



Course Manual

Welfare Rights and the Law Clinic – I

L-EC-0050

Course Instructor:

Prof. Yukti Kumar

(Assistant Professor, Jindal Global Law School)

Collaborator:

Additional Deputy Commissioner Office,

District Social Welfare Office,

District Welfare Office,

District Legal Services Authorities,

In Sonapat, Haryana

&

Panchayat Resolution Centre (PRC) (Confirmed, will be signing MoU Shortly)

Centre for Social Justice (CSJ) (TBC)

Guest Instructors:

ADC Office Field officers

Mr. Sourav, Panchayat Resolution Centre

Centre for Social Justice (CSJ)

Mr. Jatin and Mr. Sahil Community Volunteers: On Field

Fall 2026

AY: 2026-27

ELECTIVE/CLINICAL COURSE

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Welfare Rights and the Law Clinic – I (Haryana State Schemes) offered by Jindal Global Law School in the AY 2026-27

This document is prepared by the course instructor and contains basic information relevant to the execution of the course. It is the official record for all intents and purposes as far the elective course, *Welfare Rights and the Law Clinic - I*, (Haryana State Schemes) is concerned.

This course manual can be used as a general guide to the subject. However, the instructor can modify, extend or supplement the course (without tampering its basic framework and objectives) for the effective and efficient delivery of the course. The instructor will provide students with reasons for such changes.

PART I

General Information

Course Title	Welfare Rights and the Law Clinic-I
Course Number	L-EC-0050
Course Duration	14 Weeks X 4 Hours Per Week = 56 Hours
No. of Credit Units	Four
Medium of Instruction	English
Pre-requisites	NA
Level	UG and/or PG
Equivalent Course	NA
Exclusive Courses	No

The above information shall form part of the University database and may be uploaded into the KOHA Library system, catalogued and distributed amongst the first-year students.

PART II

A. Acknowledgement of Course Ideators

The conceptualization and intellectual foundation of this course has been provided by Prof. Dipika Jain, Executive Dean, Jindal Global Law School and Director, Justice V.R. Krishna Iyer Centre for Legal Aid, Jindal Global Law School whose scholarly insights and academic contributions have significantly informed its thematic orientation and critical focus. Prof. Jain's ideas have served as a guiding framework, lending depth and academic coherence to the course content.

B. Course Description

This comprehensive 4-credit semester-based course provides students with an in-depth understanding of welfare rights, social justice, and the legal framework governing public assistance programs in India. Offered in collaboration with the Additional Deputy Commissioners

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Office, District Social Welfare Office, District Welfare Office, District Legal Services Authorities, Sonapat, along with Panchayat Resolution Centre (PRC) the course combines theoretical knowledge with practical application through direct client representation and community engagement. The course addresses the intersection of law, social policy, and human rights, focusing on India's welfare state mechanisms and their implementation challenges. Students will engage with constitutional provisions, statutory frameworks, and policy documents that govern social security, food security, healthcare, housing, and other essential services provided by the state.

Through hands-on clinical work, students will develop practical skills in legal advocacy, client counseling, administrative law procedures, and community organizing. The course emphasizes social justice lawyering, critical legal thinking, and ethical considerations in representing marginalized communities. The clinical component involves direct engagement with rural and urban communities, assisting clients in accessing welfare benefits, navigating bureaucratic processes, and challenging wrongful denials of benefits. Students will participate in legal awareness camps, draft applications for various welfare schemes, and contribute to creating accessible resources for community members.

C. Course Aims

By the end of this comprehensive course, students will:

- Develop a critical understanding of welfare rights as human rights and their constitutional foundations
- Gain comprehensive knowledge of State government welfare schemes and their implementation mechanisms
- Master practical advocacy skills including legal research, client interviewing, application drafting, and administrative representation
- Understand the socio-economic context of poverty, marginalization, and social exclusion in India
- Develop competency in navigating complex bureaucratic systems and administrative procedures
- Learn to critically analyze welfare policies from rights-based and social justice perspectives
- Gain experience in community organizing and legal empowerment strategies
- Contribute to legal aid delivery and access to justice for marginalized communities

D. Intended Learning Outcomes

E. Course Intended Learning Outcomes F.	Weightage in %	Teaching and Learning Activities	Assessment Tasks/ Activities
Knowledge and understanding	60	Academic discussions and discourse during lecture	1. Reflection Paper 2. Journal entry 3. Handbook & Consultation 4. PPP Applications
Skills & Abilities	30	Workshop, client Interviews, Data Collection and role play exercises	Social Audit, Field visits and awareness camps
Values and Attitudes	10	Workshops and guest lectures	In Class participation

Knowledge and Understanding:

- Demonstrate comprehensive understanding of constitutional provisions related to welfare rights
- Explain the legal framework governing major welfare schemes in India
- Analyze the relationship between welfare rights and human dignity
- Understand the role of law in addressing social and economic inequalities

Skills and Abilities:

- Conduct effective client interviews and counseling sessions
- Draft legal applications, appeals, and representations
- Navigate administrative procedures and bureaucratic systems
- Conduct legal research on welfare rights and social security law
- Represent clients before administrative authorities and tribunals
- Design and implement community legal education programs

Values and Attitudes:

- Develop commitment to social justice and human rights
- Demonstrate cultural sensitivity and empathy in client interactions
- Exhibit professional responsibility and ethical conduct
- Show understanding of lawyer's role in social transformation

G. Grading of Student Achievement

To pass this course, students shall obtain a minimum of 40% in the cumulative aspects of coursework, i.e., internal assessments (including moot court, mid-term exam, presentations, research paper) and the end term examination. Internal assessments shall carry a total of 70 marks.

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End of semester exam shall carry 30 marks out of which students have to obtain a minimum of 30% marks to fulfil the requirement of passing the course.

The details of the grades as well as the criteria for awarding such grades are provided below:

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
80 and above	O	8	Outstanding – Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability
75 – 79	A+	7.5	Excellent - Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability
70 – 74	A	7	Very Good - Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyze existing materials and originality in thinking and presentation
65 – 69	A-	6	Good - Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills
60 – 64	B+	5	Fair – Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills
55 – 59	B	4	Acceptable - Adequate knowledge of the subject matter to go to the next level of study and reasonable critical and analytical skills.
50 – 54	B-	3	Marginal - Limited knowledge of the subject matter and irrelevant use of materials and, poor critical and analytical skills
45 – 49	P1	2	Pass 1 – Pass with basic understanding of the subject matter
40 – 44	P2	1	Pass 2 – Pass with rudimentary understanding of the subject matter

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Below 40	F	0	Fail - Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course
Absent	Ab	0	When the student has not appeared in the examination. If an "Ab" grade is assigned, it will require a resit examination and/or repeating the course.

PART III

Cell Phones, Laptops and Similar Gadgets

Please refrain from using electronic devices such as cell phones/iPads/Kindle in class and ONLY use your laptops for taking notes/referring to course material. Please refrain from using your electronic devices to access social media.

Course/Class Policies

Criteria for Student Assessment

Assessment	Weightage	Remarks	Timeline
Weekly Journal Entries	15%	<ol style="list-style-type: none"> 1. Students will submit, and receive feedback on, journal entries every alternate week 2. five journal entries will be graded 3. Journal entries will be graded based on reflexivity and engagement with the material and learnings from the clinical course 4. Timely submission of the entries is important. 	Timeline: Monday by 11:59pm

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Assessment	Weightage	Remarks	Timeline
Reflection Paper	15%	<ol style="list-style-type: none"> 1. Students will have to submit one reflection paper. 2. Reflection paper should be: <ol style="list-style-type: none"> a. based on at least one reading and one movie/documentary. b. introduce feedback and learnings from writing workshops. c. well-structured (introduction, body and conclusion) and clearly written; and d. reflective (i.e., the reflection paper should not merely summarize readings or other material). 	11 th September by 11:59pm
Field Visits/CPLO Training/ Legal Aid and Welfare Camps/social audit/ department visits during the semester	30%	<p>Based on the field visits/ legal aid and welfare camps/ Social Audit/department visits conducted during the semester.</p> <p>Please note that no alternate will be provided for this component, barring exceptional circumstances and prior approvals.</p> <p>Attendance and Active Participation in field visits/CPLO Training – 10 Marks Applications for PPP – 10 Marks Social Audit – 10 Marks</p>	<p>Ongoing</p> <p>Minimum of 6 field visits will be mandatory</p> <p><i>Total Camps will be 10 out of which 6 will be mandatory to attend</i></p>
In class Participation	10%	based on participation in writing workshops on reflective writing/guest lectures and in-class engagement with readings and other materials and participation in the project	ongoing

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Assessment	Weightage	Remarks	Timeline
Handbook on Family ID, Parivaar Pehchan Patra: Project work/ consultations in village and on campus	30%	Research, Drafting and Designing (groups) Consultation – Students needs to present their work on Handbook	Ongoing Consultations date – 10 th and 17 th October, Saturday

Academic Integrity and Plagiarism

Learning and knowledge production of any kind is a collaborative process. Collaboration demands an ethical responsibility to acknowledge who we have learnt from, what we have learned, and how reading and learning from others have helped us shape our own ideas. Even our own ideas demand an acknowledgement of the sources and processes through which those ideas have emerged. Thus, all ideas must be supported by citations. All ideas borrowed from articles, books, journals, magazines, case laws, statutes, photographs, films, paintings, etc., in print or online, must be credited with the original source. If the source or inspiration of your idea is a friend, a casual chat, something that you overheard, or heard being discussed at a conference or in class, even they must be duly credited. If you paraphrase or directly quote from a web source in the examination, presentation or essays, the source must be acknowledged. The university has a framework to deal with cases of plagiarism. All form of plagiarism will be taken seriously by the University and prescribed sanctions will be imposed on those who commit plagiarism.

Disability Support and Accommodation Requirements

JGU endeavours to make all its courses accessible to students. In accordance with the Rights of Persons with Disabilities Act (2016), the JGU Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility related difficulties, visual and hearing impairment, mental health conditions and intellectual/learning difficulties e.g., dyslexia, dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester examination begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

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All general queries are to be addressed to disabilitysupportcommittee@jgu.edu.in

Submissions & Communications

Please send all submissions as a MS Word Document only. All assignments and submissions are to be uploaded only via the forms shared for each assignment. All communication with faculty for the purpose of the course must only be made via email only at yukti.kumar@jgu.edu.in

Assessment

The course will have continuous assessment. By the end of the course, the students will have worked on assisting community members from villages apply for welfare schemes and benefits under them and assist them with follow up and appeal processes. The students will have also worked on preparing a Handbook on the welfare schemes (Family ID in Haryana) with the aim to demystify the scheme and the process with guidance on resolutions for impediments with the processes. The aim would be to have this Handbook translated into different languages and widely disseminated with the help of our collaborators and partners.

Safe Space Pledge

This course may discuss a range of issues and events that might result in distress for some students. Discussions in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel disturbed due to either the content of the course or the conduct of the discussions. Therefore, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibitions and fear. This responsibility lies not only with students, but also with the instructor.

P.S. The course instructor, as part of introducing the course manual, will discuss the scope of the Safe Space Pledge with the class.

PART IV: Module Content

Keyword Syllabus

Welfare Rights, Family ID, Social Security, Constitutional Law, Administrative Law, Public Assistance, Social Justice, Legal Aid, Community Organizing, Rights-Based Approach, Poverty Alleviation, Food Security, Healthcare Rights, Housing Rights, Employment Rights, Disability Rights, Women's Rights, Tribal Rights, Legal Literacy, Legal Empowerment.

Lecture Program & Weekly Schedule

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The following lecture schedule is tentative and may be revised by the instructor:

Teaching Week	Lecture Title
1	Introduction to Clinical Legal Education and Self-Reflexivity
2	Introduction to Citizenship, Development and Rights along with Social Audit
3	Learning Eligibility Criteria for Family ID (PPP), Application Processes for Family ID, Parivaar Pehchaan Patra and workshop on data collection
4	Understanding Bureaucracy and Welfare Delivery
5	Comprehensive Study of Parivaar Pehchaan Patra Act, 2021
6	Comprehensive Study of State Welfare Schemes - Part I and II
7	Understanding Beneficiary Rights and Entitlements
8	Rights of Citizens under Welfare Programs
9	Overview of Welfare and Public Assistance Systems
10	Consultation on campus and village
11	Legal Writing and Documentation Skills
12	Final Report on Social Audit and data collection; Parivaar Pehchaan Patra
13	Review on Handbook
14	Revision Week

Week 1: Introduction to Clinical Legal Education and Self-Reflexivity

Faculty: Prof. Yukti Kumar

This introductory week establishes the foundation for clinical legal education, emphasizing self-reflection and critical examination of one's role in community work. Students will explore the ethical dimensions of working with marginalized communities and develop awareness of power dynamics in legal aid work. The week focuses on understanding the difference between service and justice, examining the potential for both harm and benefit in community engagement, and establishing principles for respectful and effective advocacy.

Classes will specifically address the colonial and post-colonial contexts of legal aid work, examining how well-intentioned interventions can perpetuate existing power structures. Students will engage with decolonial perspectives on legal education and community work, learning to recognize and challenge their own biases and assumptions. The week includes practical exercises in self-reflection, group discussions on positionality and privilege, and establishing a framework for ethical community engagement throughout the clinical experience.

Readings:

- Ivan Illich, To Hell with Good Intentions, in *Combining Service and Learning: A Resource Book for Community and Public Service* 314 (Jane C. Kendall ed., 1968)
- Virginius Xaxa, How KISS and Indian Anthropology degrade Tribal People, *The Caravan* (August 2021)

Suggested Readings:

- Eve Tuck and K. Wayne Yang, Decolonization is not a Metaphor, 1(1) *Decolonization: Indigeneity, Education & Society* 1 (2012)

Additional Readings:

- Frank S. Bloch, "The Andragogical Basis of Clinical Legal Education," *Vanderbilt Law Review* 35, no. 2 (1982): 321-353

Week 2: Introduction to Citizenship, Development and Rights along with social audit

Faculty: Prof. Yukti Kumar

Reflection Paper Submission date – 11th Sep, 11:59pm

This week introduces foundational concepts of citizenship, development paradigms, and rights-based approaches to welfare delivery by introducing social audit. Students will examine the evolution from charity-based models to rights-based frameworks, exploring how citizenship and exclusion impact welfare access. The focus includes understanding structural inequality, development models affecting marginalized communities, and the constitutional foundations of welfare rights in India.

Classes will delve into the historical construction of citizenship in India, examining how colonial legacies continue to shape contemporary welfare systems. Students will analyze different development models and their impact on various communities, particularly focusing on how modernization and development projects have affected tribal and rural populations. The week includes case studies of successful rights-based advocacy, discussions on intersectionality in welfare access, and practical exercises in mapping citizenship and exclusion in local contexts.

Readings:

- Swati Narayan, *Unequal: Why India Lags Behind Its Neighbours*, New Delhi: Penguin Random House India, 2020 (Documentary: Agar Woh desh Banati)
- Gopal Guru, How Egalitarian are the Social Sciences in India, *Economic and Political Weekly* (2002): 5003-5009
- Social Audit: Class discussion and Preparation of questionnaires

Suggested Readings:

- Manoranjan Mohanty, On the Concept of Empowerment, *Economic and Political Weekly* (1995): 1434-1436

Additional Readings:

- M. Karthikeyan, Welfare Schemes for the Vulnerable Sections of the Population, in *Governance in India: Basic and Beyond* 391 (M. Karthikeyan ed., 2d ed.)
- Partha Chatterjee, "The Politics of the Governed: Reflections on Popular Politics in Most of the World," Columbia University Press (2004), Chapters 1-2

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- Jean Drèze, "Democracy and the Right to Food," *Economic and Political Weekly* 39, no. 17 (2004): 1723-1731
- Amartya Sen, "Development as Freedom," Oxford University Press (1999), Chapters 1-3

Week 3: Learning Eligibility Criteria, Application Processes for Family ID, Parivaar Pehchan Patra and workshop on data collection

Guest Lecture: Centre for Social Justice (CSJ) (TBC)

Faculty: Prof. Yukti Kumar

This module introduces students to the eligibility criteria and application process of the Parivar Pehchan Patra (PPP) system in Haryana, along with its role in enabling access to welfare schemes. It also familiarizes learners with the structure and functioning of household-level data collection used for PPP and related governance systems. Through a combination of conceptual understanding and practical engagement, students will examine how digital family databases shape welfare delivery and inclusion. The module further provides hands-on exposure to basic data collection techniques, verification processes, and ethical considerations in fieldwork. It aims to build students' capacity to critically engage with state-led data systems while developing foundational skills in community-based legal and welfare work.

Readings:

- Overview: The Haryana Parivar Pehchan Act, 2021
- Workshop on data collection, Client Interviews: Social Audit

Week 4: Understanding Bureaucracy and Welfare Delivery

Faculty: Prof. Yukti Kumar

Workshop: PRC (Legal Literacy Campaign)

This week examines the complex relationship between bureaucratic structures and welfare delivery, focusing on how administrative processes facilitate or hinder access to entitlements. Students will analyze the impact of 'red tape' on the poor, understand civil society versus political society dynamics, and explore the role of Panchayati Raj institutions. The week includes discussion of digital governance implications and bureaucratic structural violence in welfare systems.

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Classes will provide deep analysis of how bureaucratic structures perpetuate inequality and create barriers for marginalized communities seeking welfare benefits. Students will examine the concept of 'political society' and how different social groups navigate bureaucratic systems differently. The week includes practical exercises in understanding government office hierarchies, analyzing application processing workflows, and identifying points of bureaucratic failure. Students will also explore how digital governance initiatives like Aadhaar, and online portals have transformed welfare access, examining both benefits and new forms of exclusion created by technological requirements.

Readings:

- Akhil Gupta, *Red Tape: Bureaucracy, Structural Violence and Poverty in India*, Durham/London, Duke University Press, July 2012
- Haryana Panchayati Raj Act 1994 (Support Panchayat Resolution Centre Campaign, PRC)

Suggested Readings:

- Neera Chandhoke, *Seeing the State in India*. In *State and Civil Society: Exploring the Relationship*, 1-24, New Delhi: Sage Publications, 2007

Additional Readings:

- Pranab Bardhan & Dilip Mookherjee, *Poverty Alleviation Efforts of Panchayats in West Bengal*, in *Decentralisation and Local Governments: The Indian Experience* (T.R. Raghunandan ed., 1st ed. 2012).
- Indira Rajaraman & Darshy Sinha, *Functional Devolution to Rural Local Bodies in Four States*, in *Decentralisation and Local Governments: The Indian Experience* (T.R. Raghunandan ed., 1st ed. 2012).

Week 5: Comprehensive Study of Parivaar Pehchaan Patra, (PPP) 2021

Faculty: Prof. Yukti Kumar

This module provides a comprehensive introduction to the Parivar Pehchan Patra (PPP), 2021, as a key governance innovation in Haryana aimed at creating a unified, family-based digital database. It examines the objectives, structure, and operational framework of PPP, with a focus on its role in streamlining access to welfare schemes. The module also critically engages with the process of data integration, eligibility mapping, and administrative implementation of the system. Students will be encouraged to analyse PPP as an instrument of digital governance and welfare delivery,

while also reflecting on issues of inclusion, exclusion, and data justice. Through this module, learners develop both conceptual clarity and critical perspectives on state-led data systems in contemporary welfare governance.

- Parivaar Pehchaan Patra Act, 2021
- Propose recommendations for Handbook and prepare a criterion for Income verification in collaboration with ADC office, Sonipat

Week 6: Comprehensive Study of State Welfare Schemes

Faculty: Prof. Yukti Kumar

This week continues the detailed study of welfare schemes, focusing on housing, food security, health, and education programs. Students will examine Ration Card Public Distribution System and its implementation in Haryana, Mid-Day Meal Scheme, Widow Pension, Maternity Benefit Scheme, Meri Fasal Mera Byora, various scholarship programs and Haryana Kaushal Razgar Nigam and Deen dayal (dayalu) scheme. The week emphasizes understanding implementation challenges, beneficiary selection processes, quality control mechanisms, and the intersection of multiple schemes in comprehensive welfare delivery.

Classes will focus on the practical implementation challenges of these schemes, including beneficiary selection controversies, quality control issues, and coordination problems between different implementing agencies. Students will analyze case studies of successful and failed implementation, examining factors that contribute to effective welfare delivery. The week includes practical exercises in calculating entitlements, understanding payment mechanisms, and identifying quality standards. Students will also learn about the grievance redressal mechanisms specific to each scheme and explore how multiple schemes can be combined to address comprehensive welfare needs of families and communities.

Schemes Covered:

- Senior Citizen Identity Card (Department of Social Justice and Empowerment)
- Chirayu Ayushman Bharat
- Old Age Samman Allowance
- Divyang Pension
- Happy Card (Haryana Antyodaya Parivar Parivahan Yojana)

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- Aapki Beti Humari Beti
- Ladli Social Security Allowance
- Bicycle Scheme
- Saksham Yuva Yojana
- Ration Card Public Distribution System in Haryana
- Mid-Day Meal Scheme
- Widow Pension
- Maternity Benefit Scheme
- Meri Fasal Mera Byora
- Pre-matric and post-matric scholarship
- Haryana Kaushal Rozgar Nigam
- Deen Dayal (Dayalu) Scheme

Week 7: Understanding Beneficiary Rights and Entitlements

Faculty: Ms. Yukti Kumar

Field work - Training of CPLOs in collaboration with DLSA AND ADC Office, Sonipat

This week examines the legal framework governing welfare rights, focusing on who qualifies as recipients and their rights under various programs. Students will study constitutional rights to welfare, citizenship and access to public benefits, and protections against discrimination. The week explores the civil society versus political society dynamics, examining how different groups access welfare systems and the role of intersectionality in welfare delivery.

Classes will provide detailed analysis of constitutional provisions, particularly Article 21 and the Directive Principles, and how courts have interpreted these to create enforceable welfare rights. Students will examine landmark Supreme Court cases that have established welfare entitlements as fundamental rights and analyze the evolution of judicial thinking on socio-economic rights. The week includes practical exercises in identifying beneficiary categories across different schemes, understanding inclusion and exclusion criteria, and analyzing how factors like gender, caste,

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disability, and geography affect welfare access. Students will also explore the concept of 'political society' and how marginalized communities organize to claim welfare benefits.

Readings:

- Upendra Baxi, "Access, Development and Distributive Justice: Access Problem of the Rural Population," In *Law, Justice and the Rural Poor*, edited by A Kirpal

Suggested Readings:

- Jayati Ghosh, "Development for Whom?" Great Transition Initiative, June 2017
- Surinder Jodhka, *The Indian Village: Rural Lives in the 21st Century*, 1st ed. Delhi, Aelph Book Company

Additional Readings:

- Rajeev Bhargava, *The Constitution as an Instrument of Social Transformation*, in *Politics and Ethics of the Indian Constitution* (Rajeev Bhargava ed., 2008).
- S.P. Sathé, "Judicial Activism: The Indian Experience," *Washington University Journal of Law & Policy* 6 (2001): 29-107

Week 8: Rights of Citizens under Welfare Programs

Faculty: Ms. Yukti Kumar

This week focuses on constitutional and statutory rights of welfare recipients, examining Supreme Court jurisprudence and procedural safeguards. Students will study the evolution of welfare as fundamental rights, state obligations, and minimum core content of rights. The week covers procedural rights including transparent services, documentation requirements, language accessibility, and privacy concerns in welfare delivery systems.

Classes will analyze specific Supreme Court judgments that have established welfare rights as fundamental rights, examining how courts have interpreted state obligations and minimum core content. Students will study procedural rights in detail, including the right to transparent and time-bound services, the right to appeal, and protections against arbitrary denial of benefits. The week includes practical exercises in understanding grievance redressal mechanisms, analyzing due process requirements in welfare administration, and examining how privacy and data protection concerns intersect with welfare delivery. Students will also explore the concept of 'minimum core obligations' and how this framework can be used to challenge inadequate welfare provision.

Readings:

- Stephen Wizner, "Beyond Skills Training," *Clinical Law Review* 7, no. 2 (2001): 327-351

Additional Readings:

- Madhav Khosla, "Making Social Rights Conditional: Lessons from India," *International Journal of Constitutional Law* 8, no. 4 (2010): 739-765
- Martha Nussbaum, "India: Implementing Sex Equality Through Law," *Chicago Journal of International Law* 2, no. 1 (2001): 35-58

Week 9: Overview of Welfare and Public Assistance Systems

Faculty: Prof. Yukti Kumar

This week provides comprehensive understanding of India's welfare architecture, examining its historical development and contemporary challenges. Students will explore the definition and purpose of social safety nets, constitutional provisions for welfare, and the federal structure of welfare delivery. The week emphasizes the role of civil society in welfare advocacy and introduces the intersection of law and social policy in addressing inequality.

Classes will trace the evolution of welfare systems from pre-independence charitable institutions to post-independence constitutional mandates and contemporary rights-based legislation. Students will analyze the Directive Principles of State Policy and their translation into actionable welfare programs, examining the tensions between federal and state responsibilities. The week includes comparative analysis of welfare systems globally, assessment of India's welfare expenditure and outcomes, and practical exercises in mapping local welfare ecosystems and identifying key stakeholders in welfare delivery.

Readings:

- MM Sarkar, *A Study of Women Welfare Sectors and Their Arrangements in Haryana*

Suggested Readings:

- A Seth, A Gupta and M Johri, "Delivery of Social Welfare Entitlements in India: Unpacking exclusion, grievance redress and the role of civil society organizations."

Additional Readings:

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- Harsh Mander, "Food from the Courts: The Indian Experience," *IDS Bulletin* 44, no. 3 (2013): 15-24
- Gabrielle Kruks-Wisner, Setting the Stage for Claim-Making, in *Claiming the State: Active Citizenship and Social Welfare in Rural India* 82 (Gabrielle Kruks-Wisner ed., 2018).

Week 10: Consultation on campus and in village

DATE: 10TH Oct and 17th Oct

Faculty: Prof. Yukti Kumar

This module focuses on the design and practice of consultations conducted both on campus and in village settings as part of clinical legal education. It enables students to understand the process of engaging with communities through structured dialogue to identify legal needs, welfare access barriers, and governance gaps. The module emphasises skills of active listening, interviewing, and ethical communication in diverse socio-cultural contexts. Students will also examine the differences between institutional (campus-based) and field-based consultations, particularly in terms of accessibility, power dynamics, and participation. Through experiential learning, the module builds foundational competencies for effective community legal work and participatory outreach.

Week 11: Legal Writing and Documentation Skills

Guest Lecture: DLSA, Sonipat

Faculty: Prof. Yukti Kumar

This week builds practical skills in welfare advocacy through focused training in legal writing, drafting applications and appeals, and structured documentation. Students will learn to construct persuasive legal arguments, use appropriate legal language, and apply the Right to Information Act, 2005 for transparency and evidence-gathering.

The module includes hands-on drafting of welfare applications, appeals, RTI requests, and complaints, along with exercises in evidence compilation and template creation. Peer review sessions support refinement of writing and argumentation skills.

Key focus areas include the RTI Act, selected High Court PILs on welfare rights, and Upendra Baxi's work on public interest lawyering and access to justice. Workshop components include

client counselling, legal drafting exercises, mock hearings, and case study analysis from real-world welfare scenarios.

Week 12: Final Report on Social Audit and Data Collection for Parivaar Pehchaan Patra

Faculty: Prof. Yukti Kumar

This module introduces students to the process of conducting a social audit and structured data collection under the Parivar Pehchan Patra (PPP) system. It focuses on understanding how field-level verification and documentation contribute to assessing the effectiveness of welfare delivery mechanisms. Students will engage with methods of collecting, verifying, and analysing household data while critically examining issues of inclusion, exclusion, and data accuracy. The module also emphasises reflective practice through the preparation of a final report based on field observations and community interactions. Through this, learners develop both practical research skills and a critical understanding of data-driven welfare governance.

Week 13: Review on Handbook on Family ID, Parivaar Pehchaan Patra

Faculty: Prof. Yukti Kumar

This week, students will review and develop a handbook on the Parivaar Pehchaan Patra (Family ID) system. The focus of this exercise is to simplify the process of application so that it is easily understandable for all community members, including those with limited literacy or legal awareness. Students will work on breaking down each step of the procedure in clear and accessible language. The aim is to make the handbook practical, user-friendly, and suitable for a layperson to independently apply for or update their Family ID. This exercise will also help students understand how legal and welfare information can be translated into simple, community-oriented guidance.

Week 14: Revision Week

Faculty: Prof. Yukti Kumar

This final week consolidates learning from the entire course, allowing students to review key concepts, clarify doubts, and prepare for assessments. Students will reflect on their clinical work experiences, discuss case outcomes, and present their contributions to the Welfare Rights Handbook. The week includes comprehensive review of welfare schemes, legal procedures, advocacy techniques, and evaluation of the clinical work completed throughout the semester.

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Classes will provide structured review sessions covering all major topics from the course, with students identifying areas needing further clarification and engaging in group discussions about challenging concepts. Students will present their case work and share experiences from their clinical practice, analyzing successes and failures in their advocacy efforts. The week includes collaborative sessions where students compile their research and experiences into contributions for the Welfare Rights Handbook, ensuring that practical knowledge gained is documented for future use. Students will also engage in self-assessment and peer evaluation exercises, reflecting on their professional development and identifying areas for continued growth. The week concludes with preparation for final assessments and discussion of post-course engagement opportunities with community organizations.