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**NATIONAL LAW UNIVERSITY, DELHI**

Short Course on

**‘Clinical Legal Education and Access to Justice’**

**November 1<sup>st</sup> to 5<sup>th</sup>, 2016**

Organized by

**NATIONAL LAW UNIVERSITY, DELHI**

Under the Grant from:

GLOBAL INITIATIVE OF ACADEMIC NETWORKS (GIAN)

MINISTRY OF HUMAN RESOURCE DEVELOPMENT (MHRD),

## **ABOUT NATIONAL LAW UNIVERSITY, DELHI:**

National Law University, Delhi (NLUD) established in 2008 by Act No.1 of 2008 of National Capital Territory of Delhi and with the initiative of High Court of Delhi, is a premier Law University established in India. The vision of the University is to create a Global Legal Institution which will compete with the best outside India and to prepare lawyers for a legal career that introduces them to wide range of opportunities in legal profession across the globe. The University is offering the five year integrated B.A.LL.B. (Honours.) Programme from the year 2008 and the LL.M., Ph.D. and P.G. Diploma Programme from the year 2011.

## **OBJECTIVES AND VISION:**

The primary objective of the University is to evolve and impart comprehensive and interdisciplinary legal education that is socially relevant. Furthermore, the University works toward dissemination of legal knowledge and its role in national development, so that the ability to analyse and present contemporary issues of public concern and their legal implications for the benefit of the public is improved. These processes strive to promote legal awareness in the community and to achieve political, social and economic justice.

“Globalization is a challenge and also an opportunity in the present time. India has a long history of business and technology. The potential has been unleashed through the process of liberalization. Cumulative economic progress needs to reach the various layers to create development index which is fair and equitable”. – Professor Dr. Ranbir Singh, Vice-Chancellor

“The University ensures to bridge the gap between the theory and practical application of concepts through a learning process which is simulative, participative and multidisciplinary. NLU Delhi attempts to ignite and nurture the spirit of critical inquiry. It intends to achieve the goal of making legal education as an instrument of social, political and economic change. I invite all of you to join the NLU Delhi family and take forward the legal education for transforming the society and the lives of people”. - Professor Dr. G. S. Bajpai, Registrar

## **GLOBAL INITIATIVE OF ACADEMIC NETWORK (GIAN) MINISTRY OF H.R.D. (MHRD), GOVERNMENT OF INDIA ABOUT GIAN:**

The Government of India has approved a new program titled Global Initiative of Academic Networks (GIAN) in Higher Education aimed at tapping the talent pool of scientists and entrepreneurs, internationally to encourage their engagement with the institutes of Higher Education in India so as to augment the country's existing academic resources, accelerate the pace of quality reform, and elevate India's scientific and technological capacity to global excellence. In order to garner the best international experience into our systems of education, enable interaction of students and faculty with the best academic and industry experts from all over the world and also share their experiences and expertise to motivate people to work on Indian problems, there is a need for a scheme of International Summer and Winter Term. During the Retreat of IIT's with the Hon'ble Minister of Human Resource Development Smt. Smriti Zubin Irani on 29th June, 2014 at Goa, it was decided that "A system of Guest Lectures by internationally and nationally renowned experts would be evolved along with a comprehensive faculty development programme not only for new IITs, IIMs, IISERs but also other institutions in the country.

### **COURSE OVERVIEW:**

This experiential course explores the ways in which experiential education can be infused throughout the curriculum, and the benefits of such education. It also explores the benefits of experiential education, including the impact that experiential education, including the impact that experiential education for law students may have on the future by improving access to justice and building a future group of ethical, competent and professional lawyers who will contribute to a healthy and functional justice system. The course explores types of experiential education that are most suitable to the legal system and legal education system in India. By exploring such models, students and faculty will understand how the law curriculum can be responsive to justice needs of the communities in which they live and learn. At the same time, such learning activities help prepare students for the profession of law and train students of law that ensuring and enhancing access to justice is a component of their responsibility as future legal professionals.

This course will incorporate experiential learning, so participants will learn by thinking, planning, doing and reflecting. Through experiential learning, knowledge is continuously gained through both personal and environmental experiences. The learner must be able to reflect upon the experience; use analytical skills to

conceptualize the experience; and make decisions and solve problems to use the ideas gained from the experience.

The course begins with an exploration of justice and access to justice concepts, with attention to the ability of students to identify how to improve access to justice in different contexts, including the responsibility of lawyers to ensure justice. The theme of justice will be woven throughout the course, as will concepts of ethics and the formation of professional identity.

The remainder of the course is devoted to exploring different curricular approaches to enhancing access to justice through clinical and experiential legal education. The participants in the course will have the opportunity to think through and design different course models. The participants will also learn interviewing and counselling techniques by conducting a mock interview. They will also learn best practices in delivering and receiving feedback to enhance learning

#### **OBJECTIVES OF THE COURSE:**

Through this course, participants will:

- Identify access to justice needs and potential solutions that can be effectuated at the educational and professional levels;
- Identify different clinical legal education models that can contribute to access to justice;
- Develop a plan for implementing successful forms of clinical legal education that do not rely on students or teachers having the ability to directly represent clients in court;
- Demonstrate and critique a form of experiential education through a simulated client interview;
- Identify principles for delivering effective feedback;
- Practice giving feedback;
- Review and assess their own performances through reflection
- Identify ways in which evaluation of innovative experiential programs contributes to improvement and sustainability.

**Course Title: Clinical Legal Education and Access to Justice**

**Name of the Faculty:** Lisa Bliss

**Designation:** Director of Experiential Education, Clinical Professor,  
Co-Director of Health Law Partnership Legal Services Clinic

**Affiliation:** Georgia State University College of Law

**Curriculum vitae:** Lisa Radtke Bliss is Clinical Professor, Dean of Experiential Education and Co-director of the Health Law Partnership Legal Services Clinic (HeLP) at Georgia State University College of Law in Atlanta, Georgia. The HeLP Clinic is an interdisciplinary law school course that teaches law students practical skills in the context of a community partnership designed to address the socio-economic determinants of health. The clinic educates law students together with students of medicine, social work, public health and bioethics, and provides legal services to low-income families whose children are receiving care at Children's Healthcare of Atlanta. Professor Bliss also teaches Interviewing and Counselling.

Professor Bliss is Co-editor of *"Building on Best Practices: Transforming Legal Education in a Changing World,"* and has co-authored sections on experiential education, law clinics, and interdisciplinary collaboration. She has co-authored an article on how to incorporate practical skills and social justice concepts into large enrolment law courses. Bliss has also published numerous articles and book chapters about clinical legal education and interdisciplinary education.

In 2014, Professor Bliss received the M. Shanara Gilbert Award from the Clinical Section of the Association of American Law Schools for her outstanding contributions to clinical legal education. She has taught about clinical legal education in Thailand, Vietnam, Myanmar, India, Turkey, Spain, Canada and the Philippines and is a frequent presenter at education conferences in the United States and internationally. She is an elected member of the GAJE Steering Committee, Chair-Elect of the Executive Committee of the Association of American Law Schools Section on Clinical Legal Education, and former member of the Board of Directors of the Clinical Legal Education Association.

#### **DURATION OF THE COURSE AND CREDITS:**

This five days/10 hours programme (November 1 to 5 2016) will have 10 lectures and Certificate of accomplishment will be granted upon successful assessment of the course.

As per the MHRD GIAN guidelines, this course carries one credits and the same can be earned by participants upon successfully clearing the written examination. The credit

transfer in case of NLU, Delhi students would be done in their existing degree programme.

The non-NLUD students will have to identify a compatible course from their institution which they are procedurally undergoing for the purpose of credit transfer. In order to get this credit transfer they need to process their application from their respective institutions.

### **EXPECTED AUDIENCE**

- Law students at all levels (BA.LLB/LLB/LLM/JD/JSD/PhD)
- Faculty from law schools, universities, colleges and institutions of higher education
- Lawyers, In-house counsel
- Professionals from Industry involved in International Commercial Law Practice.

### **REGISTRATION FEE**

- A. Participants from outside India: US \$350
- B. Industry/ Professionals/ Lawyers: Rs. 20,000/-
- C. Academic Institutions (Faculty, Students): Rs. 10,000/-
- D. Academic Institutions (Delhi NCR without accommodation): Rs 5000/-
- E. NLUD Faculty, Students, Ph.D. Scholars: No registration fees.

Accommodation on campus shall be provided only to outstation candidates (subject to availability).

The above fee includes all instructional materials, computer use for tutorials and assignments, library usage charges and 24hrs free internet facility.

(A)-(C) above will be provided 5 days accommodation, food and refreshments.

These facilities will be offered against payment and availability for (D).

## **PROCEDURE OF APPLICATION:**

Registration form, along with latest CV, to be emailed to [registrar@nludelhi.ac.in](mailto:registrar@nludelhi.ac.in)

Last date of submission of application: 20<sup>th</sup> October, 2016.

Confirmed candidates will be intimated by: 25<sup>th</sup> October, 2016.

Number of participants for the course will be limited to Hundred only.

As per GIAN guidelines, not more than 50% seats can be filled by students of the host institution. In the event that the number of applications exceed the number of available seats, selection criteria identified by the University shall be adopted to shortlist the participants.

Demand Draft to be made in favour of: - Registrar, National Law University Delhi, and made payable at Delhi.

Superscribe on the envelope: "MHRD GIAN Short Course on 'Comparative Contract Law and Practice'"

## **Course Schedule:**

### **Day I- Access to Justice and Introduction to Experiential Learning**

- What is the meaning of justice?
- How is justice achieved in differing contexts?
- In what ways can law schools, law faculty, and the legal profession address access to justice issues?

### **Day II- Successful Clinical Legal Education Models and Experiential Learning Approaches that may be implemented for Indian law students within the Indian legal system**

- Simulations
- Externships
- Community Teaching, Street Law
- "Hybrid" Courses
- Pro-bono
- Designing a program that teaches practical application of law and addresses access to justice

### **Day III – Creating Optimal Learning Environments that incorporate Experiential Learning**

- Balancing doctrinal and practical learning
- Designing effective lessons and presentations
- Incorporating knowledge and skills
- Incorporating values: ethics, professionalism, and social justice

### **Day IV – Exploring Client Representation via Simulation**

- Interviewing and Counselling – how to avoid mistakes
- Demonstration interview #1 and group feedback, reflection, and critique
- Demonstration interview #2 and group feedback, reflection, and critique
- Discussion of best practices for working with clients

### **Day V – Research and Evaluation of Experiential Methods**

- Why evaluation?
- Identifying research opportunities
- Examples of Research and Scholarship generated from evaluation
- Designing evaluation tools

### **Day VI- Test for Participants**

<p><b>Course Coordinator</b> <b>Dr. Bharti Yadav</b> Assistant Professor of Law <a href="mailto:Bharti.yadav7@gmail.com">Bharti.yadav7@gmail.com</a></p>	<p><b>Local GIAN Coordinator</b> <b>Prof. (Dr.) G. S. Bajpai,</b> Professor &amp; Registrar <a href="mailto:registrar@nludelhi.ac.in">registrar@nludelhi.ac.in</a></p>
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