

CREATING AN ORGANIZATION TO DELIVER FREE LEGAL AID FOR EFFECTIVE IMPLEMENTATION OF BAR COUNCIL MANDATE

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ABSTRACT

The case talks about how the students of V. M. Salgaocar College of Law have been making a difference to the society by providing free legal aid to the common man in the state of Goa though a total of 37 legal aid cells spread throughout the state. This effort was pioneered by a few visionary faculty of the college who thought that they could contribute to the society by going a step forward and taking the legal aid cell mandated by the supreme court of India to the interiors so as to reach out to those sections of the society which otherwise have no access to legal aid.

KEYWORDS: Legal Aid Cells, Community Service in Legal Field, Motivation, Bar Council Mandate, Delivery of Free Legal Aid

INTRODUCTION

The revised LL.B. curriculum mandated by the Bar Council of India from the year 1997 consisted in addition to the various theoretical subject titles, four practical papers each of 100 marks. Of three practical papers, the fourth practical paper was titled legal aid, legalawareness and public interest Litigation. This being a compulsory component of the curriculum for the LL.B. Course, the College had to devise appropriate method of teaching and evaluation considering that the College had two LL.B. Programs, namely, 1) The LL.B. Three Year Course Program; and 2) the Integrated LL.B. Five Year Course Program. In addition to teaching, the student performance needed to be evaluated for a full 100 marks. This called for an organized system of conducting of the practicals and also continuous and consistent evaluation.

With a strong desire to serve the society dually, by providing free legal assistance to the general public as well as by producing competent and socially sensitive legal professionals, V. M. Salgaocar College of Law started 'V. M. Salgaocar College of Law Legal Aid Society' in 1998.

The Legal Aid Society works towards achieving its stated objectives in a number of diverse ways. The following are the main modes of operation of the Legal Aid Society:

- Working through permanent Free Legal Aid Cells.
- Paralegal services
- Public Interest Litigations
- Other projects
- **Permanent Free Legal Aid Cells:** V. M. Salgaocar College of Law Legal Aid Society has setup 37 permanent Free Legal Aid Cells all over State of Goa. These Cells are setup and housed largely in Panchayat (county)

buildings, schools, churches or temple premises. These premises are selected on the basis of availability and easy accessibility to the public. These Cells are operated by a team of students who make their services available on every Saturday or Sunday for a minimum duration of two hours per week. Any person having any sort of law-related problem can go to the Legal Aid Cells and will be helped by students in securing justice, either by their legal advice or, when required, by a positive action such as meeting the other party, filing application before the concerned government officers, or securing free legal service under the Legal Services Authorities Act.

- **Para Legal Services:** The members of the Legal Aid Society perform a number of Para Legal Aid services to serve the society. These include visiting jails, registration of marriage, births and deaths, obtaining ration cards, and preparing affidavits. Students also assist the public in preparing and filing various documents that are required for obtaining benefits under Welfare Schemes.
- **Public Interest Litigation:** It is extremely gratifying to note that the students of the College have filed successfully 11 Public Interest Litigations before the Mumbai High Court (Panaji Bench) on various issues ranging from the use of helmets to violations of Coastal Regulation Zones. The faculty guides them as to how they should further investigate or research the issue to ascertain whether there is a real situation of injustice where the member of the public could be genuinely interested. Thereafter the students are advised to write to the competent authorities who are obliged under law to remedy the injustice. Then, with all the gathered information, the students themselves, with guidance from members of the profession, file a petition before the High Court. Thereafter, the students themselves argue the case before the Court. Thus, this process enables them to develop sensitivity, social concern, and interest in research and most importantly involves them in providing social justice.
- **Law Reform:** In order to encourage and involve the students of the College in the process of thinking about social justice, every year through the process of a faculty meeting, the College identifies an area or legal issue which needs to be addressed. After deciding on the topic, the task is entrusted to two or three faculty members to divide the topic into different areas and to formulate student teams that will investigate research and study the topic chosen by them. Towards the end of the academic year, the study and findings of the students are presented as a research paper at a State Level Law Seminar. Students are guided by the faculty at every stage.

The first seminar on Personal Laws of Goa resulted in the formation of a Committee by the Government of Goa to formulate suitable legislation to incorporate the existing Portuguese Civil Code, as it exists in the State of Goa. The same Seminar, which was presided by the Vice Chancellor of Goa University, prompted the formation of a Committee to translate a well-known commentary on Portuguese Civil Code by Mr. Cunha Gonsalves.¹

The Seminar on Consumer Protection Law for which the Law Secretary was the Chief Guest, resulted in the setting up of a regular Consumer Forum at the District level, which was earlier operated by a visiting Presiding Officer whose attendance was irregular.

The Seminar on Human Rights of Children, in which many of the NGOs in Goa actively participated, became a

¹Goa was a Portuguese colony and even after its liberation in 1961 when it joined India, the Portuguese Civil Code continues to govern personal laws in the State of Goa. It causes considerable difficulties in administering the Code as it is in Portuguese language. Therefore, the Seminar highlighted the problems of interpreting the Code and strongly recommended for translation of the Code to English.

starting point whereby the Government of Goa enacted a comprehensive law for the benefit of children called the Goa Children's Act, 2003. The concept of a Children's Court in the Act, not only originated at the deliberations but also the drafting of the Act as well as the rules regarding the Children's Court was done by the faculty of this College. The seminar on Human Rights of Women, which was presided over by Mrs. Reena Ray, the then Secretary for Child and Women Welfare, Government of Goa, resulted in a group of students addressing the state officials. Their recommendation regarding the working condition of nurses was accepted by the Government of Goa. The Seminar for academic year 2004–05 was concerning Welfare Schemes and their effectiveness in the State of Goa. The student teams are presently involved in investigating and studying the various welfare measures and their implementation in Goa.

Problem Analysis

As per the curriculum prescribed by Bar Council of India in 1997 for implementation in all institutions of Legal Education throughout India, the Bar Council for the first time incorporated 4 practical compulsory subjects. These subjects were recommended with the objective of importing advocacy skills. One of this paper was Legal Aid, Legal Awareness and Public Interest Litigation. This paper was meant to inculcate values of advocacy and social service in addition to the development of advocacy skills like developing skills of client communication, client counseling, problem analysis and of course the basic skills of application of law to a real life situations.

The Bar Council in its circular did not provide any guideline or teaching objectives for the teaching of these practical papers. As a result of this vacuum each university and for that matter each law college adopted their own method. Leave alone that there was no uniformity but most of the institutions having no genuine interest taught this papers as a mere formality. Some universities even taught them like a theory paper thus the idea of skill development was totally lost in the process.

V. M. Salgaocar College of Law took up this task very seriously and has over the years established 37 permanent legal aid cells in various parts of Goa. The College has received wide recognition for this effort not only in the national circle but also internationally. However, since it dealt with organizing a floating population of students, there were many organizational issues which had to be dealt with from time to time. Year after year various policies and systems were tried some were successful, others were not.

It was at this point of time that Dr. Nagesh Colvalkar, a faculty at this college was asked by the principal to reorganize the functioning of legal aid cells. After studying the whole system for nearly a year, Dr. Nagesh took up the task of reorganizing the functioning of the Legal Aid Cells to which the principal and the faculty gave unconditional support and encouragement.

Dr. Nagesh's first task was to identify the various issues and problems in the effective functioning of these Legal Aid Cells.

The challenges faced by the cells at the time Dr. Nagesh took over were:

- There was no definite geographical demarcation as to which student to join which cell.
- In the group of students there was no proper system so much so in some cells the students were from the same class resulting in closure of the cell once they complete the course and in some cells all the students were fresher's and they were often at a loss to understand what they were expected to do.

- There was no uniformity or commonality in the nature of programs organized by these cells.
- There was a general leadership issue in most of the cells because they were mainly manned by the students themselves and some of the students despite having limited knowledge of Law boldly advised the clients often resulting in incomplete or wrong advise.

After taking over, Dr. Nagesh decided to first understand these major issues in greater depth so that they could be overcome. Having thorough knowledge of the geographical, social and economic territory of Goa, Dr. Nagesh demarcated the areas from where students could join a particular Legal Aid Cell considering the geographical proximity from their place of residence to the cell and other socio economic factor like availability of transport, frequency of bus services on Saturday and Sunday and kind of problem of the local area. This arrangement ensured that the students attended to their Legal Aid Cell as per the Schedule. In order to effectively render legal aid a chart was prepared where-in it was decided that each cell should have amix of student from the different batches i.e. a mix of students comprising of final year students, second year students as well as first year students. This arrangement ensured continuity of the cell. The cell in-charge was usually drawn from the senior students i.e. the final year students, who had been attending the cell during the previous one or two years. This also helped them in understanding the issues better and maintaining a sense of hierarchy in functioning of the cell.

Having done this, it was felt that the time was appropriate to launch a planned action program on a larger scale. Therefore in consultation with the principal and the senior faculty members, every semester a theme was identified and the cells were asked to focus and conduct programs related to the theme. They were also given definite guideline as to how these programs could be conducted. For example the theme taken up was that of R.T.I. Act. In order to create the necessary awareness and thereafter conduct training programs, the concerned faculty himself underwent training program in R.T.I. which was organized by the State Government and was designated as state Trainer by the State information Commission. Having realized that the major issue regarding the R.T.I. was the lack of awareness, the students launched awareness programs at the local village level i.e. at cell level in the form of street plays, and also at schools, colleges etc. In addition to this each cell was also asked to organize the programs of local relevance for the purpose of reordering and for finance management. These programs were divided into major programs and minor programs. This scheme created an organizational system of functioning which was independent of the individual cell members and their interest.

The leadership issue was tackled by two prompt strategies wherein two aspects of this problem were dealt with. One issue was that of inadequacy of leadership quality of cell in charges and the second was relating to lack of appropriate monitoring of the functioning of the cell. To deal with the first issue, the cell in charges and deputy cell in charges were given leadership training week end which mainly dealt with leadership issue and gave the students exposure to the required leadership qualities required. This exercise made them to identify their strong points and deficiencies and helped them overcome these deficiencies through advice from professionals from time to time. Though this solved many major issues related to the skillset, the issue of monitoring was solved by a system of divided responsibilities where in each of the faculty members was entrusted with the definite number of Legal Aid Cells, two to three but not more than four. The faculty members were expected to monitor the attendance and activities on a weekly basis. This greatly improved the student attendance and quality of service rendered to the community.

The following criteria were used to appoint Leaders and Deputy Leaders of Legal Aid Cells:

- Seniority: Generally the senior most member of the cell is appointed as Cell In-charge. Students of Second Year (degree) and 4th Year Honours Course are appointed as In-charges of the cells.
- Place of residence: A student coming from the locality where the cell is based is now appointed as the cell In-charge. This is done so because the person will know the nature of the problems in a much better way. Eg. Siolim Legal Aid Cell. A person from Siolim if he is appointed as incharge will be in a much better position to handle people’s problems and provide solutions to them as he/she will be better acquainted with the issues at hand.

Leadership Hierarchy

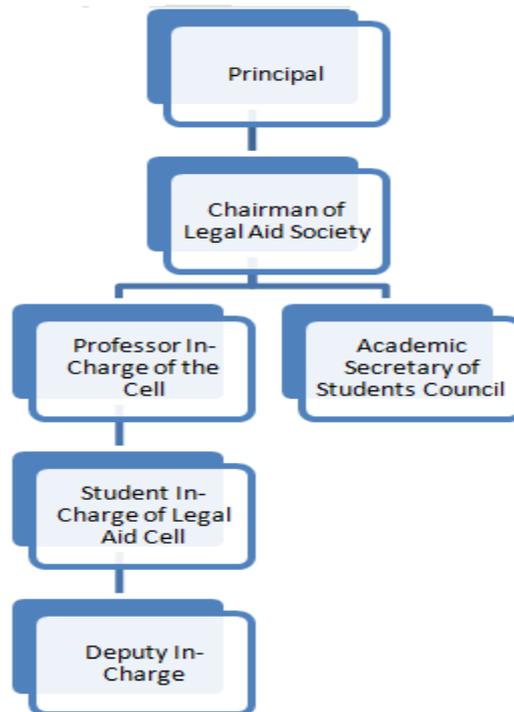


Figure 1

Implementation and Planning – How it Was Actually Done

Establishment

Legal aid cell, to function effectively it is important that they are established in such locations where their services are easily accessible to those who are most in need of such services. Establishment of a legal aid cell in the court premises as is being done by the state legal service authorities often limits its access to poor and illiterate who often think that courts and government offices are in accessible to them. Likewise establishment of legal aid cell within the precincts of a law college will not be conducive its functioning mainly because the poor and the illiterate feel that such premises is a barrier for their easy access. Therefore, such legal aid cells have necessarily to be in the rural or poor area wherein such people do not have any barriers in approaching the legal aid cells. As per the directives, of the Bar Council, law colleges are to be established either at district headquarters or at state headquarters. These locations by their very nature are urban. It is often that legal aid is required mostly in rural areas. Therefore the colleges are required to explore the possibility in those rural and poor areas. The second necessary requirement would be that the venue where the legal aid cells are set up are easily accessible or is a well-known publicly accessed premises. The third issue is that it would not be financially viable for most

of the colleges to establish in such places where the college is made to pay rental or incur any other recurring expenditures. Considering the above two issues, it was found that it would be more suitable if the legal aid cells are set up either in the Panchayats, public clubs, places of worship or schools where the common people do not hesitate to visit. Such an arrangement will call for necessary communication between the college authorities and such institutions or authorities who will provide the facility on a rent free basis on weekends for three hours at a time.

Management

Who will manage these legal aid cells will depend upon the local demographic and geographic situations in which the college functions. If the students attending the college hail from certain geographical area surrounding the college, these Panchayats or schools etc., would come within their local area of residence. But if the students hail from only urban areas or places distant from the college or from other states, then it will be for the college to form groups and allocate certain specified cells to these group of students. If the students hail from surrounding rural areas, it would be most appropriate if the student themselves are asked to form a group then negotiate with the local authorities to identify a suitable location for the purpose of setting up of the cell. Fortunately in Goa, most of the students hail from local interior areas. Therefore it is easy for them to locate the local jurisdictional areas like the Panchayats to function from.

Training Given to Potential Leaders

When students join the college and are studying in the first year and second year of their studies, those students exhibiting leadership skills are given more opportunities to develop their skills. They are invited for talks on leadership skills and group management so as to enable them to hone their skills in a more professional way. Competitions involving team work are organized so as to develop the spirit of team work as in today's world there can't be a one man show. Student leaders are trained not to be dictators but managers of the cells under them. Different members have different views and ideas. A good leader is supposed to manage people with diverse views and incorporate the best views and ideas in the group's overall scheme of things. This is thought to the students through frequent workshops conducted in the college. This has helped improve the functioning of the cells. Efficient leaders and co-operative members have made the cells very successful in dispensing with legal assistance to the needy people and deserving sections of the society.

Functioning

For effective functioning, the College had to devise a method by which the students are able to attend to legal aid without much waste of time, expenditure or inconvenience, the students coming from a particular local area form a group either by selection or by initiative one of them will be designated as cell in charge. The overall responsibility of the functioning of the cell is with the Cell-in-Charge, usually assisted by an Assistant Cell-in-charge who would in the normal course take charge of the cell in the subsequent year.

For the purpose of continuous monitoring, each of the faculty entrusted with a limited number of cells 4 – 7 and designated as the Professor-in charge. The Cell-in-charge is expected to be in continuous communication and consultation with the Professor-in-charge regarding all matters pertaining to the functioning of the cells which includes weekly reporting on the first day of the week as to the activities, Programs, production of cell register for verification of the presence of the members. In addition to this, whenever a case comes before the cell, they are expected to inform the professor in-charge, the facts and other situations so that the Professor could advise them suitably. Any Program that is conducted by the cell is always done in consultation with the Professor-in-charge which includes preparation of detailed

dynamics of the Program including budgeting. The Professor-in-charge also helps in solving human relation issues and interpersonal problems between the cell members. The overall functioning of the cell would necessarily depend upon the leadership qualities of the cell in charge and the co-operation from the members. In order to ensure active participation of the members, the Cell-in-charge has to compulsorily undergo a process of consultation and planning at the beginning of each of the semester regarding the Program that have to be conducted during the semester. After the cell members collectively decide as to the Program that are to be conducted during the semester, the responsibility for conducting the Programs is entrusted to one or two students depending upon the number of Programs and the number of students. Such members are designated as Program-in-charge and it becomes their responsibility to ensure that the Program is conducted successfully by taking initiative and delegating responsibility to all the other members of the cell. The essence of the whole scheme is team working and team building. Ideally, each cell is expected to conduct as much number of Programs as the number of students for each of the semester.

In addition to the Professor-in-charge two faculty members are designated as Coordinators for legal aid activity for the academic year in the beginning of the academic year itself. These two Coordinators coordinate the functioning of the entire cell in the conducting of Programs, approval of budget, and approval of expenditures and so on. For every academic year, sometimes for each of the semesters, the College adopts themes. For example during the first part of the academic year 2006-07, the theme was the implementation of the welfare schemes of the Government. Though the implementation of the welfare measure schemes continued to the subsequent semesters, the theme adopted for the second half of 2006-07 was Right to Information Act. This Program involved conducting of training Programs, first of all for the students themselves followed by street plays, workshops, seminars within the jurisdiction of various cells culminating in a State level convention on Right to Information at the College. The two teacher coordinators undertake the responsibility of coordinating the various Programs in the implementation of common themes for all the cells. Though these themes are taken up during a particular semester, the related activities continue even beyond the timeline of those themes and semesters.

Evaluation

The legal aid Program as such has much wider objectives and implications than mere evaluation of student's work. Evaluation is carried out for two purposes, the primary purpose is to ensure that each of these legal aid cells function in a way it is expected to function. The secondary purpose which is incidental to the student completing the Program and obtaining the degree is that he needs to be evaluated for a maximum of 100 marks for the practical paper titled as Practical Paper IV (Legal Aid, Legal Awareness and Public Interest Litigation). The primary purpose is achieved by three basic processes:

- Monitoring of the functioning of the Cell on a continuous and weekly basis by the Professor-in-charge by verifying the cell registers and records of individual students.
- Whenever an activity or a Program is conducted by the legal aid cell, one of the faculty members is expected to be present at such Programs and report the same at the weekly faculty meeting, the impact of such Programs. Besides this, whenever the students submit their expenditure statement for reimbursement of expenses incurred, in addition to scrutiny of such statements, the Cell-in-charge is expected to submit a written report of the Program.
- An intensive major annual evaluation process takes place during the annual cell inspection. This is an elaborate

process wherein at the beginning of each academic year, an inspection schedule is prepared and the students are informed about this inspection at least a fortnight in advance. These inspections are carried out usually on weekends. The Principal along with 5 – 6 faculty members including the legal aid coordinators and the Cell-in-charge professors visits the cell on the appointed day at the appointed time, in addition to scrutiny and verification of every document, registers of the cell, the individual records maintained by the students are also verified and authenticated. The Cell-in-charge is instructed to submit a written report followed by oral submission of the whole year's activity. Various issues related to the cell including change of leadership are discussed and finalized. The members are instructed as to various Programs, methodology of functioning etc. The Cell-in-charge is also expected to submit their proposed Programs for the academic year. The process also includes informal discussion by the faculty with each of the cell members. The whole process of inspection takes anything between one to two hours for each of the cells. Normally, such inspections are carried out on a Sunday starting at 8 a.m. and concluding at 6 p.m. The inspection team visits five to six cells as traveling from one cell to the other takes considerable time. A designated member of the inspection team notes down the salient features of the cell. After completion of the inspection of all the cells, the faculty meets and ranks the cell on various grades. These grades are announced through the notice board. The cells vie with one another for higher rankings

Student Evaluation

Students are evaluated for practical paper IV for a maximum of 100 marks. This evaluation is carried out for three kind of activities namely, legal aid, legal awareness and public interest litigation. The evaluation is done cumulatively for all the three categories. This is based on the records maintained by the students which include maintenance of the journal for legal aid cell activity on a day to day basis, reviewed and authenticated by the Professor-in-charge and also by the annual inspection team. The materials and records maintained by the student regarding his specific activities like participation in public interest litigation, welfare activities carried out by the student like senior citizen's card, disability certificate, students' attendance and participation with NGO's etc.

A panel of examiners consisting of three members examines the journal and other documents produced by the candidate at the time of the practical viva examination. The candidate is also questioned for the purpose of authentication of his record and the extent of work done by the student, his/her involvement or participation in the various Programs. Each of these three examiners allots independent marks and the average of the three is considered as the marks scored by the student. These marks are entered in the specified format issued by the University and is submitted to the University as a confidential document. The University while declaring the result enters these marks in the final semester marks card. These marks are counted for award of class, rank etc. Since the marks are allotted based on the work carried out by the candidate during the course of the Degree Program, no revaluation or review is allowed.

Advantages of this Program

The benefits of this Program can be assessed in terms of the benefit accruing to various stake holders.

The Community

The services rendered by the legal aid cells in addition to being free of charge are those which are useful to the community and mainly relate to those areas which are otherwise left unattended by the socio political systems and also by the profession. Most specifically these are:

- Rendering free legal advice to those poor and deserving persons who would not in the normal course have the capacity to seek such advice.
- Enabling such of the poor and deserving persons to exercise their legitimate right which would affect their day to day living conditions like registration of births and deaths, securing residence certificates, ration cards and such other day to day requirements.
- Ensuring the implementation of various welfare schemes by the state and central governments in such a way that the benefit of the scheme are availed by those who maximum deserve such benefits.
- Preserving and evolving of public conscientiousness at the local grass root community level wherein issues of common, community or public concerns are espoused through the legitimate methods like the Gram Sabha, Panchayat, local Mamlatdar etc.
- Creating in the community the necessary sense of concern and belongings especially among those who are otherwise marginalized by the community or the political systems.

The Institution

An institution of legal education should not remain in an ivory tower. It is part and particeps of the local social ethos and community concern. An institution has to be vibrant and dynamic being fully concerned and immersed in the societal problems, issues and concerns. The system of legal aid is a curricular outreach Program which enables an institution to eke out justification for its existence in the community's context. Not only that the institution is able to understand the socio and cultural melee but also direct the society towards justice equity, welfare and wellbeing and aim at achieving the constitutional objectives of the nation. The institution can also use live illustrations, real life problems in the teaching of law and thus effectively implement clinical legal education techniques.

The Student

The students who undergo this Program and participate in the legal aid activity gain certain specified benefits like

- The rich experience of dealing with real life problems is not only reinforcement to their theoretical learning but is also life enriching.
- The leadership qualities are developed in students by them becoming Cell-in-charges organizing Programs, taking up initiatives on behalf of people and so on.
- They develop communication skills especially the listening skill when they listen to people's problems, analyze these problems and at times try to understand from an emotional or feeling charged communication, the basic legal issues before them.
- They develop the capacity of team work since every legal aid cell work as a team.
- They develop initiatives as they are encouraged to undertake innovative Programs, grading of the cells often depends upon the innovativeness of the Programs.
- They develop self-confidence and often get opportunity to represent the people before quasi-judicial or other public authorities.

- Through these people oriented activities, the students develop goodwill in the local community. For example obtaining senior citizens card have generated tremendous good will for the legal aid cell in the local community.
- They learn how to gain access to public officials in various matters that affect the clients.
- They become sensitive to community issues.
- They learn the skill to espouse public causes and become leaders of the local community.

By the process of teaching through this practical paper by the method of legal aid cells, it is not just that the students are given good legal education but are provided with opportunities to develop leadership and be concerned citizens of the State, thus fulfilling the very objective of good legal education.

CONCLUSIONS

Systematic functioning of the legal aid cell created an amount of confidence that based on their experience the college was able to participate in a UNDP (United Nation Development Program) Project and win the same at the open bidding.

The allotment of this project by United Nation Development Program which involved investigation of functioning of Legal Aid Cells in seven states i.e. Uttar Pradesh, Rajasthan, Jharkhand, Bihar, Orissa, Madhya Pradesh and Uttarakhand suggesting alternative model brought in the functioning of Legal Aid Cells in the College to the center stage to be adopted as a model all over India.

The final report of the college thus gave credit to the organizational arrangement and the achievement of the legal Aid cells because of effective organization. This was an experience and experiment for all those involved in effectively organizing a loosely connected system with multiple objectives like effective, continuous and regular rendering of legal aid and at the same time inculcating appropriate advocacy skills and values in the students.

A project like this is continuous and open ended contextual and circumstantial adjustment and fine tuning will have to be carried out continuously to attain sustainability and effectiveness of such legal aid program. More importantly it should be noted that the whole project depends upon the student community which fundamentally is in a continuous flux. There will be new students coming in and old once moving out. Added to this is the fact that the legal aid cells are situated in closer proximity to the geographical location of the students. Even the composition and functioning of each of the legal aid cell will vary from time to time. There is an in built dynamism within the system and the challenge here is to achieve constructive average efficiency levels, therefore monitoring of functioning of the each of these cells at regular periodic intervals are mandatory. These functions have to be necessarily carried out by the most stable component of the stake holders namely the faculty. For the faculty to be continuously involved in the process even year after year, time and again there has to be proper incentive system. The model that the V.M. Salgaocar College of Law provides has to a greater extent satisfied this requirement by providing work credit to the faculty as also ensuring that the expenses incurred by faculty are adequately compensated.

Another point to be noted in this regard is of consistent performance and to reward the students also for performances which is currently done in the form of practical marks which is counted for their final year result. In addition to this, keeping with the reputation of being unique and innovative, the College has instituted 2 annual awards:

- Award for the best legal aid cell and the other
- Award for the best legal aid student.

Theory Implication from the Legal-Aid Cell Experiment

The use of the concept of team work and decentralized decision making which were suggested and implemented, has led to a great improvement in the effectiveness of the numerous legal aid cells functioning under the Legal Aid Society of the organization. Team Work has helped to achieve the objectives of the cells in much quicker time. Changing the role of the in-charge of the Legal Aid cells from that of being an authoritative figure to that of a manager of resources has brought about a dynamic improvement in the work environment prevailing at the cells. As a manager, the in-charge instead of imposing his authority and his decisions, manages the different members with multiple talents and utilizes each one’s capacities to enhance the productivity of the legal aid cell. Some members are great talkers and public speakers. Such people are generally used to conduct talks for the public. Members who are shy of public glare but good at writing and drafting work are used to draft legal documents and affidavits, complaints, etc. on behalf of the local people who seek legal advice.

Decentralized decision making has helped in solving legal problems affecting people of the society. Formerly the faculty in-charge would take all decisions regarding the Programs to be undertaken, venues, etc. At times it would be a stumbling block in effectively dispensing with legal aid as the talks and Programs conducted would have not much significance as the people were not affected by those problems but some other problems. Now, the student in-charge in consultation with the cell members decides which Programs to conduct as per the needs of that particular locality.

ANNEXURES

- **Number of Activities Carried out in the Last 3 Years (Including the Current Year)**

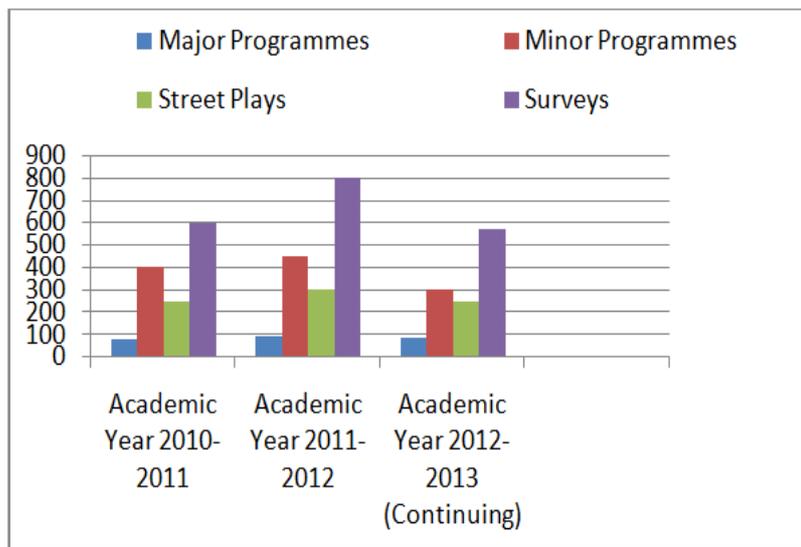


Figure 2

- Breakup of Para-Legal Services provided to community from 1998 to 2011.

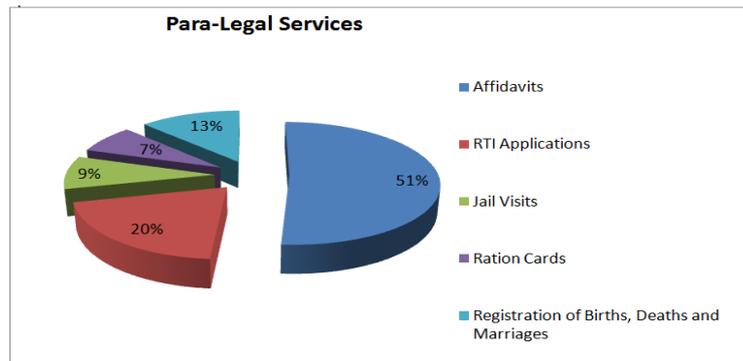


Figure 3

- Rural-Urban Break up of location of Legal Aid Cells

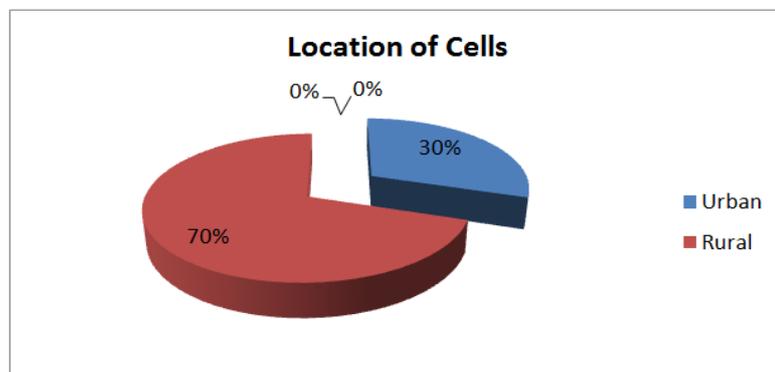


Figure 4

- Assistance provided in securing benefits from social welfare schemes provided by the Government.

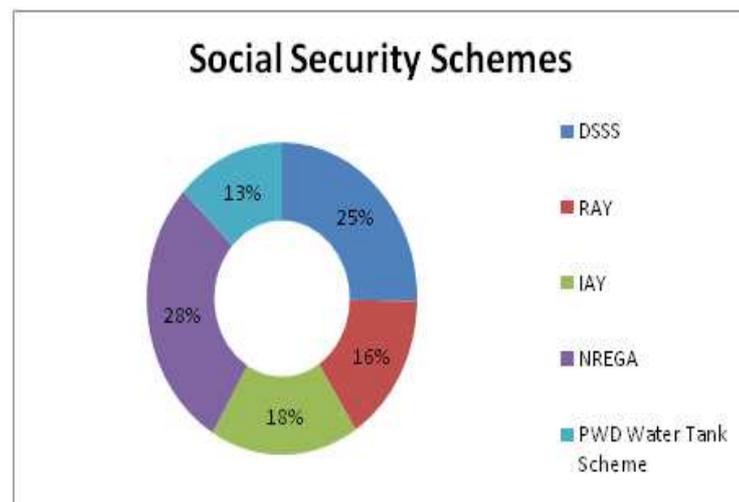


Figure 5

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