# Chapter I

## Introduction

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Chapter I

INTRODUCTION

1.1 Introduction

Education is the movement from darkness to light. It aids the transmission of societal civilization. Education in Law enables the citizens learning their rights and duties. Since, the law is an enterprise which rules the people from cradle to the grave, Legal Education is important for every responsible citizen of a free nation. In a democratic country like India, where the rule of law prevails, Legal Education is *sine qua non* for everyone.

Research is an art of scientific investigation and systematic search for pertinent information on a specific topic. Since pursuing research is movement from the known to the unknown, it is actually a voyage of discovery. Here, the researcher presents a report of his said journey.

In this research study the researcher examines the national policy on the legal education and investigates the actual practices prevailing at the institutes of legal education in the existing legal frame in India.

This report in the form of thesis contains eight chapters. In the first chapter, there is a narration about the background and the rationale of the study, aims and objectives as well as the significance of the study are stated. It contains an outline of the survey of literature made for the purpose of the present study. The chapter also introduces a statement of the research problem and discusses the research design and methodology adopted in the study. The scope of the present study is demarked and finally its organizational structure is outlined at the end.
1.2 Background of the Study

Apart from the traditional function of the state: law, justice and order, a welfare state has a much expanded role ensuring its citizen public utilities like road, power, water supply, etc. along-with the merit goods such as education and health services, those have positive externalities. Most of these services have been traditionally provided through in-house facilities of governments financed and managed directly by them. The Public Private Partnership, on the other hand, is an approach under which services are delivered by the private sector, while the responsibility for providing the service rests with the government. This arrangement requires the government to either enter into ‘contract’ with the private partner or pay for the services (reimburse) rendered by the private sector.

Despite its status as the world’s fourth largest (and second fastest growing) economy, India continues to experience significant gaps in the supply of social and economic infrastructure and services including education. Rapidly growing economy, increased industrial activity, burgeoning population pressure and all-round economic and social development have led to greater demand for better quality and coverage of education along-with other infrastructure.

As against the various drawbacks of the privatization of the education, a Public Private Partnership in the field of education has a great potential. The Public Private Partnership (PPP, in brief) enables the flow of private funds and resources into public infrastructure and services through the contractual relationship between a public body (the conceding state authority) and a private organization or a company (the concessionaire).

The public-private partnership model has emerged as the favoured model of project execution in India, especially in infrastructure, health and education. The developing world’s experience with privatization of public services, natural monopolies and natural resources has been dismal, and India is no exception. There is increasing evidence to show that privatization of public services has led to the exclusion of the
poor and has had severe ramifications on issues in equity and access. In India, at the
turn of this century, this was exhibited in the form of public-private partnerships in
various sectors including services such as, health, water-supply, public welfare and
education. Public Private Partnerships (PPPs) is an effective tool for bringing
private sector efficiencies into full play in the process of creating economic and
social infrastructure assets as well as for the delivery of quality public services.

1.3 Rationale of the Study

‘The Public Private Partnership is a mode of implementing government
programs/scheme in partnership with the private sector participation in financing,
designing, construction, operation and maintenance of public sector program and
projects.’ The characteristic features of the Public Private Partnership include, co-
operative and contractual relationship, sharing of responsibilities, methods of
procurement, risk transfer and flexibility of the ownership. Thus, the Public Private
Partnership operates at the boundary of the public and private sectors, being neither
nationalized nor privatized. Politically the Public Private Partnership represents the
third way in which government delivers some public services in conjunction with
private sector.

Law is one of the most faithful mirrors reflecting the fundamental social, economic
and political values, at a particular period\(^1\). Since, a law is an instrument for social
change and economic progress, lawyers and jurist have an added role of social
engineers. This requires a generation of astounding lawyers and visionary judges,
trained by brilliant academician and awe-inspiring jurist. All these group of people
requires virtuous institutes imparting a legal education in an all-encompassing
environment of legal system. Legal education is perceived de-facto combination of
liberal and professional. However, most of legal education systems across the world

\(^1\) Sharma, S.S., Legal Aid to the Poor : The Law and Indian Legal System, Deep & Deep Publications,
New Delhi, 1993.

have failed in training students for legal profession and producing liberalizing effect in law graduates².

There have been several attempts in different time period, to reform the legal education system in India. However, any of such reforming measure has not yield a satisfactory result. Moreover, a fraction of legal education has always remained negligible in the higher education system of India. Students’ enrollment at UG level is just 0.95% at national level compared to other professional courses i.e. Engineering 16.34 % and Medical Science 2.87 %³. Thus, the legal education in India suffers ailment in both quality and quantity. The public expenditure on education by the government in 2012-13 was 4.29 % of GDP, out of which only 0.89 % was been spent for University and Higher Education. Further, with the least fraction of legal education among all branches of higher education, the government share on legal education has always remained meager. This necessitates the exploration of other financial sources, if not to modernize legal education but its maintenance at-least.

1.4 Aims and Objectives of the Study

The present research study is designed to meet the following aims.

1. To ascertain the rationale for the PPP in legal education.

2. To develop a best practice framework to implementing PPP in legal education system of India by looking at International experience.

3. To suggest a Robust legal frame work for restructuring legal education for global India.


Moreover, the purpose of the study is twofold, which are targeted as,

(i) Through an extensive literature review, to develop a theoretically grounded model that may enable the evaluation of the suitable PPP model for legal education in India.

(ii) Based on empirical results, to develop normative legal policy guidelines for the reform and revitalization of in legal education through the Public Private Partnership model.

In order to fructify the above purposes of the study and attainment of the aforesaid research aims, following objectives are identified to realize the same.

‡ To explore the concept of PPP and the use of PPP in education in education sector.
‡ To assess the scenario of legal education system prevailing in India.
‡ To examine the existing government policy in higher education in general and legal education in particular.
‡ To investigate the suitable PPP model as a tool to reform legal education in India

1.5 Significance of the Study

“The entire future of the legal profession depends on ultimate product of these Law Colleges”

Above is an opinion expressed by the Supreme Court of India in Bar Council of India v Bonnie FOI Law College & Ors4. while, hearing a matter relating to the affiliation of a

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4 S.L.P. (C) No. 22337 of 2008. The Supreme Court of India.
law college with the Bar Council of India. The Supreme Court of India has sought to address an issue of enormous contemporary importance: the inspection, recognition and accreditation of law colleges by the Bar Council of India. Through its vide order, the Apex Court noted with concern the diminishing standards of professional legal education provided at various Law Colleges across the country, and, in particular, identified the quality and standard of infrastructure, library and faculty as core areas that need to be redressed, along with the pay and remuneration offered to the faculty members by Law Colleges.

Also, the National Knowledge Commission (NKC) in its report submitted to the Prime Minister of India has shown concern about legal education as an important constituent of the professional education. The Report crucially notes that the “...vision of legal education is to provide justice-oriented education essential to the realization of values enshrined in the Constitution of India...” It is further recommended by NKC that the Central and State ministries may be urged to endow chairs on specialized branches of law. State financing can be complemented with endowments from the private sector, including synergistic arrangements such as appropriate public private partnerships. Incentives such as tax holidays for donations above a high minimum threshold by the corporate sector may be considered. Institutions should be given the autonomy to evolve their own innovative methods of financing to maximize infrastructure and resource utilization. The NKC also suggested a governance structure for legal education system so as to infuse the concept of Public Private Partnership in the field of legal education in India.

A three member committee has observed from the various suggestion received by it, that, the paramount concern expressed by the legal luminaries is that of lack of funding in an area as important as legal education. The responses have noted that

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5 Final Report, Three Member Committee on Reform of Legal Education, pursuant to order of the Supreme Court dated June 29, 2009 under the aforesaid case and Bar Council of India’s resolution dated October 24, 2009, to the effect approving the constitution of the said committee.

6 The National Knowledge Commission was constituted by the Government of India, in 2006, under the Chairmanship of Dr. Sam Pitroda, a renowned entrepreneur and policymaker. The NKC has formed a working group of jurist, judges, academician and law professions, to discharge it’s function on Legal Education.

7 ibid

lack of an active culture of financial support for development of legal education in the country has tremendous adverse impact on the infrastructural and research capabilities of the legal education system. In particular, lack of funds has led to underpaid faculties in numerous law colleges across the country and has also acted as a deterrent for many aspiring law teachers from actively pursuing the academic life.

The Apex court in *State of Maharashtra v Manughai Pragaji Vashi*\(^8\) has observed that,

> “The need for a continuing and well recognized legal education is absolutely essential reckoning the new trends in the world order, to meet the ever growing challenges. The legal education should be able to meet the ever growing demands of the society and should be thoroughly equipped to cater to complexities of the different situations. ........

..........The area of ‘deficiency’ should be located and correctives should be affected with cooperation of competent person before the matter gets beyond control. Needless to say that repeated and competent academics should be taken into confidence and their services availed of, to set right matters.”

All of the above observations made either by the judiciary or the commissions indicate the deficiency on the part of existing system and suggest need for the alternate mode of finance and management for the restructuring of legal education system in India.

The present study is focused to riposte the concerns raised by these authorities and various other stakeholders regarding the status of legal education in India. The study also aims to suggest most suitable model of public private partnership in the field of education, which have been popularly implemented in different parts of the world, giving rise to a new dimension in the area of the provision of educational services.

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* (1995) 5 SCC 730

1.6 Nature of the Study

A notion of Public Private Partnership itself is multidimensional in character. Being a novel mode of governance, it influences different branches of knowledge and scholarship. Study of PPP across the world has brought new dimensions into the economic theory, management practices, finance structure, raising venture capital, administrative principles, etc. On the other hand, an adoption of PPP in several fields has manifested significant societal changes through the social inclusion of marginalized people, equal opportunity for all, social accountability, equity and justice as well as a just apportionment of resources among citizens.

Therefore, the present study though emphasizes on the legal policy, touches various discipline of the knowledge. An innovative model proposed for the Public Private Partnership in the legal education is an outcome of the workable hybridization of various legal policies such as National Education Policy, Policy on Higher Education, National Litigation Policy, PPP policy for infrastructure, state policy regarding the delivery of services, etc. Though the suggestions, recommendations and proposal of model are regarding the legal policies at the state and center, they contain elements of management, finance, economics and administrative theories. Hence, the nature of the present study under the faculty of law is bit interdisciplinary due to its contents and essence.

1.7 Survey of Literature

An actual research study was initiated with the survey of the literature. Since, the whole study is a blend of doctrinal and an empirical, a separate endeavor required for each part of the study. Further a doctrinal part includes two distinctive facets, Public Private Partnership and legal education. Hence, the literatures are explored mainly with two key words, i.e. Public Private Partnership and legal education. However, during survey some more ancillary topic came across the study and their
relevance were also studied with the main topic of the research. Literature in connection with these two words is reviewed from various sources. The secondary source material in the nature of text book, reference book, commentaries, scholarly articles, research papers in reputed journals, reports published by various governments, etc. are referred.

Through the literature various definitions of the Public Private Partnership made in different context in India and abroad, were studied. The comparative analysis was made to arrive at the general most definition of the Public Private Partnership. The umbrella definition was constructed covering all the features of the Public Private Partnership across the world. The concept of Public Private Partnership is scrutinized at different angles of theories, viz. economic, finance, governance, management and the requirement of relevant legal provision for each of these are identified. In order to cognize the international practices of Public Private Partnership, the research reports published by international agencies like, World Bank, UNICEF, Asian Development Bank, etc. are studied in depth. All of these observations are reported in second chapter of the thesis. Especially a role of Public Private Partnership in the field of education is studied and reported in third chapter before the evaluation of the present practice across the nations.

Likewise, a detailed literature is been perused for the assessment of the legal education in the world and particularly in India. Since the historic development to the British era and post-independence development of legal education across the nation is assessed. Reports of various commissions regarding legal education, judicial administration, higher education, etc. are appraised. The judgments passed by the Hon’ble Supreme Court and various High Courts, regarding legal education, legal service and legal profession are examined and their ratio is estimated. Various policy papers and deliberations of the Bar Council of India as well as University Grant Commission are gauged to identify the reason for the tragic condition of the legal education in India.
Furthermore, the remaining part of this study is of empirical nature, which too is carried out through the triangulation method\(^9\). Therefore, a separate set of literature are reviewed and analysis is performed. The primary as well as secondary data are gathered for the research design including the determination of sample size, identification of stakeholders, etc. Statistical package and questionnaire design are learned through the literature survey and preparation are made for the data analysis statistically.

The websites of various departments and legal institutions of different countries, online journals, books, news lines, etc. have been referred according to the requirement of the study. All of these have been duly cited at the relevant places wherever their contents have been mentioned in this thesis.

1.8 Statement of the Research Problem

Legal education is quite significant in the democratic country like India, where the rule of law is the driving force of the government. It is *sine qua non* for the development of rule of law and a sustainable democratic order. The legal education helps in bringing and establishing socio-economic justice among the people. It is true to say that legal education is the heart and the very soul of the society for administering Rule of Law in a democratic country.

However, the status of legal education in India is pitiable. Despite of thousands of law colleges and number of National Law School the present system and infrastructure are not adequate to cater the need of the nation. The state has its own limitation regarding the financial resources for the higher education in general and legal education in particular. The Public Private Partnership can be a resort for the betterment of legal education in India, if implemented properly. Public Private Partnership does not mean reduced responsibility and accountability of the

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\(^9\) A triangulation method is defined as the use of multiple methods mainly qualitative and quantitative methods in studying the same phenomenon for the purpose of increasing study credibility.
government. Under the Public Private Partnership format, the role of the government gets modified as one of the facilitator and enabler, while the private partner plays the role of financier, builder and operator of the service/facility. Public Private Partnership aims to combine the skill, expertise and experience of both the public and private sectors to deliver higher standard of services to citizens.

The Public Private Partnership contracts are long term in nature, typically extended over a 15-30 year period. This helps to establish productive and lasting relation between the public and private sectors, but at the same time, it needs an assessment of strengths and weakness of such relationship. The structure of Public Private Partnership, which may be drawn up through a single contract cannot be applied to ‘one jacket fits to all’ formula, hence, there has to be a tailor made legal instrument with flexibility either to neglect or override the prevailing legal framework of the country.

Despite the growing interest and adoption of Public Private Partnership in various fields except education, they have been facing criticism from civil society, organizations, public interest groups, media and other stakeholders. Some have raised concern about the role of the private sector in public services. These need to be addressed through the proper research so that Public Private Partnership model can be implemented successfully in the field of education, especially legal education.

1.8.1 Research Questions

The aforesaid discussion leads to following set of questions ought to be addressed as a prerequisite for this study.

(i) What are various types of PPP models in the education sector, across the world?

(ii) How PPP has influenced education in performance, governance, efficiency and the quality of an outcome?

(iii) Examination of the government policy on higher education and legal education in particular.

What is an assessment about the present status of legal education Institutes in India?

What are the legal impediments, socio-political constraints and organizational hurdles in the process of reform in legal education in India?

Identification of the most suitable PPP model in education which may be adopted for the restructuring of legal education in India.

1.8.2 Propositions of the Study

Followings are the propositions made before the present study.

† PPP has performed well and yield better outcome in the primary education in India.
† A status of legal education in India is deplorable and requires rejuvenate.
† The present policy has futile in maintaining standards of legal education.

These set of propositions lead to the formulation of a hypothesis for the study.

1.8.3 Hypothesis

Hypothesis is a proposition, condition or principle which is assumed, perhaps without belief, in order to draw out its logical consequences and by this method to test its accord with facts which are known or may be defined.  

Hypothesis provides direction to research. It directs a researcher to identify the procedure and methods to be followed in solving the problem. The hypothesis is forward looking. It may either be a statement of relationship or specification of functions. The formulation of the hypothesis requires a prior knowledge of the

10 Webster's New International Dictionary.

phenomenon. Hence, in connection with the research questions and propositions stated in the earlier sub-section, the hypothesis of the study is formulated as,

“The government policy on legal education is not sufficient for the implementation of Public Private Partnership in legal education.”

At the initial stage, a hypothesis is in the nature of a guess, a hunch, an imagination or an assumption. It is only when the study is carried out and the information and data are analysed and evaluated that the researcher will know whether the hypothesis has been accepted or rejected.12

Since, a hypothesis is a tentative statement which expresses the nature of relationship between two or more variables usually in the form of cause-effect relationship and there are several such parameters in the present study, the sub-hypotheses are formed.

In a present study a data collected from an empirical study is classified according to profession and institutional affiliation of stakeholders. Also, the assessment of legal educational institutes is quantified on the basis of nine critical parameters. Therefore, class wise two sub-hypothesis have been formulated for each of these parameters and individually tested through the statistical analysis. Thereafter on the basis of the inference derived from the results of sub-hypothesis tests, a collective corollary interpretation is made about the main hypothesis.

Since, a hypothesis is an assertion of a casual association between two properties; and a legal research does not necessarily deal with relationship between two or more variables. Hence, unlike a social research any of such relationships in legal research, may be tested with the help of hypotheses formulated in the form of definite and testable statements. However, a specific statement in question forms an essential component of legal research, which often take place of hypothesis.

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1.9 Research Design and Methodology

Epistemology is a theory of knowledge, without considering which, a researcher can theorize about what he thinks he has established but would have difficulty in demonstrating the validity of his claims.

A research can be defined as a set of activities for an advancement of knowledge. In order to justify the truth to be believed as knowledge, a sound research should be designed in such a way through constant reasoning. While setting up a research it is quite essential to determine the research paradigm, i.e. the researcher’s view to examine the reality. These epistemology and research paradigm assist in deciding the research methodology.

Research methodology is a way to systematically solve the research problem. It is a science of studying how research is done. Quite often methodology and methods are treated as synonyms. Nevertheless, the methodology is broader and envelops method. Research methodology includes the study of the various steps adopted by the researcher while studying his research problem along-with the logic behind them. Hence, it requires understanding about the socio-organizational context, philosophical assumptions, ethical principles and political issues connected with the research problem. On the other hand, method are set of specific techniques for selecting cases or sample, data collection or observation, refining and analyzing data and reporting the outcome of research.

1.9.1 Research approach

The present research study is a blend of doctrinal and empirical in nature. Hence, mixed research method is been adopted. The doctrinal preposition of the study is made by a systematic approach to examine the options developed in the selected research method. Due to the complex nature of the problem, a multiple approach

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was taken to address the problem from different angle. Each of the ancillary questions of research problem is approached separately through the appropriate research method.

Since, three of the research question are based on doctrinal study, an appropriate research method of literature survey and documentary analysis where used to formulate for the modeling of PPP in education.

While for fourth and fifth questions, an empirical study is made. The empirical research relies on experience or observation, without due regard for system and theory. It is a data based research, coming up with conclusions which are capable of being verified by observation or experiment. In such a research, it is necessary to get facts firsthand, at their source and actively to go about doing certain things to stimulate the production of desired information. Further, the approach for this empirical research may either be quantitative and qualitative. Quantitative research is based on the quantitative measurements of some characteristics, which can be expressed in terms of quantities. On the other hand a qualitative research is concerned with the qualitative phenomenon that relates or involves quality or the kind of variables of the study. These approaches differ in analysis and reporting also. A qualitative data are explained in a descriptive manner, which include the results of surveys or the fact-finding enquiries of various kinds. The purpose of this approach is to provide merely the description of the state of affairs as it exists at the time investigation. While quantitative data are reported through the statistical analysis for the critical evaluation of the fact prevailing in the universe. The researcher, first provide himself with a working hypothesis or guess as to the problem results and then works to get enough data (facts) to accept or reject his hypothesis.

Wherever, a proof is sough that certain variables affect other variables in some way, the empirical research is most appropriate. Evidences gathered through the empirical studies are considered to be most powerful support possible for testing a given hypothesis.

The empirical research in the present study involved both descriptive and analytical approach through the qualitative and quantitative data. The data was collected

Chapter 1 Introduction

through number of structured questionnaires and interviews of expert academician, professionals, jurist, bureaucrats as well as the officials from the corporate houses. A collection and analysis of such data provided assistance in determination of the status of various issues identified in the study and solutions thereto. Specific details on the analytical research methods employed and the corresponding demarcation of research samples are presented in respective chapter number V and VI of this thesis.

1.9.2 Research Design

It is perceived that the research problem of the present study ontologically belongs to nominalism reality. Nonetheless, the method employed to solve the problem was based on objectivist epistemology. Hence both positivism and interpretivism approaches are considered. This kind of combination is called pragmatic paradigm, which utilizes the mixture of qualitative and quantitative technique. Such a mixed method studies are popularly known as triangulation. A triangulation method is defined as the use of multiple methods mainly qualitative and quantitative methods in studying the same phenomenon for the purpose of increasing study credibility. This implies that triangulation is the combination of two or more methodological approaches, theoretical perspectives, data sources, investigators and analysis methods to study the same phenomenon. Further, there are several classifications for triangulation, viz. the one includes; methodological triangulation, investigator triangulation, theoretical triangulation, analysis triangulation and data triangulation. While the other classification is based on the strategy regarding steps of research method, i.e. sequential explanatory strategy, sequential exploratory strategy,

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14 In recent years, the use of qualitative and quantitative methods in studying the same phenomenon has received significant attention among scholars and researchers. Since, it has vital strengths and encourages productive research with unique results.....as observed in Hussein, Ashatu, *The use of Triangulation in Social Science Research: Can qualitative and quantitative methods be combined?* Journal of Comparative Social Work 2009/1

sequential transformative strategy, Concurrent triangulation strategy, Concurrent nested strategy and Concurrent transformative strategy\textsuperscript{16}.

In the present study concurrent triangular strategy is been adopted. Following is the schematic diagram indicating the process steps of concurrent triangular strategy\textsuperscript{17}.

The reasons for selecting Concurrent Triangulation strategy are as follows,

(i) There are two concurrent data collection phases.

(ii) Priority for both phases are equal, however, can be given to either approach.

(iii) Data can be integrated either during interpretation phase or during analysis.


\textsuperscript{17} ibid
(iv) The process of confirmation, corroboration or cross-validation can primarily be done within a single study.

(v) Takes shorter data collection time compared to sequential methods.

However, this strategy requires a great deal of expertise and effort to study the phenomenon under consideration using two different methods. It may be difficult to compare two types of data as well as resolve discrepancies if they arise. Except these, Triangulation is possible and a good way to reap the benefits of both qualitative and quantitative methods.

The following chart provides a sequence of the events for the research followed by the researcher.

![Schematic diagram of Research Methodology](image)

**Figure 1.2**: Schematic diagram of Research Methodology
Simultaneously a literature survey and opinions about legal education academic experts and professionals were collected for the identification of suitable PPP model applicable to legal education.

This mixed method of triangulation provides a logical and manageable framework that guides the researcher from the initial activities design to identify gaps in the extant literature, through the development of the research instrument to the collection of data and subsequent analysis and evaluation in order to support or refute the hypothesis.

From the result obtained by the statistical analysis of empirical data on one hand and conceptualization of PPP models in education sector on the other hand, final conclusion have been derived and narrated with the suggestions.

1.10 Scope of the Study

The scope of the study is limited in order to allow the undertaken study completed within reasonable time and budget constraints. Since, the Public Private Partnership is very wide and broad concept, it has various dimensions. The researchers across the world have studied PPP with reference to economics, finance, management, governance, etc. Further the multiple models of PPP have been formulated in each of the diverged area of infrastructure and services. Within PPP models for services a variety of models are in process in the field of the educational services. Hence, a limited number of PPP models have been studied to suit for legal education (higher education, in broader sense) in India, within its cultural and political environment besides geographical constraints. Thus, the present study is limited to the PPP approach in the field of education service.

The present study is focused on legal education institutes in the state of Gujarat. Since, the purpose of the study evaluate the private participation in the field of education, and legal education, in particular, the emphasis is made on the
conventional practice of the grant-in-aid model or an institutions, established by the private bodies.

Moreover, the present study is suggestive to the policy makers and practitioners of the legal system. Nevertheless, even a simple idea or suggestion, extremely important, quite often does not find favour due to a number of reasons.

Further, the present study is focused to the institutes of legal education only, the conclusions and suggestions entails modifications to suit the local requirements as well as the state policy on higher education.

1.11 Structure of the Thesis

The thesis is structured into eight chapters. The first chapter provides an introduction of the present study. Second, third and fourth chapters are based on the doctrinal study regarding the understanding of Public Private Partnership, relevance of PPP in the field of education and the scenario of legal education in India. The next two chapters are based on empirical study of the research problem. Seventh chapter describes the findings and results of the study. Conclusions from the present study are enumerated in the eighth chapter along with the recommendations and suggestions. The crux of each chapter is as follows,

Chapter I: Introduction

This chapter begins with the details of the background of the study. The aim and objectives of the research are enumerated. The rationale and significance of the study are elaborated. The chapter also introduces a statement of the research problem along-with the research questions, propositions and formulation of the main hypothesis. Thereafter research design and methodology adopted in the study is explained. A scope of the present study is demarked and finally the organizational structure of this thesis is outlined at the end.
Chapter II : Review of the Concept of Public Private Partnership

The concept of the Public Private Partnership is explained in this chapter. After an introduction, it begins with the historical development of the Public Private Partnership in India and abroad. The meaning of the Public Private Partnership as evolved from the various definitions of the PPP given in different literature as well as statute and legislation is derived. The characteristic features and the various types of the Public Private Partnership based upon different forms of the service are classified to determine the most appropriate model.

Chapter III : Role of the Public Private Partnership in Education Sector

This third chapter is regarding the study of the successful models of Public Private Partnership in the field of education. The present role of Public Private Partnership is examined. The various models of Public Private Partnership based on the nature of contract are studied in the light of prevailing education policy. The observations from the Public Private Partnership existing in various countries are marked for the comparative study. The experiments made by the state of Gujarat in the field of medical and technical education along-with the PPP policy adopted for the same is studied. The experiences from the present practices of Public Private Partnership in India are discussed evaluated.

Chapter IV : Scenario of Legal Education in India

This chapter of the thesis examines the present status of legal education in India. Along with the historical development of legal education, various attempts for the reformation of legal education in India are critically analysed. The present policy of legal education in India is evaluated with the multiple role of BCI, UGC, state higher education department and the private management bodies. Further the challenges of legal education at global and local level are discussed to identify the scope for the revamping the same. The chapter is summarized with the different nature and forms of legal education for the knowledge based society.
Chapter V: Empirical Study of Legal Education Institutions

This chapter reports the findings of empirical investigation about the status of legal education institutes. It narrates the preparation made for the empirical study, determination of sample size, selection of the sample, method of data collection. The statistical analysis of the data is described with results in tabular as well as in graphical form.

Chapter VI: Exploring Stakeholders’ Perception on Legal Education Institutes

This chapter includes the results from the empirical study made to explore the stakeholders’ perception about Legal Education Institute. Approach of the study is described with the explanation for the selection of parameters, sample for the survey and method of data collection. Statistical test for the homogeneity of data is discussed. Thereafter, the statistical analysis for each of the nine critical parameters designed for the evaluative assessment of legal education institutes is made. Various sub-hypotheses formulated for making inferences are tested and results are discussed. Finally, a concluding inference is made about the status of legal education institute.

Chapter VII: Discussion and Framework Construction

In this chapter, precipitated outcomes of both the doctrinal research discussed in second to fourth chapter as well as empirical results and their analysis discussed in fifth and sixth chapter are discussed. Detail finings mentioned in the chapter includes answer to the problem and logical reasoning to mitigate problems. A versatile legal frame-work is proposed to overcome the present limitations of the system. With the detailed evaluations and elaborations the most suitable model for the Public Private Partnership in the field of legal education is formulated and proposed for implementation.
Chapter VIII : Conclusions and Suggestions

The whole research work and the study are concluded in this final chapter of the thesis. From the findings and observations made in the earlier chapter relevant suggestions are made for the accommodation and the effectiveness implementation of the PPP in legal education. The limitation of the present study is outlined and the directions for the future research in this area are indicated.

In addition to these main contents, this thesis comprises preliminary information in its beginning. The preliminary pages contain, table of contents, list of tables, list of figures, list of abbreviations, list of cases, list of Acts, statutes and rules, statement of original Authorship in addition to the acknowledgement and the certificate from the thesis advisor/guide.

The thesis is appended with several the appendices which include the bibliography and references, copies of questionnaire, sampling details and the list of participant in research, tables of the output of the statistical analysis and their screenshots, etc.

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