



BANGALORE NORTH UNIVERSITY

Department of Political Science

Tamaka, Kolar-563103

**Political Science Syllabus (NEP)
(III & IV Semesters)**

**Title of the Paper: INDIA AND INDIAN CONSTITUTION (AECC)
(with effect from the academic year 2023-24)**

**Approved by
Board of Studies (UG) Political Science**

**Submitted to
The Registrar
Bangalore North University
Tamaka, Kolar**



BANGALORE NORTH UNIVERSITY
Department of Political Science
Tamaka, Kolar-563103

Proceedings of the Board of Studies (BOS) in Political Science

The meeting of the BOS in Political Science (UG) is held on 25-10-2023 to approve the syllabus for AECC paper titled, **India and Indian Constitution** as per the directions of Higher Education Council to be taught in 3rd and 4th semesters of all UG courses. The syllabus is framed for 60+40=100 marks pattern. The following Chairman and members are present in the meeting.

Sl. No	Name	Designation	Signature
01	Prof.M. Narasimhamurthy Department of Political Science,BUB	Chairperson	
02	Prof. S.M.Venkateshappa GFGC, Srinivasapur	Member	
03	Prof. Chandrashekar K Principa, GFGC, Vemagal	Member	
04	Dr.Shankarappa R GFGC,Kolar	Member	
05	Prof. Anantha Murthy R GFGC, Kolar	Member	
06	Dr.Ameer Pasha S GFGC, Sulibele	Member	
07	Dr.M.N.Murthy GFGC,Mulbagal	Member	
08	Dr.Saraswathi K GFGC, K.R.Puram	Member	
09	Dr.Bharathi Shyamaraj GFGC for women, Doddaballapur	Member	
10	Dr.M.N. Suresh Kumar GFGC,Doddaballapur	Member	

INDIA AND INDIAN CONSTITUTION

Ability Enhancement Compulsory Course (AECC)	
Course Title: INDIA AND INDIAN CONSTITUTION	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week: 3	Duration of the ESA/Exam: 2 Hours
Formative Assessment Marks: 40	Summative Assessment Marks: 60+40=100

Course Objective

The purpose of the course is to help students to learn and explain the journey of India as a republic. They will, through this paper learn to contextualize the depth of India as a nation with its diverse socio-political culture, its philosophical traditions, values and ideals. It will give them knowledge to expound the breadth of freedom struggle in various parts of India, its significance in nation building and the sacrifices made both by its leaders and followers. It will help them to demonstrate their knowledge regarding the efforts made at working towards a constitution as India's conscience cherishing the values of Justice, Liberty, Equality and Fraternity. Consequently it will enable students to contextualize the powers and functions of various offices under the Constitution. It will help them determine the role and responsibilities of citizens as enshrined in the Constitution, offering insights in to the contributions of personalities like Gandhi, Dr. B.R. Ambedkar and Jawahar Lal Nehru., Bal Gangadhar Tilak, the values tolerance, equality of treatment, scientific secularism and swarajya and the processes of policy making keeping national wellbeing in the forefront. This paper will enable students to illustrate how vibrant our Constitution is, how farsighted were its makers and how efficient are the various institutions that are functioning under it.

Learning Outcomes

Upon completion of this course students will be able to---

- Explain the philosophy and the structure of the Constitution.
- Measure the powers, functions and limitations of various offices under the Constitution.
- Demonstrate the values, ideals and the role of Constitution in a democratic India.

Unit	Contents of Course	45 Hours
Unit-I	<p>Background to the study of Indian Constitution**</p> <p>Chapter-1: Philosophical and political Foundations of India: Dharma and Danda, Buddhist, Liberal (Raja Rammohan Roy) and Subaltern (Ranajit Guha)* Colonial Impact on Indian Society.**</p> <p>Chapter-2: Political Values and Ideals during freedom struggle: Non-Violence, Tolerance, (Gandhi) Co-Existence, Swarajya (Tilak), Voluntarism (Vinoba Bhave)</p> <p>Chapter-3: Political Contribution of Regional freedom struggle: Kittur Rani Chennamma, Hardekar Manjappa, Kamala Devi Chattopadhyaya.</p>	<p>6 Hours</p> <p>5 Hours</p> <p>4 Hours</p>
Unit-II	<p>Constitutional Development and its Philosophy</p> <p>Chapter-4: Historical background of Constitutional development in India- Developments between 1857 to 1952 (only Acts during this period must be taught), Composition and debates of Constituent Assembly (in brief), working of committees.</p> <p>Chapter-5: Philosophy and features of Indian Constitution- Preamble*, Salient features**, Constitutionalism, Dr B.R.Ambedkar and Nehru's contribution in the making of the Constitution.</p> <p>Chapter-6: Working of the Constitution- Fundamental Rights, Union-State and Inter-State Relations (Art.263, Inter-State disputes and trade and commerce), important Amendments to the Constitution**, Parliamentary Committees* (Standing, Ad-hoc and Departmental).</p>	<p>5 Hours</p> <p>5 Hours</p> <p>5 Hours</p>

Unit-III	Constitutional Institutions and Citizen's role	
	Chapter-7: Parliamentary and Constitutional Institutions: Legislature* (Upper and Lower house), Executive (composition and powers), Judiciary (High Court and Supreme Court, its composition and jurisdiction), Comptroller and Auditor General, Election Commission.	6 Hours
	Chapter-8: Role and Responsibility of Citizens under Indian Constitution: Concept of citizenship, Citizenship Amendment Act, Fundamental Duties, Right to Information Act, Civil Society*.	4 Hours
	Chapter-9: Goals and Policies of National Development enshrined in the Constitution: Concept of National Development, Unity and Integrity of the nation, Goals of Educational Policies* (1986 and 2020), Role of teachers and students in Nation Building**.	5 Hours

(**Note-This is a compulsory, foundational and value additional course to be taught to students at the graduate level. The paper is expected to impart the structure and functional aspects of constitution while giving them the background of a diverse country like India and the nuances of its social fabric and the why of such an elaborate constitution. The introductory chapter therefore is designed to familiarize students about their country and culture before they understand their constitution).

(Please note: The question paper pattern is indicative of the way a teacher needs to teach this paper. The pedagogical choice of a teacher helps to make an impact of his/her teaching on the student. Activity based and experiential teaching methods help student centric learning process- these are tips to make this paper more meaningful- the ultimate choice is left to the teacher)

Exercise:

- Department can debate on the role of Constitution in the development of India.
- Students can empirically evidence the effectiveness of concepts like-Freedom, Equality, Justice, Rights and Duties by conducting empirical studies.
- Can invite experts to deliver special lectures on various provisions and amendments of the Constitution like the functioning of Election Commission, Article 246, 356 etc.

Important Notes:

Chapter-1:

* These are introductory courses. Teachers should give a brief introduction to these for a better understanding of the philosophical and political foundations of Indian society taking suggested thinkers as examples (Max 2hrs)

** Here teachers should briefly teach about the contributions and impact of British and Arabs as invaders, Mughals as settlers (Max 2hrs)

Chapter-2:

* These are to be taught briefly as concepts against the backdrop of freedom struggle.

Chapter-3:

* BOS can alter this chapter to bring in the personalities and movements in their region who have made an impact on freedom struggle.

Chapter-5:

* While teaching the preamble please cover secularism and its criticism keeping in mind the neutrality of state in matters of religion and bring in the discussion regarding the differences in the usage of the terms like Religion, Dharma, Pantha (ಪಂಥ), *Matha* (ಮಠ), Caste, *Jatyathithate* and the meaning of Scientific Secularism as expounded by Nehru.

** In the salient features the teachers must teach at least 10 features of the constitution like Written constitution, Parliamentary form of government, Quasi federalism, Directive Principles of State Policy, Amendment Procedure, Universal adult franchise, Integrated citizenship, Independent Judiciary, Judicial Review, Emergency provisions and Three tier system of governance etc. The BOS has the discretion in selecting the salient features.

Chapter-6:

* In the committees they should teach the nature of these committees, their types, categories and sub categories.

** In this the teacher should teach the amendments like 42nd, 73rd, 74th, 101st, etc which have major impact on the working of the Constitution. The BOS has the discretion in selecting the amendments but must ensure that they have a bearing on the working of the constitution.

Chapter-7:

* Here teachers are expected to teach the institutions in general and contextualize them to state and central governments.

Chapter-8:

* In this the teacher should discuss issues like paying taxes, exercising vote, discouraging corruption, Knowledge of laws that govern them.

Chapter-9:

* Teachers can touch upon Kothari Commission, NEP (1986 and 2020 while teaching Educational Policies).

** Teachers can touch upon the teacher taught relations (vedantic tradition), teacher as a role model, student as future citizen, the need for ethical and moral responsibility among them etc.,

Suggested Readings:

1. Aiyangar K.R. 1941. *"Ancient Indian Polity"*. Oriental Bokks Agency. Poona.
2. Altekar A.S. 1949. *"State and Government in Ancient India"*. Motilal Banarsidass Chowk, Banaras.
3. Andre Beteille, 1965. *Caste, Class, and Power*. Berkley: University of California Press.
4. Arora & Mukherji, *Federalism in India, Origin and Developments*, Vikas Publishing House, New Delhi, 1992.
5. Bhandarkar D.D 1940. *"Some Aspects of Ancient Indian Culture"*. University of Madras.
6. Chandru Bipan. 1979. *"Nationalism and Colonialism in India"*. Orient, Lang.
7. Constitution of India (Full Text), India.gov.in., National Portal of India, https://www.India.gov.in/sites/upload_files/npi/files/coj_part_full.pdf
8. D.C.Gupta, *Indian Government and Politics*, Vikas publishing House, New Delhi, 1975.
9. Desai, A.R. 2016. *Social Background of Indian Nationalism*. Los Angeles: Popular Prakashan.
10. Durga Das Basu, *Introduction to the Constitution of India*, Gurgaon; LexisNexis, 2018 (23rd edn.)
11. Gandhi, M.K. "Hind Swaraj". http://www.mkgandhi.org/ebks/hind_swaraj.pdf
12. Gosha U.N. 1923. *"History of Hindu Political Theory"*. Oxford University Press, Culcutta.
13. Granville Austin, 2000: *The Indian Constitution: Cornerstone of a Nation*. Melborne: Oxford University Press.
14. Hanson and Douglas, 1972. *India's Democracy*. New York city: W W Norton & Co Inc.


15. Harish Ramaswamy and S.S. Patagundi(Ed.) 2007. *Karnataka-Government and Politics*. Delhi: Concept Publishing Company.
16. J.N. Pandey, The Constitutional Law of India, Allahabad; Central Law Agency, 2018 (55th edn.)
17. Jayaswal K.P.1943. "*Hindu Polity*". Bangalore Printing and Publishing Co.LTD, Bangalore.
18. Johari J.C. 1974. Indian Government and Politics. New Delhi: Vishal Publications.
19. K.B.Merunandan, Bharatada Samvidhana Ondu Parichaya, Bangalore, Meragu Publications, 2015.
20. K.Sharma, Introduction to the Constitution of India, Prentice Hall of India, New Delhi, 2002.
21. Kapoor, Kapil,(Ed), 2005, Indian Knowledge System-Vol-1, New Delhi: D.K.Printworld LTD.
22. Kapoor, Kapil, 1994, Texts of the Oral Tradition, Language, Linguistics and Literature: The Indian Perspective. Delhi: Academic Foundation.
23. Kosambi D.D. 1965. "*The Culture and Civilization of Ancient India and Historical Outline*". Vikas Publishing House pvt. Ltd, Noida.
24. Krishna Rao, M.&G.S.Halappa. 1962: *History of freedom movement in Karnataka*. Mysore: Government of Mysore.
25. M.V.Pylee, India's Constitution, New Delhi; S. Chand Pub., 2017 (16th edn.)
26. Nagel, Stuart, 2017, India's Development and Public Policy. UK: Routledge.
27. P.M. Bakshi, Constitution of India, Universal Law Publishing House, New Delhi, 1999.
28. Patham and Thomas Patham. 1986: "*Political Thought in Modern India*". Sage Publications, United State.
29. Rajni Kothari, 1995. Caste in Indian Politics. Telangana: Orient Blackswan.
30. Raghavendra Rao, K. 2000. *Imagining Unimaginable Communities*. Hampi: Prasaranga, Kannada University.
31. Bhargava, Rajeev.ed. 1998. *Secularism and its Critics*, New Delhi: Oxford University Press.
32. S.N. Jha, Indian Political System,: Historical Developments, Ganga Kaveri Publishing House, Varanasi, 2005.
33. Said Edward. 1978. "*Orientalism*". Pantheon Books, USA.
34. Sharma, R.S. 1991. "*Early Indian Social and Political Thought and Institutions Aspects of the Political Ideas and Institutions in Ancient India*". Motilal Banarasidass, Delhi.

35. ಎಂ.ಎಸ್. ಚೈತ್ರ, (ಸಂ) 2022, "ಪರಂಪರಾಗತಅಭ್ಯುದಯದರ್ಶನ: ಧರ್ಮಪಾಲ್ ದೃಷ್ಟಿ" ರಾಷ್ಟ್ರೋತ್ಥಾನ ಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು.
36. ಗಾಂಧಿ.ಎಮ್.ಕೆ. 2009, ಹಿಂದ್ ಸ್ವರಾಜ್, ಬೆಂಗಳೂರು: ಕರ್ನಾಟಕ ಗಾಂಧಿ ಸ್ಮಾರಕ ನಿಧಿ.
37. ಧರ್ಮಪಾಲ್, 2001. "ಭಾರತ ಜಾಗೃತಿ."(ಅನು) ಎಸ್.ಆರ್. ರಾಮಸ್ವಾಮಿ., ಬೆಂಗಳೂರು: ರಾಷ್ಟ್ರೋತ್ಥಾನ ಸಾಹಿತ್ಯ.
38. ಧರ್ಮಪಾಲ್, 2003. "ಸ್ವದೇಶಿ ಮತ್ತು ಭಾರತೀಯತೆ", (ಅನು) ಚಕ್ರವರ್ತಿ, ಬೆಂಗಳೂರು: ಸ್ವರಾಜ ಪ್ರಕಾಶನ ಸಮೂಹ.
39. ಧರ್ಮಪಾಲ್, 2009, ಭಾರತೀಯಚಿತ್ರ, ಮಾನಸಿಕತೆ, ಕಾಲ, (ಅನು) ಎಸ್.ಆರ್. ರಾಮಸ್ವಾಮಿ. ಬೆಂಗಳೂರು: ರಾಷ್ಟ್ರೋತ್ಥಾನ ಸಾಹಿತ್ಯ.
40. ಬಾಲಗಂಗಾಧರ, ಎಸ್.ಎನ್., 2010. ಪೂರ್ವಾವಲೋಕನ. (ಸಂ). ಜಿ.ಎಸ್. ಸದಾನಂದ ಮತ್ತು ರಾಜಾರಾಮ ಹೆಗ್ಡೆ. ಬೆಂಗಳೂರು: ಅಭಿನವ ಪ್ರಕಾಶನ.
41. ಬಾವೆ, ವಿನೋಬಾ. 1954. ಸ್ವರಾಜ್ಯ ಶಾಸ್ತ್ರ. ಬೆಂಗಳೂರು: ಬೆಂಗಳೂರು ಸರ್ವ ಸೇವಾ ಸಂಘ ಪ್ರಕಾಶನ.
42. ಬಾವೆ, ವಿನೋಬಾ. 1958. ಭೂದಾನಗಂಗೆ. ಬೆಂಗಳೂರು: ಸರ್ವ ಸೇವಾ ಸಂಘ ಪ್ರಕಾಶನ.
43. ಬಾವೆ, ವಿನೋಬಾ. 1974. ಸ್ವರಾಜ್ಯ ಶಾಸ್ತ್ರ. ಬೆಂಗಳೂರು: ಬೆಂಗಳೂರು ಸರ್ವ ಸೇವಾ ಸಂಘ ಪ್ರಕಾಶನ.
44. ಬಾವೆ, ಶಿವಾಜಿ. 1954. ಶ್ರಮದಾನ. ಬೆಂಗಳೂರು: ಸರ್ವ ಸೇವಾ ಸಂಘ ಪ್ರಕಾಶನ.
45. ರಾಜಾರಾಮ ಹೆಗ್ಡೆ ಮತ್ತು ಸದಾನಂದ ಜಿ.ಎಸ್. (ಸಂ) 2016 "ಪೂರ್ವಾವಲೋಕನ", ವಸಂತ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು. ರಾಜಾರಾಮ ಹೆಗ್ಡೆ (ಸಂ) 2004. "ಭಾರತೀಯ ಇತಿಹಾಸ, ಸಮಾಜ ಮತ್ತು ಸಂಸ್ಕೃತಿ". ಬೆಂಗಳೂರು: ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ.
46. ರಾಮಚಂದ್ರನ್ ಸಿ.ಎನ್. 2002. "ವಸಾಹತೋತ್ತರ ಚಿಂತನ". ಬೆಂಗಳೂರು: ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ.
47. ಶಂಕರನಾರಾಯಣರಾವ್ ಎನ್.ಪಿ. (ಸಂ) ೨೦೨೦. "ದೀನ್ ದಯಾಳ್ ಉಪಾದ್ಯಾಯ: ವಿಕಾತ್ಯ ಮಾನವತೆ"ರಾಷ್ಟ್ರೋತ್ಥಾನ ಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು.
48. ಹೆಗ್ಡೆ, ರಾಜಾರಾಮ, 2021. ಪಶ್ಚಿಮಾಯನ; ವಸಾಹತು ಹಿನ್ನರಿ ಮತ್ತು ಕನ್ನಡ ಜಗತ್ತು. ಬೆಂಗಳೂರು: ಅಭಿನವ ಪ್ರಕಾಶನ.

Pedagogy:

The course shall be taught through Lectures, Tutorials, demonstrations, discussions, on court judgements, Self-guided Learning Materials, Open Educational Resources (OER) as reference materials. Field work Exercises to understand the concepts in practice, Assignments, Seminars, Group Discussions, open house debates and Week-end Counseling could also help in better and informed learning in these classes.

Formative Assessment	
Assessment Occasion/type	Weightage in Marks
Assessment Test-1	10
Seminar/Presentation/Group Discussion	10
Assessment Test-2	10
Assignment	10
Total	40


CHAIRPERSON

(Prof. M. NARASIMHAMURTHY)
Professor
Department of Political Science
Bangalore University
Bangalore

I. Term End Examination for India and Indian Constitution (IIC)

Paper will be for maximum of 60 marks. The minimum marks to pass the examination is 40% (24) marks).

Note: Duration of examination for **India and Indian Constitution (IIC)** is **2 hours**

Question Paper Pattern for India and Indian Constitution-

Section A: Multiple Choice Questions

Section B: Short Answer Questions

Section C: Medium Answer Questions

Section D: Long Answer Questions

Section A: Multiple Choice Questions

All Questions are Compulsory (10×1=10)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Section B: Short Answer Questions (5×5=25)

Answer any Five questions. Answer the following questions in not more than 3-5 sentences.

- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.

Section C: Medium Answer Questions (1×10=10)

Answer any one question. Answer the following questions in not more than 500 words.

18.

19.

Section D: Long Answer Questions (1×15=15)

Answer any One question. Answer the following question in not more than 800 words.

20.

21.