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LEGAL EDUCATION AND LAW LIBRARIANSHIP
TO SUPPORT ACADEMICS AND RESEARCH



PradnyaRatnaprabha D. Shinde

Research Scholar ,Department of studies and Research in Library and Information Science ,Gulbarga University, Kalaburagi.

Short Profile

PradnyaRatnaprabha D. Shinde is a Research Scholar at Department of studies and Research in Library and Information Science ,Gulbarga University, Kalaburagi.

Co - Author Details :

D. B. Patil

Professor ,Department of studies and Research in Library and Information Science, Gulbarga University, Kalaburagi .



ABSTRACT:

In the field of law college libraries, research work is going on not continuously and the reports of developments in research are regularly being published in the journals, news-letters, and information bulletins. An attempt has been made to explore the role of law library and legal information resources which are primary in printed form and also in electronic formats to cater to the information needs of different kind's users. Further authors provide status of legal education in India and review the literature on law librarianship

and provide online resources useful for academic community in the field of law.

KEYWORDS

Law Library, Legal Education – India, Law Resources.

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1.1 INTRODUCTION

Legal education is essentially multi-disciplined, multi-purpose education which can develop the human resources and idealism needed to strengthen the legal system that contribute to national development and social change in a much more constructive manner.

Legal education has developed around the law library as the core of the students' legal study and this legal education renders the law library a research laboratory where students must perform the "experiments" of identifying the building blocks of successful legal analogies. To generate truly marketable professionals, the law school must develop within each and every student the capacity to use law library resources with skill and competence, so that they will be fully prepared to defend the property, life, and liberty of their clients. Hence, there must be a complete, well-organized, and well-maintained collection at hand, as well as expert, articulate, and approachable professionals to guide the students in the use of the collection.

Today, with advent of the Information and Communication Technology particularly Internet and networking, traditional thought process has changed dramatically. Change has come about primarily has result of several occurrences over which the libraries have had little or no control. Most law librarians would agree that accommodating the increased litigation documents and larger law classes usually mean demand for more floor space: space for shelving, space for reading, space for staff and space for equipment. Demand for more space in law libraries has always been a problem, and seems likely to continue. However, in addition to physical growth during last decade, law libraries have also witnessed a technological growth as a result of the swift embrace of technology by the legal community. Each of these developments has influenced as to how academic law libraries should serve faculty and students, and, ultimately, how much libraries should be developed organized and modernized.

1.2 LEGAL EDUCATION IN INDIA: PRE AND POST INDEPENDENCE

When India is gained its dependence in 1947, its legal profession and legal teaching were thus not able to play the role they ought, by Western standards, to have played. The politician, the economist, and the engineer were expected to remake the society. The law was to assist in the form of public law and administrative law, but private and the legal profession claimed only a small and marginal role in social change. Since independence, the situation has deteriorated further. India with its mixed economy and its significant planning efforts, make extensive use of laws and of regulations. Administration, however, is largely in the hands of bureaucrats in whose recruitment legal training does not carry significant weight except for specifically legal jobs; the role of the legal profession as a whole is ordinarily restricted to giving advice society after trouble develops. India's elaborate written constitution, as applied to a diverse society in rapid change, would seem to require a wise and effective legal profession, but the flow of talent in to the profession had declined. Before independence the lawyer had enjoyed some degree of self-determination, had frequently been educated abroad –usually in England-- , and was often prominent in the independence movement.

In India today there are several obstacles to the development of law as an effective instrument of social control. To begin with, many of the rules and institution of the common law received by India are still in varying degree either alien to the traditional society or inappropriate for the kind social and

social and economic development that India is now undertaking. A more subtle difficulty and perhaps a more crucial one in the long run, is whether India will understand some of the very basic assumption that underline and inform Western law. Moreover, understanding need not imply acceptance. Today the typically Indian lawyers has a rather poorly paying practice in which finds it necessary to handle all kinds of matters with little opportunity for specialization, as situation rendered still more difficult by the relative rarity of firm practice.

Though India is one of the pioneers in the legal system, dating back to BC era, with enlightened souls like king Vikramaditya and the like imparting unquestioned justice to his subjects and Aasthan Pundits education explicitly in the field of legal justice, said topic, being vast in itself and almost flawless, cannot and need not be covered and hence been left unattended to, with the aim of dealing with present day crisis in the Legal Education system.

Formal legal education in India came into existence in 1855 when the first professorship of law was established at the government Ephistone College. In the year 1857, legal education was introduced as a subject for teaching in three universities in the presidency towns of Calcutta, Madras and Bombay. Thus, a beginning of the formal legal education was made in the sub-continent. For almost a century from 1857 to 1957, a stereotyped system of teaching compulsory subjects under a straight lecture method and the two year course continued. The need for upgrading legal education has been felt for long. Numerous committees were set up periodically to consider and propose reforms in legal education. The university education commission was set up in 1948-49 and in the year 1949, XIVth Report of the law commission (Setalvad Commission) of India discussed the status of legal education and recognized the need for reform in the system of legal education. It depicted a very dismal picture of legal education. It was only from 1958, that many universities switched over to three year law degree courses. In fact, in 1958, when the law commission voiced its concern there were hardly 43 institutions preparing 20519 students for law examination. After enactment of Advocates Act, 1961, it was noticed that there was a mushroom growth of sub-standard law schools, with hardly any regard to the quality of legal education. Admission to these law schools was easy.

The Karnataka State Law University (KSLU) was established in January, 2009, by the Government of Karnataka under the Karnataka State Law University Act, 2009, with its headquarters at Navanagar, Hubli with an aspiration to provide quality legal education totally socially relevant and accessible to everyone. The KSLU, located in the State of Karnataka, is the single largest federal university in the country having 93 colleges under its umbrella (http://www.kslu.ac.in/affiliated_colleges.php).

The following tables show state-wise Number of Law Colleges and Students Enrolled in India as on May 2012 and also the number of law colleges available in Hyderabad Karnataka region affiliated to Gulbarga University, Kalaburagi.

States of India	Number of Law Colleges	No. of Students Admitted in First Year of Three and Five Year Courses
Andhra Pradesh	51	10920
Assam, Meghalaya, Mizoram, Manipur, Nagaland, Tripura, Sikkim & Arunachal Pradesh	43	6188
Bihar	26	7098
Chhattisgarh	17	3468
Delhi	11	3453
Gujarat	38	14680
Himachal Pradesh	9	1258
Jammu and Kashmir	16	1902
Jharkhand	14	1944
Karnataka	95	15819
Kerala	10	2404
Madhya Pradesh	117	13684
Maharashtra and Goa	117	31369
Odisha	30	5679
Punjab and Haryana	46	7086
Rajasthan	87	11861
Tamil Nadu and Puducherry	14	7640
Uttar Pradesh	177	36228
Uttarakhand	19	2042
West Bengal	29	6320
Total	966	191043

Source: Rajya Sabha Unstarred Question No. 3213, dated on 04.05.2012

Law Colleges in Hyderabad Karnataka

Law Colleges	Year of Establishment
1. Chandrashekhar law college Tq. Yadgir	2006
2. Dakshinibharat HindiPrachar Sabha's law college, Koppal.	2006
3. Dr.B.R.Ambedkar Society's Arundhati law College, Ranganpet, Tq.Shorapur	2008
4. Jashodabai Narayandas Raghunathdas Ladda law College, Udgi Road, Sedam,	2006
5. Jawahar law College, Yadgir	2001
6. R.V.Bidap law College,Bidar.	1975
7. Seth Chunilal Amarchand Bohra Law College, RAICHUR	1974
8. Seth Shankarlal Lahoti Law College, Aiwan-e-Shahi Road, Kalaburagi	1967
9. Sri Mahadevappa Gaddagi Law College, Naubad, Bhalki Road, BIDAR	2000
10. Siddartha Law College, Kalaburagi	1981
11. Smt. Indira Priyadarshini Law College, Harallaya Chowk, Tripuranth, BASAVA-KALAYAN	2006
12. Sri Mata Law College, Hospet, Dist. Bellary	2006
13. Vunki Sannarudrappa Law College, Kappagal Road, Gandhinagar, BELLARY	1975
14. Karnataka Law College, Sharana Nagar, Kalaburagi	2008
15. Vijnaneshwara Govt Law College, Martur, Kalaburagi	2009

Source: <http://www.gulbargauniversity.kar.nic.in/Law.html>

1.3 LITERATURE REVIEW

The information needs and information seeking behaviour of users are vital for developing library collections, services and facilities to meet their information needs effectively. The purpose of this study is to identify the information channels used by the Central Law College, Salem faculty members, information sources preferred by them, methods employed for getting the needed information and their library use pattern. A questionnaire was distributed to 64 law faculty members and 56 filled in questionnaires were returned, giving an overall response rate of 87.5 percent. It was found that respondents used various sources for acquiring the needed information. Books were ranked as the most important source for teaching and research purposes, followed by law reports and statutes. Respondents preferred to first consult their personal collection before resorting to other information providing sources and agencies. On the whole, respondents perceived the Central Law College library collections, services and facilities as adequate to meet their information needs effectively (Thanuskodi, 2010)

The fair use doctrine allows the use of copyrighted works without the permission of the copyright owner. Fair use is a legal concept, and the test for determining if a use is fair is contained in the Copyright Act of 1976. But fair use is also an ethical concept because it involves a determination of when it is fair to use someone's property. This article discusses the librarians' legal obligation of fair use and the librarians' ethical obligation of fair use and the similarities and differences between them, concluding that the librarians' ethical obligation may be greater than their legal obligation. The study suggests principles which librarians can advocate for in copyright policies to implement the ethics of fair use (Rebecca R Pressman, 2008)

This study examines the attitudes of two law university library users towards the use of OPAC/Web OPAC and located in Andhra Pradesh. The sample population was chosen by using the convenience sample method. The investigators distributed 200 sample instruments to members of the teaching staff, research scholars, LLM students and LLB students and received 123 filled-in usable questionnaires making a moderate response rate of 61.5% which was found adequate for the analysis. Major findings of the study include: 15(12.3%) respondents did not use OPAC/Web OPAC. 62(50%) of the respondents were using OPAC/Web OPAC not very much and 51(41.8%) respondents stated that their use of the OPAC/Web OPAC was not guided by library OPAC/Web OPAC. The analysis found that respondents have positive attitudes about the use of OPAC/Web OPAC service and facility. (Devendra; and Khaiser Nikam)

This study by Sarah Batts discusses findings from a dissertation research project investigating LPC and BVC students' use of resources in supporting their legal research. Although there are many similarities between the two cohorts in the tasks they find difficult, or their use of a virtual learning environment, there are also key differences in the sources of help they would turn to first to look for answers to problems. This understanding of the different emphasis that students place on different resources provokes a number of questions which, if addressed, could help promote a positive library experience for students. (Sara Batts, 2007)

The study focuses on the protection of library users' personal registration and circulation records, and establishing a safe atmosphere for intellectual freedom. The library not only provides

resources and references for its users, but also has the responsibility to let users know their rights in using libraries, resources and protecting their rights. This paper summarizes the basic contents of state laws in the United States about the right of privacy, introduces the concepts of public records and personal records which includes library user records, and the exceptions and penalties related to the issue, in order to give readers a first look at U.S. laws on protecting the privacy of library users. (Lisa Zhao, 2008)

1.4 Law Resources to support Academics and Research Activities

Some of the important and useful law resources for the benefit of students and faculty in law are listed below.

- **Manupatra** - single point source of accessing diverse Indian Legal and Business information that helps users make critical decisions. A digital resource such as manupatra is an ideal solution, which takes no rack space to store, is not machine specific and thus can be used from anywhere, the search interfaces facilitate your research and get you the requisite documents in matter of minutes.
- Indian Law accessible @ <http://www.indlaw.com/> - a guide to Indian law literature comprising of judgments, statutes, notifications and reports
- Online databases like WESTLAW, JSTOR, KLUWERONLINE, SPRINGERLINK, LEXIS-NEXIS, JSTOR, HEINONLINE, KLUWER-ARBITRATION, etc. which contain enormous resources like International Case Reporters, Statutes, and Articles from Law Reviews, constituting an invaluable resources to the law community.
- SCC Online - India's premier legal database.
Access complete coverage of the Supreme Court, all High Courts, Tribunals and Commissions, Statutory Material and many foreign jurisdictions and International material. (<http://www.sconline.com/>)
- **Taxmann Online**: provides case laws on direct taxes, indirect taxes and company laws. It extends its coverage to acts, rules, forms, regulations, and circulars about tax law and company laws
- **Lexis India**: Lexis India is an extension database of LexisNexis for facilitating Indian Legal Information. Lexis India Provides Case Laws of Supreme Court of India and High Courts of respective states, Central Governmental Legislation, more than 60 Indian Legal commentaries on various law disciplines, Forms and precedents,

1.5 CONCLUSION

Today most of the libraries have at least some opportunity to experience the use of the digitization of information. Users can access to large amount of full-text resources which reside outside the walls of the library, being delivered via a common transmission vehicle and users interface. Seamless use of information wide range of coverage availability of required sources as a bundle are some of the specific futures which gives an edge to the online information sources and therefore expected to attract greater attention to the librarians and users the presents study will identify available legal information resources for academic law libraries in India also the excess to online resources by the libraries of Indian academic law institution.

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