statute regulating the aspect of legal education and also regulation of the conduct of legal profession. Traditionally the degrees that were conferred were of LL.B. (Bachelor of Laws) or B.L. (Bachelor of Law). To be eligible to get a law degree, one needed to have a Bachelors degree in any subject of the choice [1].

The success, if any, of legal education can be largely attributed to what started as an experiment in 1987 with National Law School of India University (NLSIU) Bangalore. What started as the first ever 5-year integrated BALLB (H) programme has become a full-fledged story with 19 National Law Universities (NLUs) set up in 18 different states and union territories. The 5-year LLB programme has now become the flagship and mainstream law programme today. However, with numerous other law colleges existing and many more coming up, there is a huge dearth of faculty, let alone good faculty, to teach in these law schools. The huge proliferation of law colleges, the low level of funding and full-time staffing means that the ability of Indian law schools to undertake substantive research and scholarship was very limited. It is in these circumstances that two recent trends in legal education ought to be discussed. First is the imposition of an age limit (20 years) by the BCI to pursue law. Second is the changing attitude towards the teaching and curricula in law schools. Despite infrastructural limitations in most law schools, the best law schools in the country still manage to retain students of high calibre and intellect. The quality of the teaching, range of courses and research is top notch. This is further evidenced by the opportunities available for the students of these institutions after graduation; LLMs and PhDs from the best universities in the world, placements in the top firms in India and abroad, and even non law based opportunities. In fact, one of the advantages of a law degree is the many career

options available to a lawyer after graduation [2].

At the same time, according to C. Raj Kumar, there are following challenges facing legal education in India:

1) Physical infrastructure and financial resources. The law schools in India have to recognise that there is a need for creating sound physical infrastructure. There should be more funds for this and for developing research projects and other initiatives to encourage faculty members. Generally, the infrastructure of the national law schools is better than what exists in the law departments of traditional universities. Improvement in infrastructure should be across the board, including in universities which still produce most of the law graduates.

2) Need for developing philanthropic initiatives. There is an urgent need for encouraging philanthropic initiatives in promoting excellence in legal education and research in the country. Recently, the National Knowledge Commission (NKC) constituted by the Union Government in 2005 submitted its first annual report. Legal education was one of the focus areas; among the different issues considered as part of the NKC's consultations with law academics and practitioners were "methods of attracting and retaining talented faculty" and "developing a serious research tradition that is globally competitive." Philanthropy in legal education is essential for its growth and development. Every effort ought to be made by all stakeholders, including the law schools, the bar, the bench, the law firms and corporations for promoting philanthropic initiatives in legal education and research.

3) Hiring good teachers and researchers. The present system does not sufficiently recognise the key problem with regard to legal education — lack of faculty members who are good teachers as well as sound researchers. There is need to identify talent among young lawyers so that they can be encouraged to consider academia as a career option [3].

Summarizing the mentioned above, it has to be said that legal education in India has its own strong and weak sides, but the government works to improve and develop this type of education to train competitive lawyers for India and the whole world.

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