



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

SYLLABUS

Class – II Year

Subject: - National Service Scheme

Unit	Contents
UNIT – I	Youth Development Program in India and Role of Youth Leaders National Youth Policy Youth Development Program at National Level, State Level, Volunteer Level Youth centric and youth led organizations Role and Importance of youth leadership, Leadership capability and its development,
UNIT – II	Meaning type of leader, Qualities, Traits, Role, Importance of a Good Leader Social, psychologic factors affecting the youth Life Skills-Self-awareness, Empathy, Effective Communication, Decision Making Role of Music and Art in Youth Development
UNIT – III	Basic Features of the Indian Constitution consumer protection act right to Information Child Protection Act, Problems of Aging: Problems Protection of Interests
UNIT – IV	Side effects of modern lifestyle and their countermeasures Diet, exercise, sleep in Indian lifestyle Collection, Utilization and Camp Management of Raseo Camps Biography of Swami Vivekananda (Ideal character of Rasayo)



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

Unit – I & II

Youth Development & Youth Leadership About Youth Development & Youth Leadership

Youth development is a process that prepares a young person to meet the challenges of adolescence and adulthood and achieve his or her full potential. Youth development is promoted through activities and experiences that help youth develop social, ethical, emotional, physical, and cognitive competencies. **Youth leadership** is part of the youth development process and supports the young person in developing: (a) the ability to analyze his or her own strengths and weaknesses, set personal and vocational goals, and have the self-esteem, confidence, motivation, and abilities to carry them out (including the ability to establish support networks in order to fully participate in community life and effect positive social change); and (b) the ability to guide or direct others on a course of action, influence the opinions and behaviors of others, and serve as a role model (Wehmeyer, Agran, & Hughes, 1998).

Conditions that promote healthy youth development are supported through programs and activities in schools and communities. Youth development researchers and practitioners emphasize that effective programs and interventions recognize youths' strengths and seek to promote positive development rather than addressing risks in isolation. Youth who are constructively involved in learning and doing and who are connected to positive adults and peers are less likely to engage in risky or self-defeating behaviors.

Providing the conditions for positive youth development is a responsibility shared by families, schools, and communities. The conditions for healthy youth development reside in families, schools, and communities.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

Families promote healthy youth development when they:

- provide support;
- have positive family communication;
- are involved in their adolescent's school;
- have clear rules and consequences and monitor their adolescent's whereabouts;
- provide positive, responsible role models for other adults, adolescents, and siblings;
- expect their adolescent to do well; and
- spend time together.

Schools promote healthy youth development when they:

- expect commitment from youth;
- have a caring school climate;
- have clear rules and consequences;
- provide positive, responsible adult role models; and
- expect youth to do well.

Communities promote healthy youth development when:

- adults advocate for youth;
- neighbors monitor youths' behavior;
- adults model positive, responsible, and healthy behavior;
- youth model positive, responsible, and healthy behavior; and
- youth programs are available (Konopka Institute, 2000, pp. 3-4).

It is unusual for all these positive influences to be present at the same time; unfortunately, too many youth grow up in circumstances that provide limited support for healthy development.

Well-designed and well-run youth development programs promote youth leadership by involving youth in needs assessment, planning, implementation, and evaluation. A growing



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

number of organizations include youth on their boards of directors. Effective programs engage all participating youth in constructive action through activities such as service learning, arts, and athletics; and emphasize common values such as friendship, citizenship, and learning.

Research on factors promoting resilience in youth at risk has shown that the consistent presence of a single caring adult can have a significant positive impact on a young person's growth and development (Garmezy, 1993). Well-designed programs promote positive relationships with both peers and adults (National Collaborative on Workforce and Disability for Youth, 2004).

Works Cited

Garmezy, N. (1993). Children in poverty: Resilience despite risk. *Psychiatry*, 56(1), 127-136.

Konopka Institute. (2000, Spring). *Growing absolutely fantastic youth: A guide to best practices in healthy youth development*. Minneapolis, MN: University of Minnesota.

National Collaborative on Workforce and Disability for Youth. (2004). *Organizational and programmatic components of effective youth programs*. Retrieved January 19, 2006, from

Wehmeyer, M. L., Agran, M., & Hughes, C. (1998). *Teaching self-determination to students with disabilities: Basic skills for successful transition*. Baltimore: Paul H. Brookes.

National Standards & Quality Indicators

Below are the specific Youth Development & Youth Leadership standards and indicators.

3.1 Youth acquire the skills, behaviors, and attitudes that enable them to learn and grow in self-knowledge, social interaction, and physical and emotional health.

- 3.1.1 Youth are able to explore various roles and identities, promoting self-determination.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

- 3.1.2 Youth participate in the creative arts, physical education, and health education programs in school and the community.
- 3.1.3 Youth are provided accurate information about reproductive health and sexuality and have the opportunity to ask questions and discuss sexual attitudes.
- 3.1.4 Youth develop interpersonal skills, including communication, decision-making, assertiveness, and peer refusal skills, and have the ability to create healthy relationships.
- 3.1.5 Youth interact with peers and have a sense of belonging.
- 3.1.6 Youth participate in a variety of teamwork and networking experiences.
- 3.1.7 Youth have significant positive relationships with mentors, positive role models, and other nurturing adults.

3.2 Youth understand the relationship between their individual strengths and desires and their future goals, and have the skills to act on that understanding.

- 3.2.1 Youth develop ethical values and reasoning skills.
- 3.2.2 Youth develop individual strengths.
- 3.2.3 Youth demonstrate the ability to set goals and develop a plan.
- 3.2.4 Youth participate in varied activities that encourage the development of self-determination and self-advocacy skills.

3.3 Youth have the knowledge and skills needed to practice leadership and participate in community life.

- 3.3.1 Youth learn specific knowledge and skills related to leadership, and explore leadership styles.
- 3.3.2 Youth learn the history, values, and beliefs of their communities.
- 3.3.3 Youth demonstrate awareness, understanding, and knowledge of other cultures and societies and show respect for all people.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

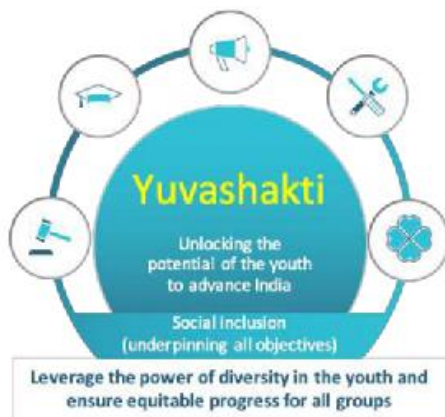
- 3.3.4 Youth engage in experiential learning and have opportunities for genuine leadership, taking primary responsibility for developing plans, carrying out decisions, and solving problems.
- 3.3.5 Youth participate in service to others in their community, their country, and their world.
- 3.3.6 Youth identify and use resources in their community.

3.4 Youth demonstrate the ability to make informed decisions for themselves.

- 3.4.1 Youth practice self-management and responsible decision-making that reflects healthy choices.
- 3.4.2 Youth demonstrate independent living skills.

National Youth Policy 2021

The Government has reviewed the existing draft National Youth Policy, 2014 and prepared a new draft National Youth Policy (NYP).



- The draft NYP envisages a ten-year vision for youth development that India seeks to achieve by 2030.
- It is aligned with the Sustainable Development Goals (SDGs) and serves to 'unlock the potential of the youth to advance India'.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

- The draft NYP seeks to catalyse widespread action on youth development across five priority areas viz. education; employment & entrepreneurship; youth leadership & development; health, fitness & sports; and social justice.
- Each priority area is underpinned by the principle of social inclusion keeping in view the interests of the marginalized sections.

Five Priority Areas and Action Imperatives of the Draft National Youth Policy 2021

Priority Areas	Action Imperatives
Education (‘ensure access to equitable and quality education’)	<ul style="list-style-type: none">• Make the education system relevant for the youth – incorporate 21st-century skills, value-based education and large-scale delivery of vocational education linked to employment• Support the NEET Youth (youths not in education, employment or training) through retention and reintegration efforts, physical or online access expansion, and targeted learning programmes• Build an inclusive education system for the marginalised and disadvantaged youths through targeted schemes, inclusive resources and pedagogies, and appropriately trained teachers and counsellors
Employment and Entrepreneurship (‘empower youth to grow enterprises and find sustainable employment’)	<ul style="list-style-type: none">• Revitalise the rural economy and retain youth with attractive income opportunities within agriculture and agriculture-allied areas• Generate employment in urban/peri-urban areas with micro-region-specific employment strategies that promote district-specific industries and SME cluster development



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

	<ul style="list-style-type: none">• Strengthen youth entrepreneurship with necessary investments in entrepreneurship education, mentorship and support systems, and targeted support for social entrepreneurs• Support informal and gig economy workers, and enable gig sector growth with adequate social security provisions and leveraging demand-supply matching technology• Drive overall employment by reforming skilling, rationalising all schemes basis outcomes, and providing specific support to urban migrants and marginalised youth segments
YOUTH DEVELOPMENT AND LEADERSHIP (‘empower youth to be the leaders of tomorrow’)	<ul style="list-style-type: none">• Strengthen the youth volunteering ecosystem through streamlined opportunities, mentorship, and due rewards and recognition• Invest in youth leadership development through targeted programmes, opportunities to engage with issues of governance and politics, and broader exposure to raise aspirations• Mobilise a one-stop youth enablement platform to achieve youth volunteering and leadership goals• Develop leadership capacities in marginalised youths through specific inclusion measures
HEALTH (‘ensure health and wellbeing of all youths’)	<ul style="list-style-type: none">• Strengthen preventive healthcare practices among youth through integration with the education curriculum and large-scale awareness campaigns



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

	<ul style="list-style-type: none">• Strengthen healthcare for mental health issues, substance use disorders and sexual and reproductive health concerns• Track youth health metrics, and use data and technology to improve access and quality of treatments• Undertake specific measures to provide quality healthcare access for all marginalised youths
FITNESS AND SPORTS (‘develop a culture of fitness and sports, and achieve eminence’)	<ul style="list-style-type: none">• Build a culture of sports and fitness among youth• Enable holistic development of sportspersons through comprehensive talent searches, quality coaching, equitable investments in sporting infrastructure and long-term support beyond sporting careers• Undertake special efforts to include marginalised segments in sports and fitness programmes
SOCIAL JUSTICE (‘create a safe, just and equal society for the youth’)	<ul style="list-style-type: none">• Empower and safeguard the youth through various measures including value-based education, provision of safe spaces with support services, increasing awareness regarding rights and legal-aid and specific efforts to address cybercrime• Enable faster delivery of justice and strengthen juvenile rehabilitation• Review and strengthen all social protection schemes to ensure social justice for marginalised and vulnerable youths



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

India Internet Governance Forum 2022

Recently, the second edition of the India Internet Governance Forum 2022 was held during 9-11 December, 2022.

- On this occasion, the Minister of State for Electronics & Information Technology and Skill Development & Entrepreneurship, Shri Rajeev Chandrasekhar addressed the forum.

The scheme titled National Programme for Youth and Adolescent Development (NPYAD) has been formulated by the merger of four 100% central sector grants-in-aid schemes of the Ministry of Youth Affairs and Sports during the 10th Plan namely,

- 1 . Promotion of Youth Activities & Training
- 2 . Promotion of National Integration
- 3 . Promotion of Adventure and Development and
- 4 . Empowerment of Adolescents

Short term objectives:-

- Provide the opportunity for the holistic development of youth including adolescents for the realisation of their fullest potential
- Develop leadership qualities and personality development of youth and to channelize their energy towards socio- economic development and growth of the nation
- Promote national integration, strengthen secular and eclectical outlook through creative expressions by youth Foster the spirit of adventure, risk-taking,
- teamwork, the capacity of ready and vital response to challenging situations and of endurance among youth



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

- Acknowledge adolescents as a distinct sub-group among youth and address their distinct needs and at the same time provide positive stimulation and congenial environment for their all-round development
- To encourage research and publication and to promote technical resource support including the development of information and database on issues concerning youth and adolescents.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

Long- term objectives

- Engage and channelize the energy of youth in a positive manner for nation-building
- Develop amongst youth a sense of pride in nationally accepted values like democracy, socialism, and secularism
- Promote activities and programmes, which foster social harmony and national unity among youth
- Promote the spirit of national integration, unity in diversity, pride in Indianness among the youth of different parts of the country and to induce a sense of social harmony amongst the youth
- To motivate the youth to act as a focal point for dissemination of knowledge in the rural area and involve them in the nation-building process
- To stimulate action for development and empowerment of adolescents, particularly from the economically and socially neglected/backward sections of society
- To build and develop an environment which recognizes the specific needs and promise of the adolescents in the country and provides for adolescent-friendly services.

Scheme beneficiaries

- **Definition of youth and adolescent:** The Youth and Adolescents for the purpose of the scheme would be as defined in the extant National Youth Policy. In other words, the expression 'youth' would cover persons belonging to the age group of 15 to 29 years and 'adolescent' would cover persons in the age group of 10-19 years under the scheme.
- **Target youth and adolescents under the scheme:** The targeted beneficiaries of the programmes include members of the youth clubs affiliated to the Nehru



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

Yuva Kendra Sangathan, National Service Scheme, State Government Youth Organisations, Bharat Scouts & Guides or student youth in Schools, Colleges and Universities. Adolescents and Youth from other established youth organizations or NGOs may be considered provided they are the registered members of such organizations. Preference may be given to the youth with special abilities and youth belonging to scheduled caste, scheduled tribes, minorities, and weaker sections.

- **Gender budgeting:** In the selection of beneficiary women will have a distinct priority and care should be taken to include at least one-third beneficiaries from women

Programme area & Components

SL No.	Name of the Programme Area	Programme Component
a)	Youth Leadership and Personality Development	1. Youth Leadership and Personality Development Training
b)	Promotion of National Integration	1. National Integration Camp 2. Inter-State Youth Exchange Programme 3. Multi-Cultural Activities 4. National Youth Festival 5. State Youth Festival vi. National Youth Awards
c)	Promotion of Adventure	1. Promotion of adventure at a basic and intermediate level in India 2. Promotion of adventure at advance level including expeditions in India 3. Grants to Recognized Institutions 4. Tenzing Norgay National Adventure Awards
d)	Development and Empowerment	1. Life Skills Education



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

	of Adolescents	<ol style="list-style-type: none">2. Counseling3. Career Guidance4. Residential Camps
e)	Technical and Resource Development	<ol style="list-style-type: none">1. Environment Building2. Research & Studies on youth issues3. Documentation & Publication4. Seminars, Conferences, Exhibitions, and Workshops on youth or adolescent5. issues, national integration and adventure



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

Youth centric and youth led organizations

SWAMI Vivekananda is one of India's greatest thinkers. He is particularly remembered as the torchbearer for the youth, saying: "Youth is the future. My faith is in the younger generation." Today, January 12, his birth anniversary, is celebrated as National Youth Day to honour him and encourage rational thinking among the youth of India.

Swamiji was a Hindu monk but much more than a spiritual mind. He was a great thinker, orator, and patriot. He took forward the free-thinking philosophy of his guru, Sri Ramakrishna Paramhansa to a new level.

Swami Vivekananda encouraged the youth to be strong in body, mind, and spirit and emphasized their role in nation-building. He saw India as a country with zealous young people, who could shape a modern nation on the foundations of Vedic spiritual ideals.

He also suggested that youth can learn much from the West while relying on India's own spiritual heritage. His motto was – education for all, and upheld the importance of intellect and knowledge for the betterment of self and society. He believed that the greatest quest for the youth of India should be for a meaningful life – one that inspires the heart, liberates the mind and ignites the soul.

On this National Youth Day, we look at some non-profit organisations that follow the principles of Swami Vivekananda in their work to empower the less privileged youth of India:

1. Parivaar Educational Society Parivaar is a humanitarian organization whose work is inspired by the spiritual and humanistic ideals of Sri Ramakrishna and Swami Vivekananda. For the last 17 years, Parivaar has cared and worked for the overall development of children who are highly vulnerable to exploitation, victimization and trafficking. This includes children who were orphaned, abandoned or living on the streets as well extremely impoverished children from tribal areas.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

Parivaar's residential institutions in West Bengal are seen as model institutions and in 2011, have received the prestigious National Award for Child Welfare from the President of India. Parivaar is now also working with tribal children in Madhya Pradesh.

2. Youth Alliance For the past nine years, the Youth Alliance has been creating leadership programmes for young people through participation and collaboration. Its programmes are experiential and aimed at giving exposure to social issues to the youth of India. The Youth Alliance community has become a support system for many young people to realise their potential. Through customized leadership programmes with other developmental organizations and corporates, Youth Alliance is seeding new thinking and supporting mindset shifts.

3. Salaam Bombay Foundation With the belief that "An adolescent in school has a future", Salaam Bombay Foundation (SBF) began its operations in 2002. At the core of all of its initiatives is the commitment to ensure that India's most vulnerable adolescents continue their schooling and make the right choices for health, education and livelihood.

Since its inception, SBF has reached out to more than 550,000 adolescents aged 11 to 17 years in 300 public schools across Mumbai. The Foundation works by leveraging the existing government school infrastructure and combining it with alternate and innovative education tools. Today Salaam Bombay operates in the major cities of Mumbai, Pune, Kolkata, Bengaluru, and Jaipur.

4. Make a Difference Many children end up in shelters, which struggle to address more than the basic needs. Make A Difference focuses on providing them with additional care and support systems to ensure that they flourish. It includes emotional support, career counselling and financial support to continue their education once they leave the shelter – where they can be till the age of 28. Their objective is to help the children and young adults become financially and emotionally capable of leading successful lives without falling back into the cycle of poverty.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

Make A Difference's highly efficient 3,800+ strong volunteer network has reached out to over 3,460 children in 67 shelters across 23 cities in India. Volunteers commit a year and spend between 2 and 10 hours every week mentoring, teaching and interacting with children in order to ensure that they get the support and care they need during childhood.

2. Youth4Jobs Foundation Youth4Jobs was set up with a vision to help youth with disabilities have equal access to education and employment opportunities. The Founder, Meera Shenoy saw this as an opportunity to enable the most vulnerable youth of India to become pioneers by providing skills to youth with disabilities and low education levels from villages.

India is 69% rural and youth here are completely cut off from skilling, markets and employment. The training provided includes English language skills, soft skills, life skills and digital literacy. Orientation to markets depending on job vacancies is given and the trainees are placed in entry level jobs. Y4J has worked with 25,000 youth with disabilities who are now their alumni. The organisation's work has won numerous prestigious national and international awards, the latest being the Asia winner of MIT's Future of Work award.

Currently, India is home to the world's largest population of youth and this demographic is likely to continue for the next two decades. Economists and researchers have opined that if youth of India can be provided with the necessary skills and absorbed in the workforce, the nation can achieve higher economic growth.

Role and Importance of youth leadership

Youth leadership opportunities are often overlooked by adults, either knowingly or unknowingly, but the results are the same; a lost opportunity for young people to take the lead. Even when adults consider themselves champions for youth in leadership roles, many times adults are asked to assume the leadership positions instead of letting youth take the lead.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

As part of the leadership and civic engagement team at I work with adults to teach them how to prepare youth for those roles. We also help adults understand how they can be a background advisor, allowing young people to practice their leadership skills. My instruction aims to teach adults that young people are capable of leadership roles and 4-H is the ideal place for them to try out their skills. 4-H club meetings, county wide advisory groups and statewide youth leaders' councils provide safe environments for youth to take the positive risk of leadership.

My most recent "crime" was that I let an advisory group elect all adult officers without even asking youth if they'd like the opportunity to run for an office. The idea didn't cross my mind until after the election and the meeting was adjourning. Two young people were sitting together obviously disengaged in the meeting events; sitting facing each other discussing school. I wondered why the pair were not a part of the meeting and did not seem to be taking the extremely important proceedings about what to serve at the chicken fundraiser – corn or beans – seriously. I asked the young people, "Would you have run for an office?" My heart dropped as I heard the response, "We didn't know we could." I felt instant failure.

I am supposed to be the expert, so why is it I found myself in the situation of asking youth **after** the meeting if they would have liked to hold an office for a countywide advisory group? Research shows youth learn through hands-on experience and I have witnessed this many times while working for over 30 years in the youth development field. Even with all of my background information, I fell into the trap of subconsciously assuming adults are better leaders and that it is *easier* to have adults in leadership roles. I know better. I've seen firsthand many young people who are more energetic, possess fresher ideas and are role models for peers to look up to make excellent leaders. These youth bring positive outcomes to groups. I'm not throwing their adult counterparts under the bus, however I admit I would much rather work with youth many times more than adults.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

The important lesson for adults is to never give up in providing leadership opportunities for young people. You should continually check the progress of groups implementing opportunity and space for young people to take on leadership roles. Check in with groups to make sure young people are engaged in the group's goals and feel like an active part of the group. The 4-H "learn by doing" philosophy is especially important when learning about leadership.

Principles steer the program that includes over 200,000 young people. Three of the principles speak directly to involving youth in leadership positions.

1. Youth develop positive relationships with adults and peers.
2. Youth are physically and emotionally safe.
3. **Youth are actively engaged in their own development.**
4. **Youth are considered participants rather than recipients in the learning process.**
5. Youth develop skills that help them succeed.
6. Youth recognize, understand and appreciate multiculturalism.
7. **Youth grow and contribute as active citizens through service and leadership.**



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

UNIT-III

Constitution of India – Major Features

The salient features of the Indian Constitution are listed and briefed below:

1. Longest Written Constitution

- Constitutions are classified into written, like the American Constitution, or unwritten, like the British Constitution.
- The Constitution of India has the distinction of being the longest and detailed Constitutional document the world has so far produced. In other words, the Constitution of India is the longest of all the written constitutions of the world.
- It is a very comprehensive, elaborate and detailed document.
- The factors that contributed to the elephantine size of the Indian Constitution are:
 - **Geographical factors**, that is, the vastness of the country and its diversity.
 - **Historical factors**, for instance, the influence of the Government of India Act of 1935, which was bulky.
 - Single constitution for both the Centre and the states.
 - The dominance of legal luminaries in the Constituent Assembly.
- The Constitution of India contains not only the fundamental principles of governance but also detailed administrative provisions.
- Both justiciable and non-justiciable rights are included in the Constitution.

2. Drawn from Various Sources

- The Constitution of India has borrowed most of its provisions from the constitutions of various other countries as well as from the Government of India Act of 1935 [About 250 provisions of the 1935 Act have been included in the Constitution].
- Dr B R Ambedkar proudly acclaimed that the Constitution of India has been framed after 'ransacking all the known Constitutions of the world'.
- The **structural part** of the Constitution is, to a large extent, derived from the Government of India Act of 1935.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

- The **philosophical part** of the Constitution (Fundamental Rights and the Directive Principles of State Policy) derive their inspiration from the American and Irish Constitutions respectively.
- The **political part** of the Constitution (the principle of Cabinet government and the relations between the executive and the legislature) have been largely drawn from the British Constitution.

3. Blend of Rigidity and Flexibility

- Constitutions are classified into **rigid** and **flexible**.
- A rigid constitution is one that requires a special procedure for its amendment, as for example, the American Constitution.
- A flexible constitution is one that can be amended in the same manner as the ordinary laws are made, as for example, the British Constitution.
- The Indian Constitution is a unique example of the combination of rigidity and flexibility.
- A constitution may be called rigid or flexible on the basis of its amending procedure.
- The Indian Constitution provides for three types of amendments ranging from simple to most difficult procedures depending on the nature of the amendment.

4. Federal System with Unitary Bias

- The Constitution of India establishes a federal system of government.
- It contains all the usual features of a federation, such as two governments, division of powers, written constitution, the supremacy of the constitution, the rigidity of the Constitution, independent judiciary and bicameralism.
- However, the Indian Constitution also contains a large number of unitary or non-federal features, such as a strong Centre, single Constitution, appointment of state governor by the Centre, all-India services, integrated judiciary, and so on.
- Moreover, the term 'Federation' has nowhere been used in the Constitution.
- Article 1, describes India as a '**Union of States**' which implies two things:
 - Indian Federation is not the result of an agreement by the states.
 - No state has the right to secede from the federation.
- Hence, the Indian Constitution has been variously described as 'federal in form but unitary in spirit', 'quasi-federal' by K C Wheare.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

5. Parliamentary Form of Government

- The Constitution of India has opted for the British Parliamentary System of Government rather than the American Presidential system of government.
- The parliamentary system is based on the principle of cooperation and coordination between the legislative and executive organs while the presidential system is based on the doctrine of separation of powers between the two organs.
- The parliamentary system is also known as the 'Westminster' model of government, responsible government and cabinet government.
- The Constitution establishes the parliamentary system not only at the Centre but also in the States.
- In a parliamentary system, the role of the Prime Minister has become so significant, and therefore it is called a 'Prime Ministerial Government'.

What are the features of parliamentary government in India?

The features of parliamentary government in India are as follows:

- Presence of real and nominal executives
- Majority party rule
- Collective responsibility of the executive to the legislature
- Membership of the ministers in the legislature
- The leadership of the prime minister or the chief minister
- Dissolution of the lower house (Lok Sabha or Assembly)
- Indian Parliament is not a sovereign body like the British Parliament.
- Parliamentary Government combined with an elected President at the head (Republic).

6. Synthesis of Parliamentary Sovereignty and Judicial Supremacy

- The doctrine of the sovereignty of Parliament is associated with the British Parliament while the principle of judicial supremacy with that of the American Supreme Court.
- Just as the Indian parliamentary system differs from the British system, the scope of judicial review power of the Supreme court in India is narrower than that of what exists in the US.
- This is because the American Constitution provides for 'due process of law' against that of 'procedure established by law' contained in the Indian Constitution (Article 21).



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

- Therefore, the framers of the Indian Constitution have preferred a proper synthesis between the British principle of parliamentary sovereignty and the American principle of Judicial supremacy.
- The Supreme Court can declare the parliamentary laws as unconstitutional through its power of judicial review.
- The Parliament can amend the major portion of the Constitution through its constituent power.

7. Rule Of Law

- According to this axiom, people are ruled by law but not by men, that is, the basic truism that no man is infallible. The axiom is vital to a democracy.
- More important is the meaning that law is the sovereign in democracy.
- The chief ingredient of law is custom which is nothing but the habitual practices and beliefs of common people over a long number of years.
- In the final analysis, rule of law means the sovereignty of the common man's collective wisdom.
- Apart from this crucial meaning, rule of law means a few more things like
 - There is no room for arbitrariness
 - Each individual enjoys some fundamental rights, and
 - The highest judiciary is the final authority in maintaining the sanctity of the law of the land.
- The Constitution of India has incorporated this principle in Part III and in order to provide meaning to Article 14 (all are equal before the law and all enjoy equal protection of laws), promotion of Lok Adalats and the venture of the Supreme court known as "public interest litigation" have been implemented.
- Also, as per today's law of the land, any litigant can appeal to the presiding judicial authority to argue the case by himself or seek legal assistance with the help of the judiciary.

8. Integrated and Independent Judiciary

- India has a single integrated judicial system.
- Also, the Indian Constitution establishes Independent Judiciary by enabling the Indian judiciary to be free from the influence of the executive and the legislature.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

- The Supreme Court stands as the apex court of the judicial system. Below the Supreme Court are the High Courts at the state level.
- Under a high court, there is a hierarchy of subordinate courts, that is district courts and the other lower courts.
- The Supreme Court is a federal court, the highest court of appeal, the guarantor of the fundamental rights of the citizens and the guardian of the Constitution. Hence, the Constitution has made various provisions to ensure its independence.

9. Fundamental Rights

- Part III of the Indian Constitution guarantees six fundamental rights to all Citizens.
- Fundamental Rights are one of the important features of the Indian Constitution.
- The Constitution contains the basic principle that every individual is entitled to enjoy certain rights as a human being and the enjoyment of such rights does not depend upon the will of any majority or minority.
- No majority has the right to abrogate such rights.
- The fundamental rights are meant for promoting the idea of political democracy.
- They operate as limitations on the tyranny of the executive and arbitrary laws of the legislature.
- They are **justiciable** in nature, that is, enforceable by the courts for their violation.

10. Directive Principles of State Policy

- According to Dr B R Ambedkar, the Directive Principles of State Policy is a 'novel feature' of the Indian Constitution.
- They are enumerated in Part IV of the Constitution.
- The Directive Principles were included in our Constitution in order to provide social and economic justice to our people.
- Directive Principles aim at establishing a welfare state in India where there will be no concentration of wealth in the hands of a few.
- They are non-justiciable in nature.
- In the *Minerva Mills* case (1980), the Supreme Court held that 'the Indian Constitution is founded on the bedrock of the balance between the Fundamental Rights and the Directive Principles'.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

Consumer Protection Act

What is the Consumer Protection Act?

The Consumer Protection Act, implemented in 1986, gives easy and fast compensation to consumer grievances. It safeguards and encourages consumers to speak against insufficiency and flaws in goods and services. If traders and manufacturers practice any illegal trade, this act protects their rights as a consumer. The primary motivation of this forum is to bestow aid to both the parties and eliminate lengthy lawsuits.

This Protection Act covers all goods and services of all public, private, or cooperative sectors, except those exempted by the central government. The act provides a platform for a consumer where they can file their complaint, and the forum takes action against the concerned supplier and compensation is granted to the consumer for the hassle he/she has encountered.

Consumer Rights and Responsibilities:

The Rights of the Consumer

- **Right to Safety-** Before buying, a consumer can insist on the quality and guarantee of the goods. They should ideally purchase a certified product like ISI or AGMARK.
- **Right to Choose-** Consumer should have the right to choose from a variety of goods and in a competitive price.
- **Right to be informed-** The buyers should be informed with all the necessary details of the product, make her/him act wise, and change the buying decision.
- **Right to Consumer Education-** Consumer should be aware of his/her rights and avoid exploitation. Ignorance can cost them more.
- **Right to be heard-** This means the consumer will get due attention to express their grievances at a suitable forum.
- **Right to seek compensation-** The defines that the consumer has the right to seek redress against unfair and inhumane practices or exploitation of the consumer.

The Responsibilities of the Consumer

- **Responsibility to be aware –** A consumer has to be mindful of the safety and quality of products and services before purchasing.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

- **Responsibility to think independently**– Consumer should be well concerned about what they want and need and therefore make independent choices.
- **Responsibility to speak out**- Buyer should be fearless to speak out their grievances and tell traders what they exactly want
- **Responsibility to complain**- It is the consumer's responsibility to express and file a complaint about their dissatisfaction with goods or services in a sincere and fair manner.
- **Responsibility to be an Ethical Consumer**- They should be fair and not engage themselves with any deceptive practice.

The Right to Information

Historical Background

The right to information is a fundamental right under Article 19 (1) of the Indian Constitution. In 1976, in the Raj Narain vs the State of Uttar Pradesh case, the Supreme Court ruled that Right to information will be treated as a fundamental right under article 19. The Supreme Court held that in Indian democracy, people are the masters and they have the right to know about the working of the government.

Thus the government enacted the Right to Information act in 2005 which provides machinery for exercising this fundamental right.

To know more in detail about the Constitution of India, visit the linked article.

The Right to Information Act of 2005

The act is one of the most important acts which empowers ordinary citizens to question the government and its working. This has been widely used by citizens and media to uncover corruption, progress in government work, expenses-related information, etc.

The primary goal of the Right to Information Act is to empower citizens, promote openness and accountability in government operations, combat corruption, and make our democracy truly function for the people. It goes without saying that an informed citizen is better equipped to keep a required track on governance instruments and hold the government responsible to the governed. The Act is a significant step in informing citizens about the activities of the government.

All constitutional authorities, agencies, owned and controlled, also those organisations which are substantially financed by the government comes under the purview of the act. The act also



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

mandates public authorities of union government or state government, to provide timely response to the citizens' request for information.

The act also imposes penalties if the authorities delay in responding to the citizen in the stipulated time.

Know more about Cultural and Educational Rights at the linked article.

What type of information can be requested through RTI?

The citizens can seek any information from the government authorities that the government can disclose to the parliament.

Some information that can affect the sovereignty and the integrity of India is exempted from the purview of RTI.

Information relating to internal security, relations with foreign countries, intellectual property rights (IPR), cabinet discussions are exempted from RTI.

Objectives of the RTI Act

1. Empower citizens to question the government.
2. The act promotes transparency and accountability in the working of the government.
3. The act also helps in containing corruption in the government and work for the people in a better way.
4. The act envisages building better-informed citizens who would keep necessary vigil about the functioning of the government machinery.

Important provisions under the Right to Information Act, 2005

- Section 2(h): Public authorities mean all authorities and bodies under the union government, state government or local bodies. The civil societies that are substantially funded, directly or indirectly, by the public funds also fall within the ambit of RTI.
- Section 4 1(b): Government has to maintain and proactively disclose information.
- Section 6: Prescribes a simple procedure for securing information.
- Section 7: Prescribes a time frame for providing information(s) by PIOs.
- Section 8: Only minimum information exempted from disclosure.
- Section 8 (1) mentions exemptions against furnishing information under the RTI Act.
- Section 8 (2) provides for disclosure of information exempted under the Official Secrets Act, 1923 if the larger public interest is served.
- Section 19: Two-tier mechanism for appeal.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

- Section 20: Provides penalties in case of failure to provide information on time, incorrect, incomplete or misleading or distorted information.
- Section 23: Lower courts are barred from entertaining suits or applications. However, the writ jurisdiction of the Supreme Court of India and high courts under Articles 32 and 226 of the Constitution remains unaffected.

Significance of the RTI Act

- The RTI Act, 2005 empowers the citizen to question the secrecy and abuse of power practised in governance.
- It is through the information commissions at the central and state levels that access to such information is provided.
- RTI information can be regarded as a public good, for it is relevant to the interests of citizens and is a crucial pillar for the functioning of a transparent and vibrant democracy.
- The information obtained not only helps in making government accountable but also useful for other purposes which would serve the overall interests of the society.
- Every year, around six million applications are filed under the RTI Act, making it the most extensively used sunshine legislation globally.
- These applications seek information on a range of issues, from holding the government accountable for the delivery of basic rights and entitlements to questioning the highest offices of the country.
- Using the RTI Act, people have sought information that governments would not like to reveal as it may expose corruption, human rights violations, and wrongdoings by the state.
- The access to information about policies, decisions and actions of the government that affect the lives of citizens is an instrument to ensure accountability.
- The Supreme Court has, in several judgments, held that the RTI is a fundamental right flowing from Articles 19 and 21 of the Constitution, which guarantee to citizens the freedom of speech and expression and the right to life, respectively.

Recent Amendments

- The RTI amendment Bill 2013 removes political parties from the ambit of the definition of public authorities and hence from the purview of the RTI Act.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

- The draft provision 2017 which provides for closure of case in case of death of applicant can lead to more attacks on the lives of whistleblowers.
- The proposed RTI Amendment Act 2018 is aimed at giving the Centre the power to fix the tenures and salaries of state and central information commissioners, which are statutorily protected under the RTI Act. The move will dilute the autonomy and independence of CIC.
- The Act proposes to replace the fixed 5-year tenure with as much prescribed by the government.

Criticism of RTI Act

- One of the major set-back to the act is that poor record-keeping within the bureaucracy results in missing files.
- There is a lack of staffing to run the information commissions.
- The supplementary laws like the Whistle Blower's Act are diluted, this reduces the effect of RTI law.
- Since the government does not proactively publish information in the public domain as envisaged in the act and this leads to an increase in the number of RTI applications.
- There have been reports of frivolous RTI applications and also the information obtained have been used to blackmail the government authorities.

RTI Act – Associated Challenges

- Different types of information are sought which has no public interest and sometimes can be used to misuse the law and harass the public authorities. For example-
 - Asking for desperate and voluminous information.
 - To attain publicity by filing RTI
 - RTI filed as a vindictive tool to harass or pressurize the public authority
- Because of illiteracy and unawareness among the majority of the population in the country, the RTI cannot be exercised.
- Though RTI's aim is not to create a grievance redressal mechanism, the notices from Information Commissions often spur the public authorities to redress grievances.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

Difference between Right to Information and Right to Privacy

The right to privacy and the right to information are both essential human rights in modern society where technological information breach is very common. These two rights complement each other in holding governments accountable to individuals in a majority of the cases.

Right to Information provides a fundamental right for any person to access information held by government bodies. At the same time, the right to privacy laws grants individuals a fundamental right to control the collection of, access to, and use of personal information about them that is held by governments and private bodies.

Right To Information Act vs Legislations for Non Disclosure of Information

- Some provisions of the Indian Evidence Act (Sections 123, 124, and 162) provide to hold the disclosure of documents.
 - Under these provisions, head of department may refuse to provide information on affairs of state and only swearing that it is a state secret will entitle not to disclose the information.
 - In a similar manner no public officer shall be compelled to disclose communications made to him in official confidence.
- The Atomic Energy Act, 1912 provides that it shall be an offence to disclose information restricted by the Central Government.
- The Central Civil Services Act provides a government servant not to communicate or part with any official documents except in accordance with a general or special order of government.
- The Official Secrets Act, 1923 provides that any government official can mark a document as confidential so as to prevent its publication.





renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

Child Protection Act in India 1960

The Child Protection Act In India guarantees children's rights. The Indian Constitution asks the Government to have a policy to secure children against abuse, labor, molestation, and other problems. They should be given opportunities to grow healthily with dignity and freedom, protected from material and moral abandonment.

The Child Protection Act in India holds a huge significance as, despite strict rules, children in major parts of the country are still getting exploited. Below you will learn about the Child Protection Act In India, its need, the status of child protection in India, and various laws and acts framed under the Child Protection Act In India.

Child Protection Act In India

The UN Conventions on the Rights of the Child require that member nations take measures to keep children protected from discrimination or punishment based on beliefs and opinions of parents, activities, or status. As a part of this, India has several laws concerning the protection of children, grouped under the Child Protection Act In India. The subject is increasingly accepted as a core part of the country's social development.

Status of Child Protection in India

With the change in the world, the status of child's education, health, and nutrition has changed a lot. However, the status of Child development in India has not significantly increased. India ranked 112 on the Child Development Index in the past decade. Despite strict laws, India constantly witnesses different types of Child Rights violations. This includes violating the right to education, rights against exploitation, right to food, and more. Though the Constitution of India commits to a safe and healthy environment for children, India is lacking in this segment.

Need for Child Protection Act In India

The Indian Constitution and the nation's judicial framework ensure a child's political and legal rights. However, it has to go through a lot in terms of an individual's economic and social rights. It is believed that the single contribution of the legal reforms will not be enough to bring the changes. So, the need for the Child Protection Act In India was felt. As a result, the Child Protection Act In India being framed to protect children from being exploited.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

Child Protection Act In India- Major Laws

India has created a comprehensive legal framework and policy under the Child Protection Act In India to ensure each child in the country gets equal access to protection, and their rights are safeguarded. Some of the major child protection laws in India forming this legislation are -

The Juvenile Justice Act

The Juvenile Justice Act was passed in 2016. This is India's primary law addressing children's rights needing protection and care. It aims to ensure children's care and development through a child-friendly approach and has provisions to protect children against punishment.

Child Labor Prohibition Act

The act prohibits children from engaging in specific employment activities and regulates children's work conditions. It is an act to stop the child's abuse. As per this act, a child below the age of 14 should not be engaged in any type of harmful employment.

Protection of Children From Sexual Offences Act

Protection of Children From Sexual Offences law of 2012 is one of the most progressive acts of the Government aimed at combating sexual abuse and exploitation of minors. This act classifies sexual assault on a child below 12 years as a punishable crime.

Prohibition of Child Marriage Act

This law outlines the minimum age for children to go through marriage and makes it an offence to get them married before the legal age. The last amendment of the Child Marriage Act was passed in 2021, according to which the minimum marriage age for women and men is restricted to 21 years (prior, it was 18 for women).

The Immoral Traffic Prevention Act

This act aims to limit and eventually abolish prostitution in India by criminalizing different forms of sex work. According to the Immoral Traffic Prevention Act, any individual or group who will be found guilty of managing or keeping or assisting or acts of the brothel, shall be imprisoned for not less than 1 year and not more than 3 years and shall be charged a said amount of fine.

Pre-Conception and Pre-natal Diagnostic Techniques Act

This act intends to ban pre-natal sex determination and related techniques. The goal of the law is to take control of the declining male/female ratio resulting from female foeticide.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

Right to Free and Compulsory Education Act

This law describes the significance of free and compulsory education for children aged 6-14 in the country. The right to quality education is now considered to be one of the fundamental rights of Indian citizens.

The Child Protection Laws In India is a notable effort by the Government to raise more awareness about children's rights, safety, and security. While millions of children still face risks, India is improving its awareness of violence, particularly sexual abuse.

RENAISSANCE



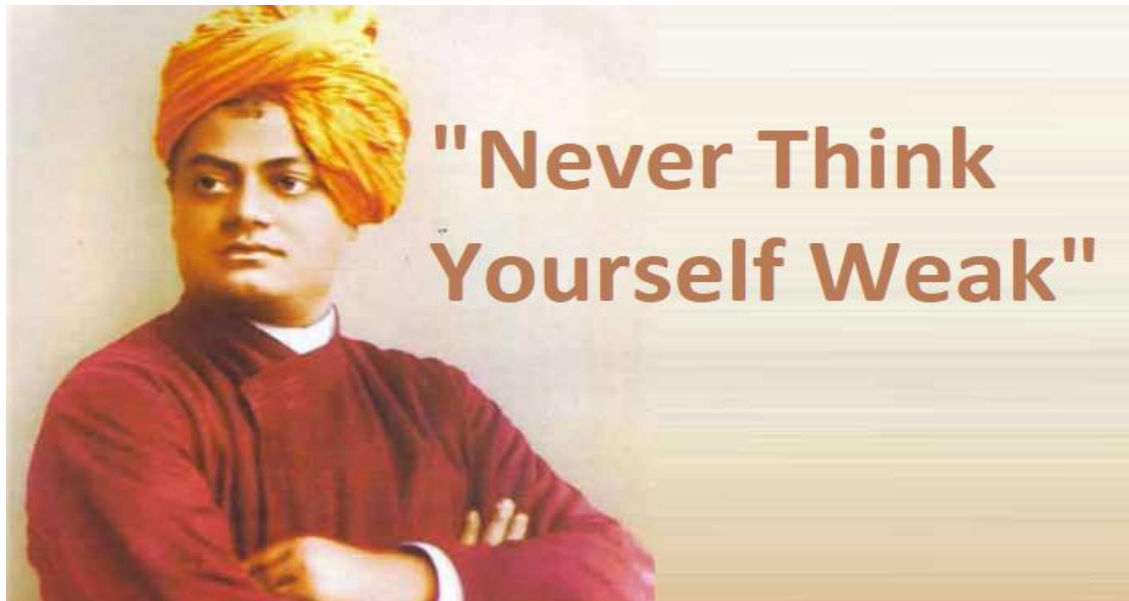
renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

UNIT-IV



Swami Vivekananda was also known as Narendra Nath Datta. He was an inspiring personality whose lectures, writings, letters and poems motivated not only the youth of India but also the whole world. He had a formidable intellect. His special efforts still illuminate and awaken us. He founded the Ramakrishna Mission which still runs today with full effectiveness.

Swami Vivekananda: Major Highlights

- **Born:** 12 January, 1863
- **Place of Birth:** Kolkata, India
- **Childhood Name:** Narendra Nath Dutta
- **Father:** Vishwanath Datta
- **Mother:** Bhuvaneshwari Devi
- **Education:** Calcutta Metropolitan School; Presidency College, Calcutta
- **Religion:** Hinduism
- **Guru:** Ramakrishna
- **Foundations/Institutions:** Ramakrishna Mission (1897), Ramakrishna Math, Vedanta Society of New York



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

- **Philosophy:** Advaita Vedanta
- **Death:** 4 July, 1902
- **Place of Death:** Belur Math, Belur, Bengal
- **Memorial:** Belur Math. Belur, West Bengal

Swami Vivekananda: Life History & Background

- He was born in an affluent Bengali family on 12th January, 1863 in Calcutta.
- He was the son of Vishwanath Dutta and Bhuvneshwari Devi.
- He presented Indian philosophies of Vedanta and Yoga to the Western world.
- He is credited with raising awareness of interfaith, introducing Hinduism during the late 19th century to the world stage.
- In 1897, he founded the Ramakrishna Mission. He named this mission after his Guru Swami Ramakrishna Paramhansa.
- He also represented India as delegate in Chicago (U.S), in the first Parliament of Religions meeting, 1893.

Core Principles of Swami Vivekanand's Philosophy

Ethics

- Ethics was nothing but a code of conduct according to Vivekananda that encourages a man to be a good citizen.
- He gave a new ethical theory and a new moral principle focused on the inherent purity and unity of the Atman.
- He instructs the people to be pure because our true essence is purity, our true Divine Self or Atman.
- He also urged the people to love and serve the neighbors. Because he believes that we are all one in the Utmost Spirit known as Paramatma.

Religion

- One of his most significant contributions to the modern world is his understanding of religion as a universal experience, common to all mankind, of transcendent truth.
- He believed that every religion directed us to the eternal supreme –freedom, knowledge, happiness.
- This can be done by realizing one's ATMA as part of PARAMATMA.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

Education

- He laid great emphasis on education for our motherland's recovery.
- A country is advanced in proportion as knowledge is distributed among the masses, according to him.
- He said our educational method should be such that it allows students to demonstrate their natural knowledge and power.
- He said that education/learning would make students self-reliant and help them to meet life's challenges.
- He promoted a character-building education for man-making.

Rationality

- He was in full agreement with modern science's methodology and findings.
- He always urged the Indian people to eliminate the caste system and encourage science and industrialization.
- He condemned the inflexibilities of the caste system in India.
- He also spoke out against social and economic inequalities and nonsense ritualism existing in the Indian society.

Nationalism

- Swami's nationalism is based on humanism which is the life blood of the Indian people.
- Unlike western nationalism which is secular in nature, the nationalism of Swami Vivekananda is profoundly rooted in the spirituality and morality of India.
- The pillars of his nationalism were:
 - Deep concern for the masses, liberty and equality by which one expresses self-integration of the world on the basis of universal fraternity.
 - "Karmyog" is an ethical system for achieving both political and spiritual freedom through selfless service.

Youth

- He believed that if our youth is strong-minded, there can be nothing impossible for us to achieve in the world
- He inspired so many youths of the country with his teaching, lessons and books.



renaissance

college of commerce & management

BBA/B.Com/ B.Com (Hons)/BAJMC/ II Year

Subject- National Service Scheme

- His birthday is celebrated as National Youth Day on January 12, and the week starting on that day is known as National Youth Week.
- One of his many quotes says, "A man is not poor without a rupee but a man is really poor without a dream and ambition."

Swami Vivekananda: Key Works

- Letters of Swami Vivekananda
- Jnana Yoga: The Yoga of Knowledge
- Yoga: The Yoga of Love and Devotion
- Yoga: The Yoga of Action
- Raja Yoga: The Yoga of Meditation

RENAISSANCE