



Beyond the Basics: Examining the Consequences of Substandard Law Textbooks in Legal Education in Developing Countries

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Abstract. Law graduates play a critical role in shaping the legal system and ensuring justice. To provide them with the necessary knowledge and skills, it is essential to have proper educational resources, especially qualitative law textbooks. This article evaluates the need for qualitative law textbooks for proper education of law graduates in law schools by taking Bangladesh as a case study and critically assesses the impact of the lack of quality textbooks on law students. The study shows that qualitative law textbooks are essential for students to develop a comprehensive understanding of the legal system, its principles, and the interpretation of laws. Lack of quality textbooks has a detrimental impact on law students in Bangladesh, hindering their research and academic progress and affecting the quality of legal education. This article argues that it is imperative to ensure the availability of qualitative law textbooks to provide the necessary educational resources for law students in Bangladesh. The study highlights the significance of qualitative law textbooks in legal education and calls for necessary measures to address the issue of insufficient textbook quality to improve legal education in Bangladesh.

Keywords: Detrimental Effects, Poor-Quality, Law Textbooks, Legal Education, Bangladesh.

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Abstrak. *Lulusan hukum memainkan peran penting dalam membentuk sistem hukum dan menjamin keadilan. Untuk membekali mereka dengan pengetahuan dan keterampilan yang diperlukan, penting untuk memiliki sumber daya pendidikan yang memadai, khususnya buku teks hukum kualitatif. Artikel ini mengevaluasi kebutuhan akan buku teks hukum kualitatif untuk pendidikan yang layak bagi lulusan hukum di sekolah hukum Bangladesh dan secara kritis menilai dampak dari kurangnya buku teks berkualitas terhadap mahasiswa hukum Bangladesh. Studi ini menunjukkan bahwa buku teks hukum kualitatif sangat penting bagi siswa untuk mengembangkan pemahaman komprehensif tentang sistem hukum, prinsip-prinsipnya, dan interpretasi hukum. Kurangnya buku pelajaran yang berkualitas mempunyai dampak merugikan bagi mahasiswa hukum di Bangladesh, menghambat kemajuan penelitian dan akademik mereka serta mempengaruhi kualitas pendidikan hukum. Artikel ini berpendapat bahwa sangat penting untuk memastikan ketersediaan buku teks hukum kualitatif untuk menyediakan sumber daya pendidikan yang diperlukan bagi mahasiswa hukum di Bangladesh. Studi ini menyoroti pentingnya buku teks hukum kualitatif dalam pendidikan hukum dan menyerukan langkah-langkah yang diperlukan untuk mengatasi masalah kurangnya kualitas buku teks untuk meningkatkan pendidikan hukum di Bangladesh.*

Kata kunci: *Dampak Merugikan, Kualitas Buruk, Buku Teks Hukum, Pendidikan Hukum, Bangladesh*

1. Introduction

Legal education plays a pivotal role in shaping the legal system and ensuring justice.¹ However, the quality of legal education is largely dependent on the availability of quality textbooks.² In Bangladesh, the lack of qualitative law textbooks has become a significant concern, hindering the progress and academic research of law students.³ As we know, education has evolved from the teacher-disciple tradition in ancient times to a book-centric system in modern society. Quality textbooks are crucial for students to acquire knowledge, but the increasing commercialization of the publishing industry has raised concerns about the quality of textbooks.⁴ The law is a fundamental pillar of modern society, and without it, maintaining order would be impossible.⁵ As a result, legal education and the legal profession have become increasingly significant, but there is a shortage of quality law textbooks and authors of basic books.

While numerous students pursue law degrees in private universities, the book market is inundated with substandard books, filled with errors and poor explanations. Some writers publish books merely to become authors, while publishing houses often plagiarize previously published works and attribute them

¹ Legal education is essential in shaping the legal system and ensuring justice. It equips individuals with the knowledge and skills necessary to navigate complex legal frameworks, making legal processes more accessible. By fostering an understanding of legal principles, legal education helps demystify formal legal documents and enhances the ability of non-lawyers to engage with the justice system. Additionally, it empowers various stakeholders, including laypersons who serve as advocates and advisors, to contribute meaningfully to the pursuit of justice. Ultimately, legal education not only prepares professionals but also supports a more informed public, reinforcing the foundations of a fair legal system. See, Lauren A. McCarthy and Renata Mustafina, "A measure of justice: Citizen legal advocates, lay lawyering, and access to justice in Russia," *Punishment & Society* 26, no. 4 (2024): 621. See also, Rita Adilmuratova et al., "Court interpreters' role in upholding the principle of language in legal proceedings: Kazakhstan case," *Comparative Legilinguistics* 59 (2024): 199; Mingruo Yuan et al., "Bringing legal knowledge to the public by constructing a legal question bank using large-scale pre-trained language model," *Artificial Intelligence and Law* 32, no. 3 (2024): 779.

² Ming HU, "Improving the System of Legal Textbooks Reconsideration System from the Perspective of a Diversified Dispute Resolution Mechanism," *Frontiers of Law in China* 19, no. 2 (2024): 165. See also, Ija Suntana and Tedi Priatna, "Four obstacles to the quality of constitutional law learning in Indonesia," *Heliyon* 9, no. 1 (2023): e12824.

³ Abu Hena Mostofa Kamal, Mazharul Islam, and Mohammad Belayet Hossain, "An Evaluation of Legal Education in Bangladesh," *Chittagong Independent University Journal* 5, no. 1 (2022): 91.

⁴ P. Selvamani, "Gurukul system-an ancient educational system of india," *International Journal of Applied Social Science* 6, no. 6 (2019): 1621.

⁵ Braithwaite John, "Rules and principles: A theory of legal certainty," *Australasian Journal of Legal Philosophy* 27, no. 2002 (2002): 65.

to big institutional degree holders on the cover.⁶ The lack of quality law textbooks and authors is a significant problem, as students need many textbooks during their studies, but only a few quality books are available, leaving them vulnerable to engaging in academic misconduct.⁷

Due to the inadequacy of domestic standard textbooks in Bangladesh, students are compelled to purchase books written by authors from foreign countries, such as India, Pakistan, or Britain. While many books by foreign authors may be of standard quality, they may not always be consistent with domestic laws.⁸ However, due to the passage of time, each country has made more or less amendments in their own national context, which may not be compatible with the other countries' laws.⁹ The lack of quality law textbooks and authors of basic books is a significant issue that hinders the education system's effectiveness.¹⁰

⁶ Dela Puspita, Kholis Roisah, and Sartika Nanda Lestari, "Open Access Institutional Repository in the Digital Era: Preventing or Increasing Plagiarism?," *Yustisia* 13, no. 2 (2024): 169. See also, Ayman Nawwaf Sharif Alhawawsheh and Yaser Mohamad Mohamad Al Sawy, "Publishing in hijacked Web of Science journals: Analytical and legal study," *International Journal of Advanced and Applied Sciences* 9, no. 4 (2022): 12; Marcelo Krokosz, "Plagiarism in articles published in journals indexed in the Scientific Periodicals Electronic Library (SPELL): a comparative analysis between 2013 and 2018," *International Journal for Educational Integrity* 17, no. 1 (2021): 11; H. Dawson Patricia and Sharon Q. Yang, "Institutional repositories, open access and copyright: what are the practices and implications?," *Science & Technology Libraries* 35, no. 4 (2016): 280; Linda R. Crane, "Interdisciplinary combined-degree and graduate law degree programs: History and trends," *Journal Marshall Law* 33, no.13 (1999): 47.

⁷ A study showed that international students face a distinct set of challenges that increase their vulnerability to academic misconduct violations. These challenges encompass language barriers, differing academic expectations, cultural differences, varying levels of academic preparedness, and a limited understanding of institutional policies. Such issues can pose significant threats to their academic success, making international students particularly at risk for the repercussions associated with academic misconduct. The consequences of a violation can have profound effects, impacting not only their academic standing but also their financial situation and social integration. See, Ceceilia Parnter, "International students and academic misconduct: Considering culture, community, and context," *Journal of College and Character* 23, no. 1 (2022): 65.

⁸ For example, some criticisms focus on the culture and ideologies reflected in imported texts, noting that the neoliberal values present in these imported textbooks tend to be more prominent than those found in locally published materials, including in legal textbooks. See, Ali Jalalian Daghigh and Hajar Abdul Rahim, "Neoliberalism in ELT textbooks: An analysis of locally developed and imported textbooks used in Malaysia," *Pedagogy, culture & society* 29, no. 3 (2021): 499.

⁹ Marvi Sarmad, "Legal Education in Pakistan: Problems & Prospects in the Context of 21st Century," *Islamabad Law Review* 3, no. 1/2 (2019): 67.

¹⁰ Deok-Ho Jang, Pilnam Yi, and In-Soo Shin, "Examining the effectiveness of digital textbook use on students' learning outcomes in South Korea: A meta-analysis," *The Asia-Pacific Education Researcher* 1, no. 25 (2016): 58. See also, M. A. Hamed and S. M. Ezaleila, "Digital Textbook Program in Malaysia: Lessons from South Korea," *Publishing Research Quarterly* 31, no. 4 (2015): 245; Mitchell Weisberg, "Student attitudes and behaviors towards digital textbooks," *Publishing research quarterly* 27, no. 2 (2011): 189.

This article presents a comprehensive evaluation of the impact of poor-quality law textbooks on legal education in Bangladesh. Using a mixed-methods approach, the study examines the content, accuracy, and contextualization of 310 law textbooks, conducts a survey among 1500 law students and legal professionals, and conducts in-depth interviews with students, teachers, authors, and lawyers. The results of this study highlight the detrimental effects of poor-quality law textbooks on legal education in Bangladesh and call for necessary measures to ensure the availability of qualitative law textbooks. The study concludes that improving the quality of law textbooks is crucial for providing the necessary educational resources for law students in Bangladesh to become effective legal professionals.

2. Research Methods

The research methodology employed in this investigation into the lack of quality legal textbooks in Bangladesh was a mixed-methods approach. First, the research methodology involves collecting a sample of 310 law textbooks and evaluating them based on their content, accuracy, and contextualization. This was done by utilizing a content analysis method, whereby each textbook was examined and categorized according to its strengths and weaknesses.¹¹ Secondly, a survey was conducted among 1500 law students and legal professionals between 2019 and 2023, using a Likert scale with 11 questions in the form of questionnaire to measure their perceptions of the quality and effectiveness of the textbooks they had used in their studies or professional practice. The questionnaire also included open-ended questions to gather more detailed information on specific issues and concerns.

¹¹ Anna F. Gunn, Dirk-Jan Koch, and Francis Weyzig, "A methodology to measure the quality of tax avoidance case studies: Findings from the Netherlands," *Journal of International Accounting, Auditing and Taxation* 39, no.3 (2020): 100318.

Table 1. List of Questions

No.	Question	Rating Scale
1.	To what extent did law textbook(s) help you in understanding the principles and concepts of law very well?	1-5
2.	How useful were the examples and case studies included in your law textbook(s) in enhancing your understanding?	1-5
3.	Did your law textbook(s) provide sufficient depth and breadth of coverage of the topics?	1-5
4.	Did your law textbook(s) prepare you for your professional life as a lawyer eloquently?	1-5
5.	How well did your law textbook(s) incorporate practical aspects of the law, such as legal drafting and negotiation?	1-5
6.	To what extent do you believe that the textbook(s) you used contained plagiarized material?	1-5
7.	To what extent do you believe that the textbook(s) you used provided adequate coverage of legal cases and precedent?	1-5
8.	To what extent do you believe that the textbook(s) you used were poorly written?	1-5
9.	To what extent do you believe that the textbook(s) you used lacked prior experience in the legal field?	1-5
10.	To what extent do you believe that the textbook(s) you used failed to help you understand the proposition of law?	1-5
11.	To what extent did law textbook(s) help you in understanding the principles and concepts of law very well?	1-5

Finally, in-depth interviews were conducted with a selected group of students, teachers, authors and lawyers to gain a deeper understanding of their experiences and opinions regarding the textbooks used in legal education in Bangladesh. These interviews were conducted using a semi-structured approach, allowing for flexibility in questioning and the exploration of emerging themes and issues. The mixed-methods approach used in this research allowed for a comprehensive and nuanced investigation into the lack of quality legal textbooks in Bangladesh. The content analysis provided an objective evaluation of the textbooks themselves, while the survey and interviews captured the subjective experiences and perceptions of those who use them. By combining these methods, a more complete picture of the problem was obtained, enabling the formulation of recommendations for improvement.

3. Results and Discussion

3.1. Needs of Qualitative Law Textbooks

The first and foremost need for qualitative law textbooks is to provide students with a comprehensive understanding of the legal system, its principles, and the interpretation of laws. Textbooks must cover all aspects of law, from constitutional law to criminal law, family law, business law, and international law. The textbooks should be written in a simple language that is easy to comprehend and understand by students. Moreover, the textbooks should be regularly updated to reflect changes in the legal system and emerging trends in the field. Secondly, qualitative law textbooks should contain case studies, judicial decisions, and legal precedents. These case studies and decisions help students to understand the application of the law in real-life situations.¹²

According to Adsule and Yadav,¹³ law textbooks are essential for legal education as they provide a comprehensive understanding of the legal system and its principles. Qualitative law textbooks should cover all aspects of law, from constitutional law to criminal law, family law, business law, and international law. They should be written in a simple language that is easy to comprehend and understand by students. Moreover, qualitative law textbooks should be regularly updated to reflect changes in the legal system and emerging trends in the field. Qualitative law textbooks should contain case studies, judicial decisions, and legal precedents.¹⁴ These case studies and decisions help students to understand the application of the law in real-life situations. It also provides them with an opportunity to critically analyse legal issues and develop their legal reasoning skills.

¹² Some argue that case studies will provide students with an opportunity to critically analyse legal issues and develop their legal reasoning skills. By incorporating these case studies and precedents, students can learn how to make informed decisions based on legal principles. Thirdly, qualitative law textbooks should contain exercises and assignments that test the understanding and knowledge of students. These exercises and assignments should be designed to help students apply legal principles and theories to practical situations. It will help them to develop their critical thinking and analytical skills, which are essential in the legal profession. See, Diana Adela Martin, Eddie Conlon, and Brian Bowe, "Using case studies in engineering ethics education: The case for immersive scenarios through stakeholder engagement and real life data," *Australasian Journal of Engineering Education* 26, no. 1 (2021): 61. See also, Jacqueline A. Stefkovich, and William C. Frick, *Best interests of the student: Applying ethical constructs to legal cases in education*, (Routledge, 2021), 21; Ivar Bråten and Helge I. Strømsø, "When law students read multiple documents about global warming: Examining the role of topic-specific beliefs about the nature of knowledge and knowing," *Instructional Science* 38, no. 2 (2010): 639.

¹³ Adsule, Nikhil and Swati Yadav, "Case in 'Class': A Step towards Reforming Legal Education in Law Schools in India," *Nirma University Law Journal* 9, no.16 (2019): 53.

¹⁴ Nguyen Thanh Phuong, Tran Thanh Khoe, and Tran Thu Van, "Improving Legal Education Quality for Master Level: A Qualitative Study Analyzing the Problem in the Current Vietnamese Education Context," *Journal of Legal, Ethical and Regulatory Issues* 27, no.32 (2023): 11.

By incorporating these case studies and precedents, students can learn how to make informed decisions based on legal principles. Additionally, qualitative law textbooks should contain exercises and assignments that test the understanding and knowledge of students. These exercises and assignments should be designed to help students apply legal principles and theories to practical situations.¹⁵ It will help them to develop their critical thinking and analytical skills, which are essential in the legal profession. Qualitative law textbooks are essential in legal education as they provide students with a comprehensive understanding of the legal system, its principles, and the interpretation of laws. According to Epstein and King,¹⁶ qualitative law textbooks should contain case studies, judicial decisions, and legal precedents.

Furthermore, qualitative law textbooks should contain exercises and assignments that test the understanding and knowledge of students. These exercises and assignments should be designed to help students apply legal principles and theories to practical situations.¹⁷ It will help them to develop their critical thinking and analytical skills, which are essential in the legal profession. Qualitative law textbooks should also address the ethical and professional responsibilities of lawyers.¹⁸ Students must understand their roles and responsibilities in upholding the law and maintaining ethical standards. The textbooks should also emphasize the importance of professionalism, integrity, and respect for the legal system. Therefore, a common element of a qualitative legal textbook is that it should be comprehensive and accurate in its coverage of the relevant legal subject matter. It should be written in clear and concise language that is easy to understand for the intended audience. The textbook should also provide relevant examples and case studies to illustrate the legal concepts being discussed.¹⁹

¹⁵ Joseph W. Rand, "Understanding Why Good Lawyers Go Bad: Using Case Studies in Teaching Cognitive Bias in Legal Decision-Making," *Clinical Law Review* 9, no.18 (2002): 739.

¹⁶ These case studies and decisions help students to understand the application of the law in real-life situations. It also provides them with an opportunity to critically analyse legal issues and develop their legal reasoning skills. By incorporating these case studies and precedents, students can learn how to make informed decisions based on legal principles. See, Lee Epstein and Gary King, "The rules of inference," *The University of Chicago Law Review* 69, no. 1 (2002): 1-13.

¹⁷ Shiva Hajian, "Transfer of learning and teaching: A review of transfer theories and effective instructional practices," *Iafor Journal of education* 7, no. 1 (2019): 99.

¹⁸ Some argue that qualitative research methods applied to legal texts are more accessible and can effectively challenge the dominance of doctrinal approaches to legal interpretation within social science research. See, Elizabeth Mertz "Teaching lawyers the language of law: Legal and anthropological translations," *John Marshall Law Review* 34, no. 4 (2000): 91. See also, Weisberg, "Student attitudes and behaviors towards digital textbooks," 191.

¹⁹ Previous studies indicate several strategies in this context. Some suggests three key approaches are proposed for developing legal writing materials that fulfill suitability criteria. First, materials can be tailored to address the specific needs, for example to those learners studying law in English. Second, a more discourse-focused approach can be employed in the materials. Third,

In addition, a qualitative legal textbook should be up-to-date and reflect the most recent developments in the relevant area of law. It should also provide a balanced and diverse perspective, taking into account the different legal traditions and perspectives that exist. The textbook should be well-organized, with clear headings and subheadings that make it easy for the reader to navigate and find the information they need. It should also provide a comprehensive index and table of contents to assist the reader in locating specific topics. Finally, a qualitative legal textbook should be based on reliable and authoritative sources, and should provide appropriate references and citations to support its content.

3.2. Analysing the Legal Textbooks in Bangladesh

The research methodology employed in this study aimed to investigate the quality of law textbooks used in Bangladesh's legal education system. To achieve this, a sample of 310 law textbooks was collected and evaluated based on content, accuracy, and contextualization. The textbooks were considered popular and regularly referred to by teachers. The evaluation process involved utilising content analysis, which is a systematic and objective method of analysing and categorising the information presented in texts. This approach allowed for the identification of the textbooks' strengths and weaknesses, such as whether they provided a comprehensive overview of the subject matter and whether they were relevant to specific legal system.²⁰ Questions designed using a Likert scale to gauge the opinions of law students and advocates regarding the effectiveness of their textbooks as shown in Figure 1 for questions 1-5.

instead of solely offering materials in traditional book format, they can be provided as a digital resource bank, accessible through computer-mediated platforms. See, Christopher N. Candlin, Vijay K. Bhatia, and Christian H. Jensen, "Developing legal writing materials for English second language learners: Problems and perspectives," *English for Specific Purposes* 21, no. 4 (2002): 300. See also, Christopher Williams, "Legal English and plain language: An introduction," *ESP across Cultures* 1, no. 1 (2004): 114; Christoph A. Hafner and Christopher N. Candlin, "Corpus tools as an affordance to learning in professional legal education," *Journal of English for academic purposes* 6, no. 4 (2007): 304; Christoph A. Hafner, "A multi-perspective genre analysis of the barrister's opinion: Writing context, generic structure, and textualization," *Written Communication* 27, no. 4 (2010): 410-441. Moreover, in many countries with common law system, the legal writing pedagogy has been significantly shaped by the plain English movement, which aims to minimize the use of legal jargon and complicated syntax in legal documents. While these initiatives to simplify legal English are commendable, it remains uncertain if plain English practices can effectively meet the needs of multilingual, foreign legal writers who have not fully adapted to local legal discourse. Therefore, some materials from foreign contexts may need to be localized to better support these writers. See, Yiran Xu and J. Elliott Casal, "Navigating complexity in plain English: A longitudinal analysis of syntactic and lexical complexity development in L2 legal writing," *Journal of Second Language Writing* 62 (2023): 101059.

²⁰ Suntana and Priatna, "Four obstacles to the quality of constitutional law," 17.

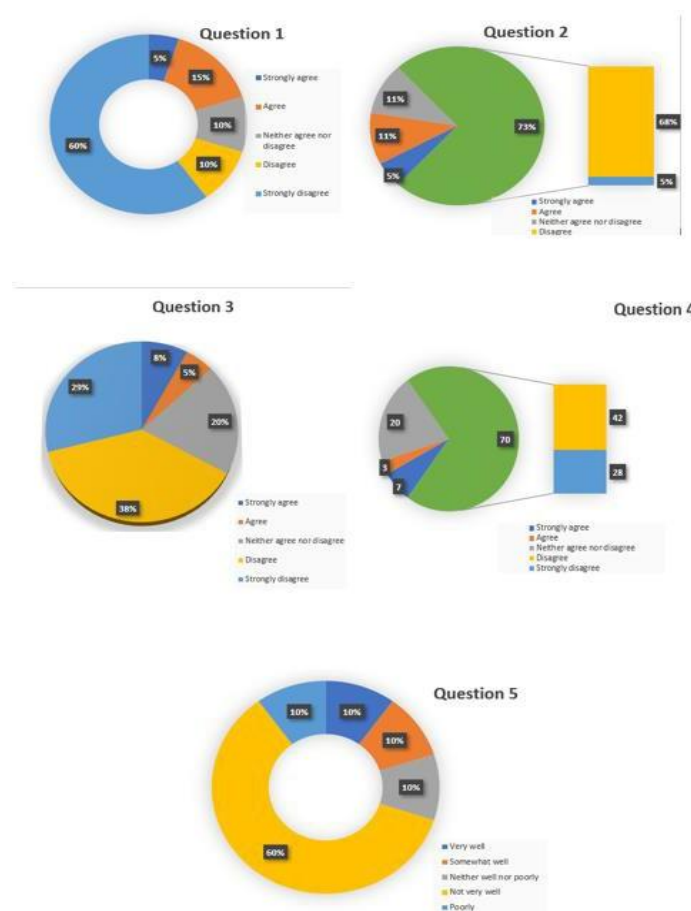


Figure 1. Opinions of law students and advocates regarding the effectiveness of textbooks (Questions 1-5)

Based on the survey, a majority of 60% strongly disagreed that the law textbooks they used in their studies helped them understand the principles and concepts of law. This is a significant percentage and highlights a major issue with the quality and effectiveness of legal textbooks being used in the country. 10% disagreed and 10% neither agreed nor disagreed, indicating that they were not entirely satisfied with the textbooks, but also not entirely dissatisfied. This suggests that there may be some elements of the textbooks that were useful, but overall, there were still significant shortcomings. Only 20% of the respondents agreed or strongly agreed that the law textbooks helped them understand the principles and concepts of law. This is a relatively small percentage and highlights the need for significant improvements in the quality and effectiveness of legal textbooks being used in law schools in Bangladesh.

According to the survey, only 5% of the respondents found the examples and case studies included in their law textbooks to be very useful in enhancing their understanding of the subject matter. 10% found them to be somewhat useful, while 10% did not find them useful nor useless. However, a significant 65% of the respondents found the examples and case studies to be not very useful in enhancing their understanding of the subject matter. Another 5% found them not useful at all. The results suggest that there is a need for improvement in the use of examples and case studies in law textbooks. The majority of the respondents found them to be not very useful or not useful at all, which indicates that they may not have been effective in providing practical applications of legal concepts. This lack of effectiveness may also be due to a lack of diversity in the selection of examples and case studies. It is essential for law textbooks to incorporate relevant and diverse examples and case studies that relate to the real-life application of legal concepts.²¹ This would not only enhance the understanding of the subject matter but also provide practical skills that would be beneficial for law students in their future careers.²² Therefore, authors and publishers need to focus on selecting and including relevant and diverse examples and case studies in their law textbooks to improve their effectiveness in enhancing the understanding of the subject matter.²³ The responses to this question indicate a mixed perception among the students regarding the depth and breadth of coverage provided by their law textbooks. Only a small percentage (8%) of the students strongly agreed that their textbooks provided sufficient depth and breadth of coverage. Another 5% agreed with the statement, but the majority of the students (67%) either disagreed or strongly disagreed with it. This suggests that a significant number of students feel that their law textbooks lack adequate coverage of the topics. The students may feel that the textbooks do not provide enough detail or explanation for them to fully understand the subject matter. Some may also feel that important topics are omitted, or that the textbook focuses too heavily on certain areas of law at the expense of others. Furthermore, 20% of the students indicated that they were neither in agreement nor disagreement regarding the depth and breadth of coverage provided by their textbooks. This could suggest that they have a neutral perception or that they may not have read their textbooks thoroughly enough to form an opinion. Overall, it is important for law textbooks to provide comprehensive coverage of the topics and to strike a balance between depth and breadth. This will ensure that students have

²¹ Hu, "Improving the System of Legal Textbooks" 17. See also, Bråten and Strømso, "When law students read a lot of documents," 651; Candlin, Bhatia, Jensen, "Developing legal writing materials", 317.

²² Alissa J. Hartig and Xiaofei Lu, "Plain English and legal writing: Comparing expert and novice writers," *English for specific purposes* 33, no. 6 (2014): 89.

²³ Li and Ying Sun, "The rule of law in education and its relationship to thinking skills," *Thinking Skills and Creativity* 44, no. 2 (2022): 101034.

a strong foundation in the subject matter and are well-prepared for their future careers in law. Publishers and authors should consider the feedback of students and aim to improve the quality of their textbooks to meet the needs of the learners.²⁴

The data indicates that a majority of students (70%) either disagree or strongly disagree that their law textbooks prepared them for their professional life as a lawyer. Only 10% of students agreed or strongly agreed that their textbooks prepared them for their professional life. This suggests that there is a need for improvement in the way law textbooks are written and designed to better prepare students for their future careers.²⁵ The textbooks should be more practical and focused on real-world scenarios that students are likely to encounter in their professional lives. In addition, the textbooks should provide students with the necessary skills and knowledge to be successful in their careers, such as legal research, writing, and communication. It is also worth noting that a significant portion of students (20%) were neutral and did not express a clear opinion on whether their law textbooks prepared them for their professional life.

Based on the given data, 60% of the respondents said that their law textbook(s) did not incorporate practical aspects of the law such as legal drafting, negotiation, and advocacy. This suggests that there is a significant gap between what is being taught in the textbooks and the practical skills that are necessary for a career in law.²⁶ Only 10% of respondents felt that their textbooks incorporated practical aspects of the law very well or somewhat well. Another 10% were neutral and felt that the textbooks neither incorporated these aspects well nor poorly. The remaining 10% of respondents felt that their textbooks did not incorporate practical aspects of the law well, but not to a great extent. It is important for law textbooks to incorporate practical aspects of the law, as these are essential skills for practicing law. Students need to learn not only the theoretical concepts of law but also how to apply them in real-world situations. Without practical training, law students may find it difficult to transition into the professional world and perform their duties as lawyers effectively.²⁷ To bridge this gap, law schools should focus on providing more practical training to their students, such as legal clinics, moot

²⁴ McCarthy and Mustafina, “A Measure of Justice: Citizen Legal Advocates,” 22. See also, Hu, “Improving the System of Legal Textbooks” 176; Eric Martínez, Francis Mollica, and Edward Gibson, “Poor Writing, Not Specialized Concepts, Drives Processing Difficulty in Legal Language,” *Journal of English for Academic Purposes* 69, no. 1 (2024): 101388.

²⁵ Hartig and Lu, “Plain English and legal writing: Comparing expert and novice writers,” 94.

²⁶ Bråten and Strømsø, “When law students read a lot of documents,” 651. See also, Candlin, Bhatia, and Jensen, “Developing legal writing materials,” 319; Hafner and Candlin, “Corpus tools as a learning tool,” 315; Mertz, “Teaching lawyers the language of law,” 95.

²⁷ Tuula Lehtonen, “You will certainly learn English much faster at work than from a textbook.”—Law students learning English beyond the language classroom,” *System* 68, no. 1 (2017): 51.

court competitions, and internships. Additionally, textbook authors should consider incorporating more practical examples and case studies to illustrate how legal concepts can be applied in real-world situations.²⁸ This would help students better understand the practical aspects of the law and prepare them for their professional careers.²⁹

The responses to this question suggest that a significant number of students believe that their law textbooks contained plagiarized material. Specifically, 20% strongly agree and 20% agree that their textbooks contained plagiarized material, while only 5% strongly disagree and 5% disagree. The largest percentage, 40%, was neutral in their response. This raises concerns about the quality and integrity of the textbooks being used in legal education. Plagiarism can undermine the credibility of the author and the book itself, and it can lead to serious consequences for students who unknowingly rely on plagiarized material. It is important for publishers and authors to ensure that their books are original and do not contain plagiarized material. This can be achieved through thorough research and citation practices, as well as using plagiarism detection tools to check for any instances of plagiarism. Law schools should also take steps to educate students on plagiarism and provide resources for them to identify and avoid it. This can include workshops, seminars, and access to plagiarism detection software. By promoting academic integrity, law schools can ensure that their graduates are well-equipped to navigate the complex legal landscape with a strong ethical foundation.

²⁸ Yuan et al., “Bringing Legal Knowledge to the Public,” 801. See also, Martínez, Mollica, and Gibson, “Poor Writing, Not Specialized Concepts,” 101388. See also, Candlin, Bhatia, and Jensen, “Developing legal writing materials,” 313.

²⁹ Hartig and Lu, “Plain English and legal writing: Comparing expert and novice writers,” 94;

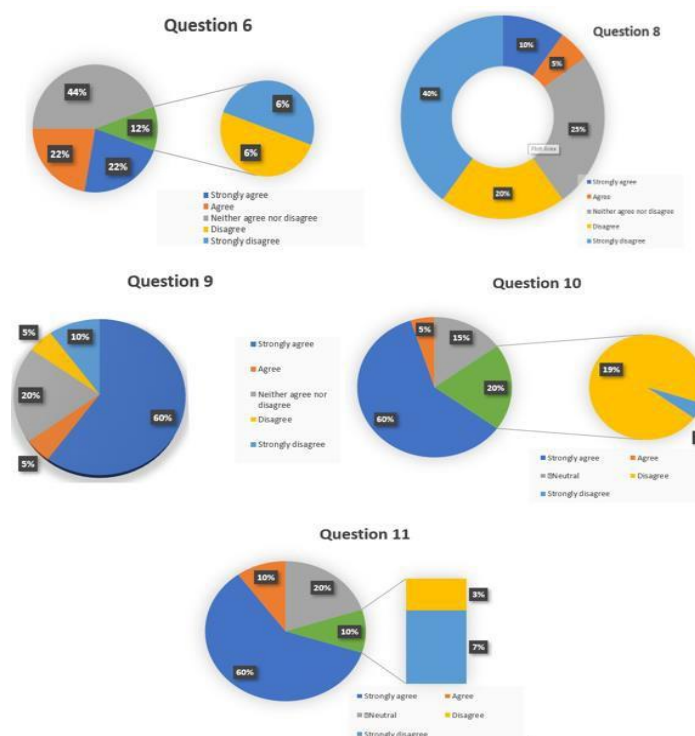


Figure 2. Opinions of law students and advocates regarding the effectiveness of textbooks (Questions 6-11)

Figure 2 also showed that out of the respondents, only 10% strongly agreed that the law textbook(s) they used in their legal education provided adequate coverage of legal cases and precedent. Additionally, only 5% agreed with this statement, and 25% remained neutral. On the other hand, 20% disagreed, and the majority, 40%, strongly disagreed with the statement. The results suggest that a significant proportion of the respondents believed that the law textbook(s) they used in their legal education did not provide adequate coverage of legal cases and precedent. This could be concerning since legal cases and precedent are essential elements in the study of law. It is crucial to analyse and understand legal cases to gain insights into how the law applies in various situations. This data could indicate that law textbooks may need to include more extensive coverage of legal cases and precedent to enhance students' understanding of the subject matter.³⁰ Furthermore, the data shows that a majority of the respondents, about 60%,

³⁰ Stefkovich, and Frick, *Best interests of the student: Applying ethical constructs to legal cases in education*, 41. See also, Bråten and Strømsø, "When law students read a lot of documents," 645; Hu, "Improving the System of Legal Textbooks" 174.

strongly agreed that the textbooks used in their legal education were poorly written. This indicates that there may be issues with the writing style, organization, or clarity of the textbooks. Only a small percentage, 5%, disagreed with the statement, while 20% were neutral. Another 10% strongly disagreed with the statement, which suggests that they found the textbooks to be well-written. The results of this question may have implications for legal education and publishing. If a significant number of students find their textbooks to be poorly written, it could affect their ability to learn and succeed in their studies. It may also indicate a need for publishers to improve the quality of their writing or editing processes. Additionally, law schools may need to consider alternative or supplementary materials to ensure that students have access to clear and effective resources for learning the law.³¹

Based on the data provided, 60% of the respondents strongly agree that the textbooks used in their legal education lacked prior experience in the legal field. This indicates that the majority of the respondents felt that the textbooks did not adequately incorporate practical knowledge and real-world experience into their explanations of legal concepts. Only 5% of the respondents agreed that the textbooks had prior experience in the legal field, and only 19% disagreed, indicating that a significant majority of the respondents felt that the textbooks did not adequately address this issue. 15% of the respondents were neutral, which may indicate that they did not have a strong opinion on this issue or may have felt that the textbooks did incorporate some practical experience but not enough to fully prepare them for their professional lives. 1% of the respondents strongly disagreed that the textbooks lacked prior experience in the legal field, which is a very small percentage and may indicate that they felt the textbooks adequately incorporated practical knowledge and experience.

The data shows that a significant majority of the respondents (60%) strongly agreed that the textbooks they used in their legal education failed to help them understand the proposition of law. Additionally, 10% agreed with this statement, while 20% remained neutral. This suggests that a vast number of students had difficulty comprehending the proposition of law with the aid of their textbooks. However, a small percentage of respondents (3%) disagreed that their textbooks failed to help them understand the proposition of law, and only 7% strongly disagreed with the statement. This indicates that some students may have found the textbooks helpful in understanding the proposition of law. Overall, the data suggests that there may be room for improvement in legal textbooks' ability to help students understand the proposition of law. It also emphasizes the need to ensure

³¹ Martínez, Mollica, and Gibson, "Poor Writing, Not Specialized Concepts," 101388. See also, Hu, "Improving the System of Legal Textbooks," 175; Candlin, Bhatia, and Jensen, "Developing legal writing materials," 311.

that legal textbooks are written and presented in a manner that helps students understand the key concepts of the law effectively.³²

The above findings, in the course of evaluating the law textbooks collected for this research, found that a significant portion of the books - 55% to be exact - were poorly written and failed to cover the required areas of study adequately.³³ This is a concerning finding, as it suggests that a large number of law students in Bangladesh are being provided with substandard learning materials, which could ultimately have a negative impact on their ability to perform well in their academic pursuits and in their future professional lives. Additionally, 30.1% of the evaluated books had flawed language structure, which made it difficult for readers to understand the content being presented. This is a particularly significant problem in the context of legal education, where precise language and clarity of expression are essential for effective communication of complex legal concepts and principles as noted in previous studies.³⁴ These findings underscore the need for a more rigorous and thorough evaluation process for law textbooks in Bangladesh, to ensure that only high-quality and well-written materials are being used to educate the country's future legal professionals.³⁵ Such efforts would be vital in ensuring that students receive the best possible legal education and are well-equipped to navigate the complexities of the legal system in Bangladesh and beyond.

One major issue identified in the evaluation was the prevalence of printing errors, which were found in a significant proportion of the textbooks. Additionally, only 20% of the books contained references, which raises concerns about the accuracy and reliability of the information presented. Furthermore, the study revealed that 75 of the 310 textbooks were printed without authorization in Bangladesh and were originally published in India. These books were developed for the Indian legal education system, and their contents are not entirely applicable to the Bangladeshi legal system. This finding highlights the need for greater attention to be paid to the suitability of law textbooks for the Bangladeshi context,

³² Bråten and Strømso, "When law students read a lot of documents," 649. See also, Hartig and Lu, "Plain English and legal writing: Comparing expert and novice writers," 93; Hu, "Improving the System of Legal Textbooks" 174; Martínez, Mollica, and Gibson, "Poor Writing, Not Specialized Concepts," 101388; Weisberg, "Student attitudes and behaviors towards digital textbooks," 191.

³³ Academic discourses have noted that, despite their growing prevalence in everyday life, contracts remain notoriously difficult for laypeople to understand. These include low-frequency jargon, center-embedded clauses that create long-distance syntactic dependencies, passive voice constructions, and non-standard capitalization. See, Martínez, Mollica, and Gibson, "Poor Writing, Not Specialized Concepts," 101388.

³⁴ Xu, and Casal, "Navigating complexity in plain English," 101059. See also, Martínez, Mollica, and Gibson, "Poor Writing, Not Specialized Concepts," 101388.

³⁵ Candlin, Bhatia, and Jensen, "Developing legal writing materials," 309.

and for the development of textbooks that are tailored to the specific needs of Bangladeshi law students.

The study also found that 15% of the textbooks contained non-plagiarised content, which indicates a concerning prevalence of plagiarism in law textbooks. This finding highlights the need for greater attention to be paid to ensuring the integrity of academic sources and for the implementation of measures to prevent plagiarism in legal education.³⁶ As part of the research methodology, the detection of plagiarism in law textbooks was a crucial aspect.³⁷ To ensure the accuracy of the analysis, a multi-step process was followed. First, a random selection of pages from each textbook was scanned using optical character recognition (OCR) software. This process converted the text in the scanned pages into an editable format that could be checked for plagiarism using a digital plagiarism detection tool.³⁸ The next step was to upload the scanned text into plagiarism detection tool or plagiarism checker widely used in academia. Many platforms provide millions of academic papers and publications, making it an effective tool to detect similarities between texts. Once the scanned text was uploaded to this tool, the software compared it to its extensive database of previously published materials. Any similarities found were flagged as potential instances of plagiarism. After the initial scan, a manual review of the flagged text was conducted to assess the severity of the potential plagiarism. This included a comparison of the original source material with the text in the textbooks to determine the extent of the copying and to identify any relevant citations or references that may have been omitted. Overall, this method allowed

³⁶ This is not a unique for Bangladesh. Some research has concerned about plagiarism in law textbook in many countries. For instance, see, Puspita, Roisah, and Lestari, "Open Access Institutional Repository in the Digital Era," 179. See also, I., A.S. Razick Saujan, H.M.A. Hilmy, and M.H.M. Nairoos, "Awareness of Copyright Infringement Among Undergraduates of the State Universities in Sri Lanka," *Indonesian Journal of Socio-Legal Studies* 3, no. 1 (2023): 11; Wendy Sutherland-Smith, "Crime and Punishment: An Analysis of University Plagiarism Policies," *Semiotica* 2011, no. 187 (2011): 129.

³⁷ Yongyan Li, Meng Ge, and Qianshan Chen, "How English academic writing textbooks written by Chinese EFL teachers address the issue of plagiarism," *Journal of English for Academic Purposes* 69 (2024): 101388.

³⁸ This model has been examined in previous studies See, Aditya Vijay Kavatage et al., "Multi-model Essay Evaluation with Optical Character Recognition and Plagiarism Detection." In *Intelligent Communication Technologies and Virtual Mobile Networks*, (Singapore: Springer Nature Singapore, 2023), 749. See also, Hasindu Dahanayake et al., "Plagiarism Detection Tool for Enhanced Entity-Relationship Diagrams." In *2021 IEEE 12th Annual Ubiquitous Computing, Electronics & Mobile Communication Conference (UEMCON)*, (IEEE, 2021), 0598; James Heather, "Turnitoff: Identifying and fixing a hole in current plagiarism detection software," *Assessment & Evaluation in Higher Education* 35, no. 6 (2010): 650; Ahmed M. Elkhatat, Khaled Elsaid, and Saeed Almeer. "Some students plagiarism tricks, and tips for effective check," *International Journal for Educational Integrity* 17, no. 1 (2021): 09.

for a comprehensive and accurate assessment of plagiarism in the law textbooks as suggested in many studies.

The results showed that a significant number of the textbooks contained plagiarised material, indicating a serious issue with the quality of the textbooks used in legal education in Bangladesh. During the evaluation of the sample of law textbooks, we found that a significant number of them contained plagiarised material. This is a cause for concern as it can lead to inaccurate or incomplete information being taught to students, which can have serious consequences in their future legal practice. Plagiarism not only affects the credibility of the author but also undermines the entire academic community. It erodes the trust that readers have in the work of authors and publishers and can lead to legal action against those who engage in it. It also leads to a lack of originality and innovation, which is essential in the field of law, where new interpretations and applications of legal principles are constantly being sought.

During the evaluation process, it was also found that a significant proportion of the law textbooks in Bangladesh had poor print quality and were printed on low-quality papers. This resulted in faded text and unclear images, making it difficult for students to read and understand the content. In addition to the poor print quality, the prices of these textbooks were high, making it difficult for students from lower-income backgrounds to access them. The use of low-quality papers also meant that the books were not durable, and they would quickly become worn and torn, making them unusable after a short period. This lack of durability meant that students had to purchase new books regularly, resulting in additional financial burden. Furthermore, the poor print quality and low-quality paper used in these textbooks could also lead to the loss of important information, as pages could be easily torn or smudged.³⁹

It is important to note that the high prices of these textbooks coupled with their poor quality could result in students opting for alternative and potentially unreliable sources of information. This could have serious consequences for their legal education, as inaccurate or outdated information could lead to misunderstandings and errors in their legal practice.⁴⁰ Another major issue found in the evaluated law textbooks is the presence of outdated content. A staggering 65% of the books were found to have outdated content, with some books containing laws and regulations that were repealed years ago. This not only creates

³⁹ Hamed and Ezaleila, "Digital Textbook Program in Malaysia: Lessons from South Korea," 247. See also, Puspita, Roisah, and Lestari, "Open Access Institutional Repository in the Digital Era," 174; Weisberg, "Student attitudes and behaviors towards digital textbooks," 191.

⁴⁰ Barbara S. Lancho Barrantes, Sally Dalton, and Deirdre Andre, "Bibliometrics methods in detecting citations to questionable journals," *The Journal of Academic Librarianship* 49, no. 4 (2023): 102749. See also, Has Van Vlokhoven, "The effect of open access on research quality," *Journal of Informetrics* 13, no. 2 (2019): 755.

confusion among students but also hinders their understanding of the current legal system. Outdated content can also lead to inaccuracies in legal practice, resulting in negative consequences for clients and the legal profession as a whole.⁴¹

Additionally, the lack of diversity in perspectives is another issue that plagues many of the textbooks. Nearly 42% of the books were found to suffer from this problem, with the authors presenting only one-sided or biased viewpoints. This not only limits the students' understanding of legal concepts but also hinders their ability to think critically and make informed decisions. Law is a diverse field, and it is essential for students to be exposed to multiple perspectives to develop a well-rounded understanding of the subject. One of the major issues with the textbooks used in law schools in Bangladesh is the inadequate representation of local laws and legal practices.⁴² This is particularly problematic because many of the textbooks used are authored by foreign authors who are not familiar with the intricacies of the Bangladeshi legal system. As a result, students are not able to develop a comprehensive understanding of the local laws and legal practices, which can negatively impact their ability to practice law.⁴³

The evaluation of law textbooks used in Bangladesh reveals a concerning lack of attention to essential elements that make up a qualitative legal textbook. Only 7% of the textbooks evaluated provide relevant examples and case studies to illustrate legal concepts being discussed. Such examples and case studies are crucial in helping students understand how legal concepts are applied in practice. Moreover, only 5% of the textbooks are up-to-date and reflect recent developments in the relevant area of law. This lack of up-to-date information hinders students from gaining an understanding of the most current legal practices and precedents. Furthermore, the study shows that only 3% of the textbooks provide a balanced and diverse perspective, taking into account different legal traditions and perspectives that exist. The lack of diversity in perspectives means that students are not exposed to the full range of legal approaches and viewpoints, limiting their ability to engage in critical thinking and analysis.⁴⁴ In addition, only 3% of the textbooks are well-organized, with clear headings and subheadings that make it easy for the reader to navigate and find the information they need. A well-organized textbook is crucial for students to grasp the overall structure of a legal

⁴¹ Wenke Mork Rogne et al., "Effects of digitalisation on learning to write—A naturalistic experiment," *Learning and Instruction* 93 (2024): 101970.

⁴² Hamed and Ezaleila, "Digital Textbook Program in Malaysia: Lessons from South Korea," 247. See also, Mertz, "Teaching lawyers the language of law," 94; Lehtonen, "You will certainly learn English," 57.

⁴³ Suntana and Priatna, "Four obstacles to the quality of constitutional law," 19.

⁴⁴ Hamed and Ezaleila, "Digital Textbook Program in Malaysia: Lessons from South Korea," 247. See also, Puspita, Roisah, and Lestari, "Open Access Institutional Repository in the Digital Era," 173; Weisberg, "Student attitudes and behaviors towards digital textbooks," 191.

topic and to identify key concepts. Moreover, the study reveals that only 15% of the textbooks provide a comprehensive index, and 95% provide a table of contents to assist the reader in locating specific topics. Without proper indexing and organization, students may struggle to find the information they need, making the learning process more difficult. Finally, only 7% of the evaluated textbooks are based on reliable and authoritative sources, and provide appropriate references and citations to support its content.

The findings provide valuable insights into the strengths and weaknesses of the current textbooks being used. By identifying the areas in which textbooks are particularly effective or ineffective, educators can better tailor the curriculum to meet the needs of their students.⁴⁵ For example, if the responses indicate that a particular textbook is particularly useful in helping students understand complex legal concepts, educators may choose to emphasize that textbook in future courses. Conversely, if the responses indicate that a particular textbook is not helpful in preparing students for their professional lives as lawyers, educators may choose to seek out alternative textbooks that provide a more comprehensive and practical approach.⁴⁶

The evaluation of law textbooks used in Bangladeshi legal education revealed significant issues related to content accuracy, contextualisation, and plagiarism. The findings suggest a need for greater attention to be paid to the quality of law textbooks and for the development of textbooks that are tailored to the Bangladeshi legal system. This study's results can inform the development of measures to improve the quality of legal education in Bangladesh, ensuring that law students receive high-quality education that adequately prepares them for their future careers.

The lack of quality law textbooks has a detrimental impact on law students in Bangladesh. It hinders their research and academic progress, affecting the quality of legal education. Law students are expected to conduct research and produce academic papers during their studies. However, without proper educational resources, students cannot conduct quality research, and their academic papers lack depth and substance. It makes it difficult for students to publish their research papers in academic journals or present them at conferences. Moreover, the lack of quality textbooks affects the development of critical thinking and analytical skills in students. Law students need to be able to analyse legal issues, make informed decisions based on legal principles, and present arguments effectively. Without

⁴⁵ Jang, Yi, and Shin, "Checking the effectiveness of using digital textbooks," 64. See also, Hafner and Candlin, "Corpus tools as a learning tool," 313; Hu, "Improving the System of Legal Textbooks" 173; Martínez, Mollica, and Gibson, "Poor Writing, Not Specialized Concepts," 101388.

⁴⁶ Hafner and Candlin, "Corpus tools as a learning tool," 311. See also, Mertz, "Teaching lawyers the language of law," 92; Lehtonen, "You will certainly learn English," 55.

proper educational resources, students cannot develop these skills, affecting their employability and success in the legal profession.⁴⁷ Legal education plays a vital role in preparing law students and advocates for their future careers as legal professionals. Textbooks are an integral part of legal education, providing students with the foundational knowledge they need to understand the principles and concepts of law.

3.3. Impact of Lack of Quality Textbooks on Law Students of Bangladesh

The lack of qualitative law textbooks has a detrimental impact on law students in Bangladesh. The primary impact is on the quality of legal education. Without proper educational resources, students cannot develop a comprehensive understanding of the legal system, its principles, and the interpretation of laws. It also makes it difficult for them to develop critical thinking and analytical skills, which are essential in the legal profession.⁴⁸ As a result, many law graduates in Bangladesh lack the necessary knowledge and skills required for a successful career in law.

Furthermore, the lack of qualitative law textbooks hinders the research and academic progress of students. Law students are expected to conduct research and produce academic papers during their studies. However, without proper educational resources, students cannot conduct quality research, and their academic papers lack depth and substance.⁴⁹ It makes it difficult for students to publish their research papers in academic journals or present them at conferences. To improve the quality of qualitative law textbooks, publishers and authors must work together to provide students with the best possible educational resources. The textbooks should be regularly updated to reflect changes in the legal system and emerging trends in the field. Publishers should invest in the development of high-quality educational materials that meet the needs of students and instructors. Moreover, publishers should also provide supplementary materials, such as online resources, videos, and podcasts, to enhance the learning experience.⁵⁰ These resources will help students to understand complex legal

⁴⁷ Bråten and Strømsø, "When law students read a lot of documents," 651. See also, Candlin, Bhatia, and Jensen, "Developing legal writing materials," 301; Hafner and Candlin, "Corpus tools as a learning tool," 309; Mertz, "Teaching lawyers the language of law," 92.

⁴⁸ Parther, "International students and academic misconduct," 71. See also, Weisberg, "Student attitudes and behaviors towards digital textbooks," 191; Martínez, Mollica, and Gibson, "Poor Writing, Not Specialized Concepts," 101388.

⁴⁹ Hamed and Ezaleila, "Digital Textbook Program in Malaysia: Lessons from South Korea," 249. See also, Jang, Yi, and Shin, "Checking the effectiveness of using digital textbooks," 63; Hu, "Improving the System of Legal Textbooks" 172; Dawson and Yang, "Institutional repositories, open access and copyright," 291.

⁵⁰ Jang, Yi, and Shin, "Checking the effectiveness of using digital textbooks," 61. See also, Lehtonen, "You will certainly learn English", 53;

concepts and provide additional opportunities to practice and develop their skills. Moreover, authors must focus on the needs of students when writing textbooks. They should write in a simple language that is easy to comprehend and understand by students.⁵¹ Additionally, they should incorporate case studies, judicial decisions, and legal precedents to help students understand the application of the law in real-life situations. Instructors also play a critical role in improving the quality of law textbooks. They should provide feedback to publishers and authors on the effectiveness of the textbooks and suggest improvements. They should also use the textbooks effectively in their teaching to ensure that students benefit from the resources provided. Furthermore, the government can take steps to ensure that students have access to high-quality law textbooks. The government can provide funding to publishers and authors to develop high-quality educational resources. It can also set standards for the quality of law textbooks and ensure that all textbooks meet these standards.⁵²

The interviews conducted with 25 authors and 11 publishers shed light on the concerning practices in the production of law textbooks in Bangladesh. Of the authors interviewed, 80% stated that they did not receive any money beyond a one-time honorarium of 15000 BDT to 20000 BDT from the publishers for their books. Furthermore, none of the authors received any royalties after the initial payment. This lack of financial incentive for authors may contribute to the poor quality of some of the textbooks, as authors may not have the time or resources to conduct extensive research or check for plagiarism. Moreover, 29% of the authors stated that they had written their books in a very short period, with most completing their manuscripts within 2 weeks and sometimes in just 1 month. This short timeframe may not allow for thorough research and analysis, leading to a lack of accuracy and insufficient coverage of the required areas of study in the textbooks. Additionally, the authors heavily rely on online sources and do not have the opportunity to check for plagiarized material, which could further contribute to the poor quality of the books.

Out of the 11 publishers interviewed, a significant number (45%) did not have any educational degrees and were school dropouts. Only 36% had completed the secondary school certificate (SSC), with 1 out of 11 having completed higher secondary certificate (HSC), and 1 out of 11 having a master's degree in sociology. The fact shows that some of the publishers do not have any educational degrees,

⁵¹ Hartig and Lu, "Plain English and legal writing: Comparing expert and novice writers," 91. See also, Martínez, Mollica, and Gibson, "Poor Writing, Not Specialized Concepts," 101388; Williams, "Legal English and plain language: An introduction," 121; Yiran Xu, and J. Elliott Casal, "Navigating complexity in plain English," 101059.

⁵² Hu, "Improving the System of Legal Textbooks" 171. See also, Daghigh and Rahim, "Neoliberalism in ELT textbooks" 501; Martínez, Mollica, and Gibson, "Poor Writing, Not Specialized Concepts," 101388.

and in some cases, have not completed even secondary education, raises concerns about their ability to understand and effectively communicate the complex legal concepts and nuances that are necessary in legal textbooks. However, it is worth noting that these publishers have gained experience in the publishing industry through their work as salespeople for previously reputable publications. Furthermore, it is important to consider the role of these publishers in the production and distribution of legal textbooks in Bangladesh. They have clear knowledge about the statutes and have established relationships with teachers and heads of law schools, which allows them to effectively market and distribute their products. However, it is important for publishers to ensure that they are providing accurate and reliable content in the textbooks they publish.⁵³

The interviews with publishers also revealed concerning practices in the industry. The fact that authors are not paid royalties for their work may indicate that publishers are more concerned with maximizing profits rather than ensuring the quality of the textbooks. This could explain the high prevalence of poor print quality, inadequate representation of local laws, and outdated content that was previously identified. Overall, the interviews with authors and publishers suggest that there are systemic issues within the production of law textbooks in Bangladesh, including the lack of financial incentive for authors, short timelines for manuscript completion, and heavy reliance on online sources without proper plagiarism checks. These issues should be addressed in order to ensure the production of high-quality and accurate textbooks for law students in Bangladesh.

4. Conclusion

Qualitative law textbooks are essential for proper education of law graduates in law schools of Bangladesh. They provide students with a comprehensive understanding of the legal system, its principles, and the interpretation of laws. Qualitative law textbooks also contain case studies, judicial decisions, and legal precedents, which help students to understand the application of the law in real-life situations. Additionally, the textbooks should contain exercises and assignments that test the understanding and knowledge of students. The lack of qualitative law textbooks has a detrimental impact on law students in Bangladesh. Based on the data collected from the survey, it is evident that a significant number of law students are dissatisfied with the textbooks used in their legal education.

The majority of respondents believe that the textbooks do not adequately incorporate practical aspects of the law, such as legal drafting, negotiation, and

⁵³ Hamed and Ezaleila, "Digital Textbook Program in Malaysia: Lessons from South Korea," 247. See also, Hu, "Improving the System of Legal Textbooks" 169; Mertz, "Teaching lawyers the language of law," 93.

advocacy. Furthermore, most of the respondents do not think that the textbooks provide sufficient depth and breadth of coverage of the topics. Another issue that was highlighted in the survey was the lack of contextualized explanations of legal concepts and inadequate coverage of legal cases and precedent. A large percentage of respondents also believe that the textbooks were poorly written and lacked prior experience in the legal field. Interestingly, there was a relatively high percentage of respondents who believed that the textbooks contained plagiarized material. This is a cause for concern and underscores the need for proper scrutiny and quality control of legal textbooks. Despite these limitations, some students found the textbooks to be helpful in understanding legal concepts. However, it is clear that there is room for improvement in the content and quality of law textbooks. This could involve a greater emphasis on practical skills, more contextualized explanations of legal concepts, and more rigorous editorial oversight to ensure the accuracy and relevance of the material. It is also worth considering alternative learning materials, such as case studies and simulations, to supplement traditional textbook-based learning.

One potential solution to this problem could be to establish a regulatory body that oversees the quality of law textbooks and authors. This regulatory body could set standards for quality and ensure that books that meet those standards are published. Another solution could be to encourage and support more quality authors to write basic books on law. Furthermore, educational institutions could also take the initiative to create a database of quality textbooks and authors, which can be used by their students and other educational institutions as well.

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