



# GUJARAT TECHNOLOGICAL UNIVERSITY

**Program Name: Diploma in Architecture**

**Level: Diploma**

**Branch: Architecture**

**Course / Subject Code : DA02063091**

**Course / Subject Name : Indian Constitution**

w. e. f. Academic Year:	2025-26
Semester:	Second
Category of the Course:	Professional Ability Enhancement Compulsory Courses (PAECC)

<b>Prerequisite:</b>	
<b>Rationale:</b>	This course will survey the basic structure and operative dimensions of Indian Constitution. It will explore various aspects of the Indian political and legal system from a historical perspective highlighting the various events that led to the making of the Indian Constitution. It will also socio-political equations. The various challenges faced by the constitution and the corresponding coping mechanisms would also be discussed. Broadly, the students would be exposed to the working of various institutions, offices and political debates ensuing from the operation of the Indian constitution in the last five decades.

## Competency

The purpose of this course is to help the student to attain the following industry identified competency through various teaching learning experiences:

- **Follow policies, processes, duties, rights and federal structure of Indian constitution as responsible citizens and engineer of the country.**

## Course Outcome:

The practical exercises, the underpinning knowledge and the relevant soft skills associated with the identified competency are to be developed in the student for the achievement of the following COs:

- a) List salient features and characteristics of the constitution of India.
- b) Follow fundamental responsibilities, privileges, rights and duties as responsible citizen and engineer of the country.
- c) Differentiate between state and central administrative setup of the country.
- d) Explain major constitutional amendment procedures and emergency provisions in the country
- e) Explain judicial setup and electoral process of the country.



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## Teaching and Examination Scheme:

Teaching Scheme (in Hours)			Total Credits L+T+P	Assessment Pattern and Marks				Total Marks
L	T	P	C	Theory		Tutorial / Practical		
				ESE (E)	PA / CA (M)	PA/CA (I)	ESE (V)	
2	0	0	0	00	00	50	0	50

**Suggested Practical Exercises - Not applicable**

**Major Equipment/ Instruments Required-Not Applicable**

## Affective Domain Outcomes

The following *sample* Affective Domain Outcomes (ADOs) are embedded in many of the above mentioned COs and PrOs. More could be added to fulfil the development of this course t competency.

- Work as a leader/a team member.
- Follow constitutional duties and responsibilities
- Follow ethical practices.
- Practice environmental friendly methods and processes.

The ADOs are best developed through the laboratory/field based exercises. Moreover, the level of achievement of the ADOs according to Krathwohl's 'Affective Domain Taxonomy' should gradually increase as planned below:

- 'Valuing Level' in 1<sup>st</sup> year
- 'Organization Level' in 2<sup>nd</sup> year.
- 'Characterization Level' in 3<sup>rd</sup> year.

## Underpinning Theory

The major underpinning theory is given below based on the higher level UOs of *Revised Bloom's taxonomy* that are formulated for development of the COs and competency. If required, more such higher level UOs could be included by the course teacher to focus on attainment of COs and competency.



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Unit	Unit Outcomes (UOs) (4 to 6 UOs at different levels)	Topics and Sub-topics
<b>Unit – I Constitution and Preamble</b>	1a. Explain the meaning of preamble of the constitution. 1b. List the salient features of constitution. 1c. List the characteristics of constitution.	1.1 Meaning of the constitution of India 1.2 Historical perspective of the Constitution of India 1.3 Salient features and characteristics of the Constitution of India 1.4 Preamble to the Constitution of India
<b>Unit – II Fundamental Rights and Directive Principles</b>	2a. Enlist the fundamental rights. 2b. Identify fundamental duties. 2c. Follow fundamental responsibilities as an engineer. 2d. Differentiate between fundamental rights and directive principles. 2e. Identify fundamental duties and responsibilities applicable to a practicing engineer.	2.1 Fundamental Rights under Part-III (Details of exercise of rights and Limitations) 2.2 Fundamental duties and their significance 2.3 Relevance of Directive Principles of State Policy under part-IV.
<b>Unit– III Federal Structure</b>	3a. Draw the structure of governance in India. 3b. Differentiate between state and central administrative setup of the country.	3.1 Federal structure and distribution of legislative and financial powers between the Union and the States 3.2 Union Executive-President, Prime minister, Parliament and the Supreme Court of India, 3.3 State Executive - Governor, Chief Minister, State Legislator, and high Court 3.4 Local Administration - District Administration, Municipal Corporation, Zila Panchayat



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<b>Unit– IV Governance and Amendments</b>	4a. Enlist the constitutional amendments 4b. Infer the purposes of various amendments.	4.1 Amendment of the Constitutional Powers and Procedure 4.2 Major Constitutional Amendment procedure - 42nd, 44th, 74th, 76th, 86th and 91st. 4.3 Emergency provisions
<b>Unit– V Judicial System and Election Commission on &amp; National Green Tribunal</b>	5a. Perform judicial review for societal welfare 5b. Abide by the judicial provisions. 5c. Adopt the electoral procedures With respect to citizenship. 5d. Abide by greening laws 5e. Identify the topics/subtopics in a given engineering course where greening laws are affecting significantly.	5.1 The Indian Judicial System 5.2 Judicial Review 5.3 Election Commission 5.4 National Green Tribunal

### Suggested Specification Table for Question Paper Design

Unit No.	Unit Title	Teaching Hours	Distribution of Theory Marks			
			R Level	U Level	A Level	Total Marks
I	Constitution and Preamble	04	04	04	0	08
II	Fundamental Rights and Directive Principles	08	03	02	10	15
III	Federal Structure	07	02	03	06	11
IV	Governance and Amendments	05	02	02	04	08
V	Judicial System and Election Commission	04	02	02	04	08
<b>Total</b>		<b>28</b>	<b>13</b>	<b>13</b>	<b>24</b>	<b>50</b>

*Legends: R=Remember, U=Understand, A=Apply and above (Revised Bloom's taxonomy)*

*Note: This specification table provides general guidelines to assist student for their learning and to teachers to teach and question paper designers/setters to formulate test items/questions to*



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*assess the attainment of the UOs. The actual distribution of marks at different taxonomy levels (of R, U and A) in the question paper may vary slightly from above table.*

## **Suggested Student Activities**

Other than the classroom and laboratory learning, following are the suggested student-related *co-curricular* activities which can be undertaken to accelerate the attainment of the various outcomes in this course. Students should conduct following activities in group and prepare reports of about 5 pages for each activity. They also collect/record physical evidences for their (student's) portfolio which will be useful for their placement interviews:

- a) Prepare a report on Mock court hearing
- b) Visit to courts
- c) Arrange Mock Parliament.
- d) Visit to Local Bodies
- e) Visit to Courts.
- f) Visit to Legal Service Authority
- g) Design games and simulation
- h) Group discussions on current print articles
- i) Prepare college/posters on current constitutional issues.
- j) Learning through cases

- **A.K. Gopalan Case (1950):**weblink <https://indiankanoon.org/doc/1857950/>
- **Shankari Prasad Case (1951):**weblink<https://indiankanoon.org/doc/1706770/>
- Berubari Union case (1960) :weblink<https://indiankanoon.org/doc/1120103/>
- Golaknath case (1967) :weblink<https://indiankanoon.org/doc/120358/>
- Kesavananda Bharati case(1973):weblink<https://indiankanoon.org/doc/257876/>
- Indira Nehru Gandhi v. Raj Narain case (1975):weblink<https://indiankanoon.org/doc/936707/>
- Maneka Gandhi case (1978):weblink <https://indiankanoon.org/doc/1766147/>
- Minerva Mills case (1980): weblink <https://indiankanoon.org/doc/1939993/>
- Indra Sawhney and Union of India (1992):weblink<https://indiankanoon.org/doc/1969682/>
- Samatha and State of Andhra Pradesh (1997): weblink <https://indiankanoon.org/doc/1969682/>

Aruna Shanbaug Case (2011) : weblink<https://indiankanoon.org/doc/235821/>

- Justice K.S.Puttaswamy(Retd) ... vs Union Of India And Ors.: Right ToPrivacy (2017)weblink<https://indiankanoon.org/doc/1857950/>
- L Chandra Kumar Case (1997):weblink <https://indiankanoon.org/doc/1152518/>
- Habeas Corpus Case (1976): weblink <https://indiankanoon.org/doc/1735815/>



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- Romesh Thapar Case (1950): weblink <https://indiankanoon.org/doc/456839/>
- M.C. Mehta And Anr vs Union of India &Ors on 20 December, 1986 Bhpal Gas Tragedy:weblink<https://indiankanoon.org/doc/1486949/>
- M.C. Mehta vs Union Of India &Ors on 30 December, 1996 Taj Mahal:weblink <https://indiankanoon.org/doc/1964392/>
- M.C. Mehta vs Union Of India on 15 November, 2019 Delhi Pollution: weblink <https://indiankanoon.org/doc/174204561/>
- Samit Mehta v. Union of India & Ors.;National Green weblink:<https://www.casemine.com/judgement/in/5b17d5604a932678010063da>

## Suggested Special Instructional Strategies (If Any)

These are sample strategies, which the teacher can use to accelerate the attainment of the various outcomes in this course:

- a) Massive open online courses (*MOOCs*) may be used to teach various topics/sub topics.
- b) Guide student(s) in undertaking micro-projects.
- c) '*L*' in *section No. 4* means different types of teaching methods that are to be employed by teachers to develop the outcomes.
- d) About *20% of the topics/sub-topics* which are relatively simpler or descriptive in nature is to be given to the students for *self-learning*, but to be assessed using different assessment methods.
- e) With respect to *section No.10*, teachers need to ensure to create opportunities and provisions for *co-curricular activities*.
- f) Guide students on how to address issues on environment and sustainability.

## Suggested Micro-Projects

- Not Applicable

## Suggested Learning Resources

S. No.	Title of Book	Author	Publication with place, year and ISBN
1	The Constitution of India	P.M. Bakshi	Universal Law Publishing, New Delhi 15 <sup>th</sup> edition, 2018, ISBN: 9386515105
2	Introduction to Indian Constitution	D.D. Basu	Lexis Nexis Publisher, New Delhi, 2015, ISBN:935143446X



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3	Introduction to Constitution of India	B. K. Sharma	PHI, New Delhi, 6 <sup>th</sup> edition, 2011, ISBN:8120344197
4	The Constitution of India	B.L. Fadia	Sahitya Bhawan, Agra, 2017, ISBN:8193413768
5	Ethics and Politics of the Indian Constitution	Rajeev Bhargava	Oxford University Press, New Delhi, 2008, ISBN:0198063555
6	The Constitutional Law of India	Durga Das Basu	LexisNexis Butterworths Wadhwa, Nagpur 978-81-8038-426-4
7	Indian Constitution	Avtar Singh	Central Law Publication, Prayagraj. Uttar Pradesh 2019. 978-9386456861
8	The Constitution of India	NaushirwanJhabwala	C. Jamnadas&Company. Ahmedabad. 2016.978-9789364572

## Software/Learning Websites

- <http://www.legislative.gov.in/constitution-of-india>
- [https://en.wikipedia.org/wiki/Constitution\\_of\\_India](https://en.wikipedia.org/wiki/Constitution_of_India)
- <https://www.india.gov.in/my-government/constitution-india>
- <https://eci.gov.in/about/about-eci/the-setup-r1/>
- <https://www.toppr.com/guides/civics/the-indian-constitution/the-constitution-of-india>
- <https://main.sci.gov.in/constitution>
- <https://nios.ac.in/media/documents/srsec317newE/317EL8.pdf>
- <https://legalaffairs.gov.in/sites/default/files/chapter%203.pdf>
- [https://www.concourt.am/armenian/legal\\_resources/world\\_constitutions/constit/india/india--e.htm](https://www.concourt.am/armenian/legal_resources/world_constitutions/constit/india/india--e.htm)
- <https://constitutionnet.org/vl/item/basic-structure-indian-constitution>

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