

BEING A LAW TEACHER (2019). By Vijender Kumar Year: 2019 Asia Law House; 1st edition, New Delhi, India. Pp. xx + 242. Price: Rs. 280.

THE BOOK under review seems to satisfy the long lasting thrust by using it as a compass to guide the law teachers, especially young teachers or first generation law teachers, who join law teaching immediately after completing postgraduate course. Young generation teachers do not get enough exposure to learn and understand teaching-learning atmosphere. Sometimes they are hesitant to discuss with their seniors about their conflicting perception, ideas and approaches towards their professional – life, goals and behaviour. Those who are extrovert and open to discuss their problems with others may not always be fortunate to have a good guide, mentor or cordial seniors and colleagues. The present book is very useful to answer varieties of question and solution to problems, common and specific, in all law schools in India. The book also received appreciation in the form of a foreword by Justice S.A Bobde, Chief Justice of India. A keen attentive perusal of this writing connects the reader with the experience of the author as teacher, administrator, and researcher and. The author has precisely scathed his comprehensive experience, memories, perception and cognitive analysis.

The book is divided into four chapters. Chapter one titled, 'Facets of Teaching' is dedicated to 'About Teacher'. When the teacher stands in the class room to exhibit the knowledge and skills, he/she is perceived and analysed by the students; they observe, analyse and imbibe teacher's intellectual capacity, personality traits and values, temperament and attitude.

Chapter two deals with 'Teaching Pedagogy', here the author argues and advocates that teaching any subject requires interdisciplinary teaching approach with a mixture of both theory and practical learning. This chapter provides important and useful information about how to draft course outlines, course objectives, teaching and learning pedagogy and learning outcome. This is a comprehensive work on how to teach any law subject. This book is not monotonous for the readers dealing with theory alone, it provides certain illustrations, which makes it readable and interesting as a practical guide to teaching law subjects, this book also looks into the daily needs of the law teachers and covers their teaching requirement from how to teach to course designing, reading materials *etc.* It is made user friendly with various annexure including the detailed course outline of family law and other such illustrations.

Effective learning requires a comprehensive approach, beginning with a curriculum that is engaging, relevant, and clearly articulates a vision for the desired outcomes and how to attain them. However, even the finest curricula in the world would require effective pedagogy to successfully impart the curricular material to students; pedagogical practices determine the learning experiences that are provided to students – thus directly influencing learning outcomes. This book addresses these concerns in effective manner.

The third and fourth chapters are the substantive portions of the book. Author in chapters three and four, emphasized and establish argument that faculty perform best when they are able to teach in their own innovative styles, and when they are able to take into account their own expertise and their own knowledge of students' needs by linking practical aspect of the subject with theoretical aspect. These chapters give a commendable understanding of designing course outline in standard format which generally lacks in many institutions.

This book offers a valuable contribution to contemporary literature relating to law teaching, providing deep insights into the interface between law and practice.

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