

DIRECTORY OF LAW COLLEGES AND LAW TEACHERS IN INDIA. [Bombay,  
N.H. Tripathi Private Ltd. 1962. pp. 120 + 42. Rs. 7.50.]

The absence of authoritative information on institutions of legal education in India will make this volume a welcome addition to any library. The work was undertaken by the Indian Law Institute at the request of the Indian Law Teachers' Association.

The book is divided into two sections. The main part gives under each state which is listed alphabetically, its University and affiliated colleges followed by information regarding the organisation of the law faculties the law degrees, syllabus, examinations, statistics of the teaching staff, student numbers, library facilities, etc. The second part is a listing, also alphabetical, of the law teachers concerned. The authors expressly avoid claims to exhaustiveness.

Some 32 institutions of legal education are covered (including the Institute) ranging from three of the older Universities of Bombay, Calcutta and Madras all of which were founded in 1857, to the Universities of Bhagalpur and Ranchi founded as recently as 1960.

This current establishment of law schools point to a need for legal education in India. It is also evident that it is difficult to enrol law students of high calibre. In Osmania University, *e.g.*, "for LL.B. every candidate who applies for admission is generally admitted." Candidates are more often than not permitted to study for other degree courses and to take full employment while studying for the full time LL.B. Although there is this obvious need for legal education, there does not seem to be any financial backing given. It is not uncommon to find Universities functioning like the Patna University in two shifts — first from 7 a.m. to 9.30 a.m. and the second from 4.30 p.m. to 7.45 p.m.

India having inherited the British tradition of legal training, the organisation of the faculties, the course of studies, examinations, etc. do not differ radically from that of other common law countries.

The importance of library facilities seems to be recognised, at least by the framers of the questionnaires sent out. But the majority of the Universities are

very poorly equipped in this respect, and it is quite startling to be informed that, *e.g.* the Agra College founded in 1823 and catering for 350 students and six members of staff, has a library collection of 1,500 law books and receives one legal periodical!

The second part which comprises a listing of the law teachers, gives under each name short biographical data, including experience and publications, if any. What seems to stand out here is the preponderance of part-time teachers. This listing however would have served its purposes better if the names had also been mentioned in the first part, as it would be helpful to know at a glance the names comprising the teaching staff of each institution.

The book, it is hoped, will succeed in its objective to serve as "an eye opener to many Indian State governments as to the state of affairs in legal education" and that it will attain for Indian legal education a greater measure of financial assistance and interest from the authorities responsible.

E. SRINIVASAGAM.