

# Syllabus

(III & IV Semester)

## **INDIA AND INDIAN CONSTITUTION**

**(Revised on November 23, 2022)**

**Submitted by**

**Chairman and Members  
Committee for Curriculum Framing in Political Science and Public  
Administration**

**Approved by  
BOS, Indian Constitution  
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## INDIA AND INDIAN CONSTITUTION

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

### 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 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  |
|----------------|---|---|
| <b>Unit-I</b>  | <p><b>Background to the study of Indian Constitution**</b></p> <p><b>Chapter 1: Philosophical and Political foundations of India:</b> Dharma and Danda, Buddhist, liberal (Raja Rammohun Roy) and Subaltern (Ranajit Guha)* Colonial impact on Indian society,** Nationalist perspective (Swamy Vivekananda and Sri Aurobindo).</p> <p><b>Chapter 2: Political values and Ideals during freedom struggle:</b> Non Violence, Tolerance, Satyagraha and Swadeshi (Gandhi), Swarajya (Tilak), Integral Humanism (Deen Dayal Upadhyay) and Voluntarism (Vinoba Bhave).</p> <p><b>Chapter 3: Political Contribution of Regional freedom struggle:</b> Rani Abbakka, Amara Sulya rebellion</p>  | <p><b>6 Hours</b></p> <p><b>5 Hours</b></p> <p><b>4 Hours</b></p> |
| <b>Unit-II</b> | <p><b>Constitutional Development and its Philosophy</b></p> <p><b>Chapter- 4: Historical background of Constitutional development in India</b> - 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><b>Chapter 5: Philosophy and features of Indian Constitution</b> - Preamble*, Salient features**, Constitutionalism, Dr B.R. Ambedkar and Nehru's contribution in the making of the Constitution.</p> <p><b>Chapter- 6: Working of the Constitution</b> - 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><b>5 Hours</b></p> <p><b>5 Hours</b></p> <p><b>5 Hours</b></p> |

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

(\*\*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 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).

**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 (ಪೌಠ), *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, 73<sup>rd</sup>, 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. 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. 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](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: Papular 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](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, 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. Krishana 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. Rghavendra Rao, K. 2000. *Imagining Unimaginable Communities*. Hampi: Prasangra, 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 Edarard .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 Banarsidass, Delhi.
35. ಚೈತ್ರ, ಎಂ.ಎಸ್ (ಸಂ) 2022. "ಪರಂಪರಾಗತ ಅಭ್ಯುದಯ ದರ್ಶನ: ಧರ್ಮಪಾಲ್ ಧೃಷ್ಟಿ" ರಾಷ್ಟ್ರೋತ್ಥಾನ ಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು.
36. ಗಾಂಧಿ. ಎಮ್ ಕೆ 2009, ಹಿಂದ್ ಸ್ವರಾಜ್ಯ, ಕರ್ನಾಟಕ ಗಾಂಧೀ ಸ್ಮಾರಕ ನಿಧಿ, ಬೆಂಗಳೂರು
37. ಧರ್ಮಪಾಲ್, 2001. "ಭಾರತ ಜಾಗೃತಿ" (ಅನು) ಎಸ್. ಆರ್. ರಾಮಸ್ವಾಮಿ. ರಾಷ್ಟ್ರೋತ್ಥಾನ ಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು
38. ಧರ್ಮಪಾಲ್, 2003. "ಸ್ವದೇಶಿ ಮತ್ತು ಭಾರತೀಯತೆ", (ಅನು) ಚಕ್ರವರ್ತಿ, ಸ್ವರಾಜ ಪ್ರಕಾಶನ

ಸಮೂಹ, ಬೆಂಗಳೂರು

39. ಧರ್ಮಪಾಲ್, 2009, ಭಾರತೀಯ ಚಿತ್ರ, ಮಾನಸಿಕತೆ, ಕಾಲ, (ಅನು) ಎಸ್. ಆರ್. ರಾಮಸ್ವಾಮಿ, ರಾಷ್ಟ್ರೀಯ ಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು
40. ಬಾಲಗಂಗಾಧರ, ಎಸ್. ಎನ್ 2010. ಪೂರ್ವಾಲೋಕನ (ಸಂ). ಜೆ. ಎಸ್. ಸದಾನಂದ ಮತ್ತು ರಾಜಾರಾಮ ಹೆಗ್ಡೆ. ಅಭಿನವ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
41. ಬಾವೆ, ವಿನೋಬಾ. 1954. ಸ್ವರಾಜ್ಯ ಶಾಸ್ತ್ರ, ಸರ್ವಸೇವಾ ಸಂಘ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
42. ಬಾವೆ, ವಿನೋಬಾ. 1958. ಭೂದಾನ ಗಂಗೇ, ಸರ್ವಸೇವಾ ಸಂಘ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
43. ಬಾವೆ, ವಿನೋಬಾ. 1974. ಸ್ವರಾಜ್ಯ ಶಾಸ್ತ್ರ, ಸರ್ವಸೇವಾ ಸಂಘ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
44. ಬಾವೆ, ಶಿವಾಜಿ. 1954. ಶ್ರಮದಾನ, ಸರ್ವಸೇವಾ ಸಂಘ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
45. ರಾಜಾರಾಮ ಹೆಗ್ಡೆ ಮತ್ತು ಸದಾನಂದ ಜೆ. ಎಸ್ (ಸಂ) 2016 "ಪೂರ್ವಾಲೋಕನ", ವಸಂತ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು
46. ರಾಜಾರಾಮ ಹೆಗ್ಡೆ (ಸಂ) 2004. "ಭಾರತೀಯ ಇತಿಹಾಸ, ಸಮಾಜ ಮತ್ತು ಸಂಸ್ಕೃತಿ". ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ, ಬೆಂಗಳೂರು
47. ರಾಮಚಂದ್ರನ್, ಸಿ. ಎನ್ 2002. "ವಸಾಹತೋತ್ತರ ಚಿಂತನೆ". ಬೆಂಗಳೂರು: ಕರ್ನಾಟಕ ಸಾಹಿತ್ಯ ಅಕಾಡೆಮಿ
48. ಶಂಕರನಾರಾಯಣರಾವ್ ಎನ್ ಪಿ (ಸಂ) 2020/ "ದೀನದಯಾಳ ಉಪದ್ಯಾಯ: ಏಕಾತ್ಮ ಮಾನವತೆ" ರಾಷ್ಟ್ರೀಯ ಸಾಹಿತ್ಯ, ಬೆಂಗಳೂರು
49. ರಾಜಾರಾಮ ಹೆಗ್ಡೆ 2021, ಪಶ್ಚಿಮಾಯನ; ವಸಾಹತು ಹಿಸ್ಟರಿ ಮತ್ತು ಕನ್ನಡ ಜಗತ್ತು, ಅಭಿನವ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.

### 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, open house debates and Week-end Counseling could also help in better and informed learning in these classes.

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

**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 (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.

**Section C: Medium Answer Questions (1x10=10)**

**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.