

# **Multidisciplinary Approach and Entrepreneurship in Legal Education**

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Man has crossed far in his undertaking to progress in each and every known field. Every one of the accomplishments man has gone to are because of his interest and never quenching curiosity. With the assistance of his imaginative character and curious tilt, man solved numerous puzzles and has privileged insights of the earth. Subsequently, today we as a society are audience to surprising progressions and eminent developments. Yet at the same time, we have to march father. Today there is a sea change in the world, where things and situations are changing at light speed. We are faced with a multitude of issues globalization, technological advancement, scientific innovation, cyber world which have risen to numerous challenges and difficulties which are unconventional and gigantic in nature. These issues are not the topic of the same discipline rather they belong to various connected or not so connected disciplines. Obviously, study of just one discipline would not be of use to come up with a solution instead there a concerted effort of one and all discipline is needed. Hence, how unrelated the subjects be but at some point they converge and one need to study other to understand itself completely. The educational institutes need to restructure their curriculum to encourage multidisciplinary approach and worked on varied ways to integrate interdisciplinary coursework into the legal curriculum. Today we are faced by one more pressing issues which is unemployment which is the result of our demography and automation, the answer to which is entrepreneurship. This paper highlights the need, significance, problem and prospects of a multidisciplinary approach in legal research along with the concept of legal entrepreneurship.

**“The study of laws, on condition they are good laws, is unrivalled in its ability to improve students.” – Plato**

Law is the very foundation on which every society and a nation survives and thrives, for which legal education is a sine qua none. Legal Education does not only make reputable citizens who know laws and follow them, as well as produces splendid academicians, visionary judges, amazing legal counsellors, and awe-inspiring law specialists. Hence, creation of these classes of men should be the aim of the Legal Education as they are the one who act as catalyst for the social changes in the society and economic progress of the country. While formulating the Legal education policy it must be bore in mind that technological advancements and scientific developments are happening all around the world at an unprecedented rate and are rapidly changing the economic and social scenario of the world.

When we talk about India, the Legal education generally alludes to the education of the prospective lawyers before they face the world of competition and challenges. So another challenge thrown on the face of institutions imparting legal education is to make law students practice ready and able to think and act in multidisciplinary manner and not stand alone for gone are the days when “jack of all trades and master of none” was a taboo as it is the demand of today.

When we go into the history of legal education in India we get to know that law degrees in India are granted and conferred in terms of the Advocates Act, 1961, which is a law passed by the Parliament both on the aspect of legal education and also regulation of conduct of legal profession. Under the Act, the Bar Council of India is the supreme regulatory body to regulate the legal profession in India and also to ensure the compliance of the laws and maintenance of professional standards by the legal profession in the country.

Currently, Traditional universities as well as the specialized law universities and schools offer legal education in India in either of the two ways, firstly a three year course which is pursued after completion of an undergraduate degree or secondly as an integrate degree which is of five-year duration. Whereas, traditionally the degrees that were conferred carried the title of LL.B. (Bachelor of Laws) or B.L. (Bachelor of Law), a three year course which a student can pursue only after completing an undergraduate course in any discipline and upon its completion the pursuant was granted the degree. But as the time changed a need was felt to reform the legal education structure which was being followed for years and now one can study law as an integrated course of five years after passing the senior secondary examination. Both the holders of the three-year degree and of the five-year integrated degree are qualified for enlistment with the Bar Council of India upon the satisfaction of qualification conditions and upon enlistment, may show up under the steady gaze of any court in India.

The five year integrated law degree finds its roots in the suggestions by the *Law Commission of India* and cry for reform from the side of the Bar Council of India. To raise the academic standards of legal profession in India, a bold step was taken in terms of establishing specialized law universities solely devoted to legal education. Thus in the year 1985 the first law University in India was set up in Bangalore which was named as the *National Law School of India University*. These specialized universities fully dedicated to law were meant to offer a multi-disciplinary and integrated approach to legal education. Therefore, for the first time an integrated degree with the title of "B.A., LL.B. (Honours)" was granted in India through National Law School of India. From then on there was no turning back as more and more national law schools were set up and multifaceted law degrees such as BBA LLB, BCOM LLB, BSC LLB came into existence.<sup>19</sup> Currently, there are talks of introducing a new law course BTECH LLB for the law students whose interests' lies in the technological field and who want the better of the two diverse fields.

But the question which arises is has there been any positive change in the legal education with the introduction of new realms of law degrees. A pursuant of general law degree had to study the same set of subjects without any focus on the fact from which field the student is coming as in which subjects the student had studied. A science student had to study arts subjects same was with the commerce students or an arts student. Also the law students were not offered any specialization making them no expert but someone who knows all. So the current trend where a student can choose from various law streams has offered them an

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<sup>19</sup> The National Law University, Jodhpur offered for the first time in 2001 the integrated law degree of "B.B.A, LL.B. (Honours)" which was preceded by the West Bengal National University of Juridical Sciences offering the "B.Sc., LL.B. (Honours)" degree.

KIIT Law School, Bhubaneswar became the first law school in India in 2007 to start integrated law in three different streams and honours specialisation; i.e. BA/BBA/B.Sc. LLB (Honours).

array of choices which would help them in full utilization of their past knowledge and experience.

But is it easy to justify the emergence of so many realms of law degrees, are the institutions prepared for this, do they have the required infrastructure, the availability of competent teachers is another question. Hence, there is a need to understand the challenges which these new courses pose for the educational institutes. An educational institute would rush into the mad race of introducing the new degrees to capture the students' interests seeking something new and innovative. The academicians who would be teaching students pursuing new realms of law degrees need to have the best understanding of legal field as well as the technical field and how and where the two merge. They must be able to intertwine all fields of study quite nicely to give a stable foundation that would help to develop a future ready student.

The Future is Multidisciplinary - Today, multidisciplinary learning—whether you are a student or an entrepreneur—is not optional when it comes to tackling the fast-paced corporate and business landscape. To make it a possibility the institutions of higher education have to be innovative in their approach and allow students to design their own studies programme, tailored to help them achieve their career goals. There must be complete flexibility and no limitation to the combination of double degrees or second majors. The students ought to have the ability to pick whichever combination they want, something which might seem impossible but could be turned into reality with the collaborative efforts of the universities and academicians. As broad-based curriculum not only emphasizes breadth across different disciplines, it also strengthens the depth of the specialization that students choose. The employers are also more attracted to graduates with a broad-based education as these students will have knowledge and skills in multiple fields that can be applied to the workplace which is not restricted to one field or arena. The lawyer of tomorrow must be comfortable to interact with other professions on an equal footing and be able to consume scientific and technical knowledge.

But this multidisciplinary approach to studies must be backed with a core curriculum, which is a set of common courses for all undergraduates, so that everyone has a strengthened common knowledge base. The institute needs to inculcate the ability to think broadly through an interdisciplinary core curriculum, as well as the ability to advance with the speed of global change. Global exposure is a crucial factor to fully nurture the modern student whose workplace is not held within one city, state or a country, instead for whom the whole world is his workplace. Hence, the institutions ought to constantly reinvent themselves through student and faculty exchange programmes along with foreign university collaborations. In the era of globalization, we need to pay attention to the creation of lawyers who are comfortable and skilled in dealing with the differing legal systems and cultures that make up our global community while remaining strong in one's own national legal system.

For modernization of legal education in India it may approach five objective of legal education. Those are encouraging clinical training, promote an interdisciplinary approach of law with other social sciences, encourage proficiency in languages, personal characteristics, promote acquaintance with new technological developments. A system of legal education that encourages clinical legal education

so that the students get real life dealing in courts and with clients' needs to be developed. At the end of college journey the students would be equipped to be leader who could make a change in the society with the ability to think across different issues, combining different disciplines and someone who would be able to create solutions for pressing problems. There is also a need for holistic approach towards education and to educate students through hard, soft and heart skills so as to make the students versatile, articulate, culturally sensitive and highly adaptable.

Adding multidisciplinary coursework, scientific method, and practical training would go a long way in ensuring that institutions provide the students an invaluable head start, a plethora of opportunities and a promising future. The legal industry would get new fully-trained law personnel ready and prepared to look at their clients' needs from all angles.

Besides imparting knowledge and training to the students, the need of the hour is to make law students self-sustaining, to make them entrepreneurs so that they not only support themselves but also provide employment to others. As lately, entrepreneurship has been hoisted as a theme of significance within the educational segments. The students are being encouraged to become more entrepreneurial in their endeavours, creating more products and services. Entrepreneurship has been highlighted as one of the cornerstones of a modern, fully developed economy as can be seen by the initiative made by the government in the form of "Make in INDIA" scheme. It is now widely acknowledged that the competitiveness and future prosperity of the country depends on its intellectual wealth which comes forth by means of the application of knowledge, innovation and entrepreneurship. Times of today demand for entrepreneurship education to be embedded in all courses at an early stage to help develop and nurture entrepreneurial mind-sets.

The recent trends show that entrepreneurial lawyers will be highly valued in the globalized market of the 21st century.

To achieve this Bar Council of India, the State Bar Councils, the State Governments and the University Grants Commission have to provide support and encourage the Universities for improving the standard of legal education in the country. All the concerned agencies have to work in a comprehensive manner without any conflict so as to devise better ways and means to meet the new challenges faced by legal education undergoing through profound changes around the world because of globalization and ever changing technology.