

Value Added Course: - 1

**Consumer Protection Laws**

# ST. THOMAS' COLLEGE

## Value Added Course: Consumer Protection Laws

### Learning Objectives

**The objective of the course is:**

- To understand several Consumer Rights against exploitation
- To trace out the growth and origin of consumer movement at global and national level
- To know several rights available to consumers under the Consumers protection and other related laws
- To understand the genesis of consumer protection laws in India

<b>Value Aided Course: Consumer Protection Laws</b>		
<b>Units</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>1</b>	<b>INTRODUCTION</b>	
	The rapid industrialization, revolution in the Information Communication Technology, globalization, etc., have brought about dramatic changes in our need, perceptions, behavior patterns, attitude towards rights, entitlements responsibilities and concerns as consumers. In developing countries like India, these issues have become more problematic and necessitated the need for consumer education and awareness among the masses.	2
	Evolution of the Consumer and Consumerism Profile of the Consumer	2
<b>2</b>	<b>Consumer Environment</b>	
	Consumer Behavior in Market Economy	2
	Consumer Dynamics , Origin and Growth-consumer movement	3
	Consumer Movement: Features, Issues and Trends	3
<b>3</b>	<b>Consumer Protection Act– Basic Features</b>	
	Consumer Protection Act-limitations and Guidelines for Filing Consumer Complaints	3
	Consumer and Corporate Social Responsibility (CSR)	3
<b>4</b>	<b>Consumer Education in India</b>	
	Evolution of Consumer Protection Laws	3
	Consumer Movement in India	3
	Consumer Movement: Global Scenario	3

Consumer Rights	3
Consumer Responsibilities	

- **Course Outcomes**

After completing the course, students will be familiar with:

- ❖ You will get to understand and analyse the laws relating to consumer disputes and settlement in India.
- ❖ You will be able to understand the roles of various authorities in dealing with consumer disputes.
- ❖ The course will give you a practical understanding of the procedure governing consumer disputes starting with a complaint to the redressal of the grievance.
- ❖ You will also learn about the recent changes like e-commerce, product liability introduced by the Consumer Protection Act, 2019.

### **Assignments/Field Activity**

The students will be given 10 assignments related with the course.

### **Text Books:**

1. Aaker, D.A. & Day, G.S., Consumerism Search for the Consumer Interest, New York: The Free Press, 1974.
2. Agarwal, V.K. "Consumer Protection in India" Deep & Deep Publication, New Delhi, 1989.
3. Antony, M.J., Consumer Rights, New Delhi: Hind Pocket Books Private Limited, 1995.
4. Arch, W. T., Consumer Problems, New York: McGraw Hill Book Company, 1952.
5. Arora, R., Consumer Grievances Redressal, 1st Edition Manak Publications. Pvt .Ltd., 2005

# Value Added Course: 2

## Inclusive Education

## **Inclusive Education**

### **Objective:**

- To develop a focused understanding of Concept of Inclusion in Classrooms.
- To develop aptitude for early identification
- To develop an awareness about provisions for CWSN under the RPWD Act 2016
- To develop an understanding of strategies fostering inclusion in classroom.
- To enable prospective teachers to develop a practical knowledge of fostering inclusion in classroom.
- Bridging the gaps between Theory and Application of inclusive strategies in a classroom.

### **Unit I (6 hrs)**

What is Inclusion: Understanding Inclusion, integration, segregation, Myths and facts regarding inclusion, Benefits of inclusion, Individual differences and diverse learners

### **Unit II (6 hrs)**

Inclusion in School: Making schools inclusive, Sensitizing teachers and Parent collaboration, Attitude and Acceptance of Diverse learners by teachers, Challenges faced by teachers and students in inclusion

### **Unit III (6 hrs)**

Understanding Milestones, Norms and deviation, Developmental milestones and deviation, Understanding disability, impairment, and handicap, Early Identification and screening, Teachers as counsellors

### **Unit IV (6 hrs)**

Inclusion: A rights-based approach, Understanding Inclusion as given in RPWD Act 2016, Disabilities covered under RPWD Act, Special provisions for persons with Benchmark disabilities

### **Unit V (6 hrs)**

Teaching methodology, Understanding Multiple Intelligences, Integrating Multiple Intelligences in teaching, Fostering Least Restrictive and learner friendly Environment, Doable things in class environment and Teaching strategies

### **References:**

CBSE (2020), Handbook of inclusive education, CBSE academic unit, Delhi, retrieved from [http://cbseacademic.nic.in/web\\_material/Manuals/handbook-inclusive-education.pdf](http://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf)

NCERT (2020), Inclusion in Education, NCERT, New Delhi, retrieved from [https://ncert.nic.in/pdf/announcement/Inclusion\\_in\\_Education.pdf](https://ncert.nic.in/pdf/announcement/Inclusion_in_Education.pdf)

UNICEF (2017), Inclusive Education, UNICEF, retrieved from [https://www.unicef.org/eca/sites/unicef.org.eca/files/IE\\_summary\\_accessible\\_220917\\_brief.pdf](https://www.unicef.org/eca/sites/unicef.org.eca/files/IE_summary_accessible_220917_brief.pdf)

SCERT (2007) Gearing up for Inclusive Education, New Delhi, retrieved from <http://14.139.60.153/bitstream/123456789/4082/1/Gearing%20Up%20for%20Inclusive%20Education%20SCERT.pdf>

RPWD (2016) Ministry of Social Justice and Empowerment, New Delhi, retrieved from [https://legislative.gov.in/sites/default/files/A2016-49\\_1.pdf](https://legislative.gov.in/sites/default/files/A2016-49_1.pdf)

### **Suggested Reading:**

1. Inclusive Education: The Indian Context(2003) Sanat. K. Ghosh
2. Learning from children what to teach them, Malavika Kapur
3. Inclusive Education in India: Concepts, Methods and Practice (IIT, Madras) edited by MilindBrahme, M Suresh Babu and Thomas Muller
4. The Inclusive Education Checklist: A Self-Assessment of Best Practices (2016) Richard Villa andJacqueline Thousand
5. Creating Inclusive school, S K Mangal
6. On Educational Inclusion: edited by J.M. Kauffman
7. Inclusive Education: Perspectives on Pedagogy, Policy and Practice (2016) Zeta Brown
8. Essentials of Child Development and Personality (1980) Jerome Mussen, Paul Henry; Conger, JohnJaneway; Kagan
9. Child Growth and development (1978) E. B. Hurlock
10. The Role of Assistive Technology in Fostering Inclusive Education: Strategies and Tools to SupportChange (Routledge Research in Special Educational Needs) by Evert-Jan Hoogerwerf, Katerina Mavrou, et al
11. Chapter 3, 6, 7 and 10 of RPWD Act (2016) MSJE, Government of India
12. Handbook of inclusive education (CBSE, 2020)
13. Inclusion in Education (NCERT, 2020)
14. Inclusive Education (UNICEF, 2017)
15. Gearing up for Inclusive Education (SCERT, 2007)

Value Added Course: 3

Right to Information

# ST. THOMAS' COLLEGE

## Value Added Course: Right to Information

### *Learning Objectives:*

The objective of the course is:

- It provides a comprehensive learning on the Right to Information.
- It clears your understanding about important Right to Information Act, 2005.
- It enables you to file an effective RTI Application.
- It eases your follow up in government registrations.
- It seeks to enable how to collect information through RTI.

### *Course Outcomes:*

After completing the course, students will be familiar with:

- Understand the practical applicability of the Right to Information Act, 2005.
- File an RTI by going through the procedure for seeking information from any public office within the territory of India.
- Discuss the request disposal procedure as defined under the Act.
- Identify the information that is exempted from disclosure under the RTI regime.

<b>Syllabus</b>		
<b>Units</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	<b>INTRODUCTION</b>	
	History and Background of RTI, The Evolution of the Right to Information in India	<b>3</b>
	Right to Information Regime in India: a Tool in the hands of the Citizens	<b>3</b>
<b>II</b>	<b>RTI AND ITS LEGAL FRAMEWORK</b>	
	Constitution and RTI , Official Secrets Act and Right to Information Act, 2005,	<b>3</b>
	Role of NGOs and activist in RTI, Mis-use of RTI, Using the RTI Act to get “Information”- The Filing of the Request for obtaining Information Important SC and HC judgments in RTI	<b>3</b>
<b>III</b>	<b>RTI AND ITS PROCEDURAL MECHANISM UNDER THE RTI ACT,2005</b>	
	Using the RTI Act to get “Information”- The Filing of the Request for obtaining Information	<b>3</b>
	Disposal of the Request and the time limits for Compliance with the Request	<b>3</b>
	Information Exempted from disclosure under the RTI Regime	<b>3</b>
	Enforcement Measures	<b>3</b>
<b>IV</b>	<b>RTI AND ITS INTERFACE</b>	

	Public Records Act, Whistleblower Protection Act, Judiciary and RTI	<b>3</b>
	Success Stories and Case Studies, Conclusion and the Way forward and Certification Exam/ Assessment	<b>3</b>

***Students Assignments /Field Work***

- ❖ The students will be given 10 assignments related with the course.

***Text Books:***

- ❖ Book- SairamBhat [ed], Right to Information and Good Governance, NLSIU Book Series-3, 2016.
- ❖ Subhash Chandra Agrawal; My Experiences on RTI & Judiciary, Central Information Commission, 2012.
- ❖ Praveen Dala; Consumer Protection and Right to Information; Central Information Commission, 2007.

***Supplementary Readings:***

- ❖ M. M. Ansari, Impact of Right to Information on Development: A Perspective on India' s Recent Experiences, United Nations Educational Scientific and Cultural Organization, 2008. <http://unesdoc.unesco.org/images/0018/001865/186510m.pdf>
- ❖ Dr. SairamBhat; 'Best Practices under RTI Act 2005: Lessons from Central Silk Board,

**Value Added Course: 04**

**HEALTH AND LIFE STYLE  
MANAGEMENT THROUGH YOGA**

## ST. THOMAS' COLLEGE

### Value Added Course: HEALTH AND LIFE STYLE MANAGEMENT THROUGH YOGA

#### **Course Objectives:**

Students will be able to:

1. To acquires concept the meaning and important of healthy life style.
2. To apply the principles of health
3. To understanding the meaning of health and life, dietary principles and life style principle.
4. To practice and applied the health guidelines
5. To identify the personal responsibilities and to reduce health risk.
6. To develop the personal fitness

#### **Learning Outcomes:**

After the successful completion of the course, the students will be able to:

1. To make awareness to the students regarding health.
2. Promoting health concept and self discipline
3. To follow healthy dietary habits.

#### **Unit – I: Introduction (6 hrs.)**

Introduction – Health – Meaning – Definition – Concept – Importance – Principles – Diet and nutrition – Eating Pattern – Yogic Diet – Proper Exercise – Benefit of regular exercise – Yoga Asana Practice.

**Activity:** Students will do Half an Hour Practical Session of Yoga Asana.

#### **Unit - II: (6 hrs.)**

Authentic Life Style – Self Respect – High Self Esteem – Mind – Intellect – Sanskars – Awareness – Soul and Body – Thinking – Developing Thought Pattern – Positive Psychology.

**Activity:** Quiz will be conducted on multiple choice based questions on the topic Awareness of Authentic Life Style and Positive Psychology.

### **Unit - III: (6 hrs.)**

Development of Life Skills – Skills and Manners – Communication Skills – Body Language – Time Management – Conflict Management – Relationship Management .

**Activity:** Talk Show will be conducted among the students on the topic of Life skills.

### **Unit - IV: (6 hrs.)**

Principles of Yoga – Method of Living Through Yoga – Four Paths of Yoga – Seven Spiritual Laws – Principles of Life – Achar – Vichar – Akar – Vikar – Artha – Kama –Dharma – Moksha.

**Activity:** Poster Design Competition will be conducted among the students on the topic postures of yoga.

### **Unit - V: (6 hrs.)**

Meditation – Meaning – Methods – Techniques – Obstacles – Tools of Meditation – Benefits of Meditation – Sanskar – Re-engineering – Brain – Re-Wiring – Elimination of Negative Thought – Stress Management through Yoga.

**Activity:** Slogan writing Competition will be conducted among the students on the topic Stress Management through Yoga.

### **REFERENCES:**

- Brahma Kumaris Education Wing, “Managing the Self”, Mount Abu, Rajasthan, 2014.
- Brahma Kumaris Education Wing, “Values for Excellence in Life”, Mount Abu, Rajasthan, 2014.
- Swami Abhedananda, Yoga Psychology, Ramakrishna Mutt, Calcutta, 1967
- Ulka Ajit Natu, Yoga for Health, Health, Healing and Harmony – 2008.
- Swami Vishnu Deva Nandha, “Meditation”, Divine Life Society Publication, 1998.
- Uthappa, “Stress Management through Yoga” Motilal Bernarshi Doss Publication, 1997.
- Ravi Saxena, “ Health and Physical Education”, Anmol Publications, 2005.
- Prof. T. Mrunalini , “ Yoga Education” , Neelkamal Publications, 2014

- Dr. H.L. Khatri, Dr. Suman Lata, “Health and Physical Education-Part 1”, Paragon International Publications, 2015.
- B.L. Sharma , Naresh Pratap , “ Physical Education”, R. Lall Publications, 2011
- Rajinder M Kalra, Rakesh Mehta, Teaching and Inculcating a Healthy Life Style” Shipra Publications, 2005.

**JC Agarwal , “Health and Physical Educatio**