


BANGALORE UNIVERSITY
Department of Political Science
Jnanabharathi Campus, Bangalore- 560 056

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Professor and Chairperson

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No.DPS/172 /2022-23

14th February 2023

To
✓ The Registrar
Academic Section-II
Bangalore University,
BANGALORE-560 001.

Sir,

Sub: Submission of Syllabus in Political Science (UG) IIIrd & IVth sem
NEP for the year 2023-24.

With reference to the above, I here by submitting the Political Science
syllabus of the (UG) IIIrd & IVth NEP 2023-24.

Paper Title: "India and Indian Constitution (AECC)"


Thanking you.

Yours faithfully,



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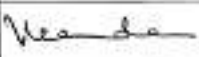
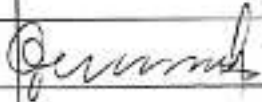



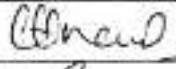
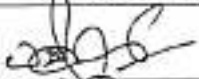

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13th February 2023

PROCEEDINGS OF THE MEETING OF THE BOARD OF STUDIES IN
POLITICAL SCIENCE (UG) 2022-23

The meeting of the 'Board of Studies (BoS) in Political Science (UG) 2022-23 done by Circulation.

The following members gave their consent:

Sl. No	Name	Designation	Signature
1	Dr. Veenadevi	Chairperson	
2	Smt. Kishwar Sulthana GFGC, Bidadi	Member	
3	Sri.Muddeeraih GFGCW, Ramanagar	Member	
4	Dr.Anjana M.S., GFGC, Anekal	Member	
5	Dr.Chennamma M, GFGC, Channarayana	Member	
6	Dr.Jayaramaiah G.M., GFGC, Kadugudi	Member	
7	Sri.Shivaprasad B.C, GFGC, Magadi	Member	
8	Dr.Muthuraju S.H, GFGC, Kanakapura	Member	
9	Dr.S.Ameer Pasha, GFGC, Sulibele	External Member	
10	Dr.Nagaraju M.S., GFGC, Doddaballapura	External Member	

INDIA AND INDIAN CONSTITUTION

Ability Enhancement Compulsory Courses (AEGC)	
Course Title: INDIA AND INDIAN CONSTITUTION	
Total Contact Hours: 45	Course Credits: 3
No. of Teaching Hours/Week:3	Duration of 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 contextualise 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 contextualise 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 Gandhiji, 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 policymaking 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 the course, students should 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.

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Unit	Contents of Course:	45 Hours
Unit-I	Background to the study of Indian Constitution**	
	Chapter 1: Philosophical and Political foundations of India: Dharma and Danda, Buddhist, liberal (Raja Rammohun Roy) and Subaltern (Ranajit Guha)* Colonial impact on Indian society,**	6 Hours
	Chapter 2: Political values and Ideals : Non Violence, Tolerance (Gandhi), Co-existence, Maulana Azad, Swarajya (Tilak), Integral Humanism (Deen Dayal Upadhyay) and Voluntarism (Vinoba Bhave).	5 Hours
	Chapter 3: Political Contribution of Regional freedom struggle: Kittur Rani Chennamma, Hardekar Manjappa, Kamala Devi Chattopadhaya	4 Hours
Unit-II	Constitutional Development and its Philosophy	
	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.	5 Hours
	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.	5 Hours
	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)	5 Hours

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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, composition and jurisdiction), Comptroller and Auditor General Election Commission.	6 Hours
	Chapter 8: Role and Responsibilities of Citizens under Indian Constitution: Concept of Citizenship, Citizenship Amendment Act (2019), Fundamental Duties, Right to Information Act (2005), 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&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 under NEP 2020. 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 familiarise 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).

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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 (etc), Matha (etc), 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 contextualise 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. Aiyunigar K.R. 1941. "*Ancient Indian Polity*". Oriental Bokks Agency. Poona.

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2. Altekar A.S. 1949. "State and Government in Ancient India". Motilal Banarsidass Chowk, Banaras
3. Andte Beteille, 1965. Caste, class, and Power. Berkley: University of California Press.
4. Anra & 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. Chandra 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/coi_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. Goshal U.N. 1923. "History of Hindu Political Theory". Oxford University Press, Culcutta.
13. Granville Austin, 2000. The Indian Constitution: Cornerstone of a Nation. Melbourne: 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, Merugu 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-I, New Delhi: D.K Printworld LTD.

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42. *U.S. v. Belmont*, 1958, 355 U.S. 312, 18-2001.
43. *U.S. v. Belmont*, 1974, 492 U.S. 146, 18-2001.
44. *U.S. v. Belmont*, 1954, 100 A.2d 100, 18-2001.
45. *U.S. v. Belmont*, 1954, 100 A.2d 100, 18-2001. *U.S. v. Belmont*, 1954, 100 A.2d 100, 18-2001. *U.S. v. Belmont*, 1954, 100 A.2d 100, 18-2001.
46. *U.S. v. Belmont*, 2002, 538 U.S. 102, 18-2001.
47. *U.S. v. Belmont*, 1954, 100 A.2d 100, 18-2001. *U.S. v. Belmont*, 1954, 100 A.2d 100, 18-2001.
48. *U.S. v. Belmont*, 2021, 591 U.S. 100, 18-2001.

Pedagogy:

The course shall be taught through Lectures, Tutorials, demonstrations, discussions on court judgments, Self-guided Learning Materials, Open Educational Recourses (OER) as reference materials, Field work Exercises to understand the concepts in practice, Assignments, Seminars, Group Discussions, Filed visit, 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/ Filed visit	10
Assessment Test-2	10
Assignment	10
Total	40

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

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 (II) is **2 hours.**

Examination 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 (10x1=10)

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

Section B: Short Answer Questions (5x5=25)

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

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

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Section C. Medium Answer Questions (1x19=19)

Answer any **One** question. Answer the following question in not more than 500 words

18.

19.

Section D. Long Answer Questions (1x15=15)

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

20.

21.

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15/06/2023

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Prof. & Chairperson

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