



KARNATAK UNIVERSITY, DHARWAD
ACADEMIC (S&T) SECTION
 ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
 ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ



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 'A' Grade 2014

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No. KU/Aca(S&T)/JS-131/Comp.Sub/2022-23/1788

Date: 21 MAR 2023

ಅಧಿಸೂಚನೆ

ವಿಷಯ: ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯ NEP ಅಡಿಯಲ್ಲಿ 4ನೇ ಸೆಮಿಸ್ಟರ್ ಸ್ನಾತಕ ಪದವಿ ತರಗತಿಗಳಿಗೆ ಕಡ್ಡಾಯವಾಗಿರುವ ಪಠ್ಯಕ್ರಮಗಳ ಪ್ರಕಟಣೆ ಕುರಿತು.

- ಉಲ್ಲೇಖ: 1. ಕಚೇರಿ ಪತ್ರ ಸಂ. KU/Aca(S&T)/JS-131/Comp.Sub/2022-23/97, ದಿ. 04.02.2023.
 2. ಬಿಟಿಎಸ್ ರಾಜ್ಯಶಾಸ್ತ್ರ ಇವರ ಪತ್ರ ಸಂ. KU/Pol.Sci/BOS(UG)/2022-23/241, ದಿ.14.03.2023.
 3. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶ ದಿನಾಂಕ 21.03.2023.

ಮೇಲ್ಕಾಣಿಸಿದ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ, ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿಯ (NEP) ಅಡಿಯಲ್ಲಿ ಎಲ್ಲ ಸ್ನಾತಕ ಪದವಿ ತರಗತಿಗಳ 4ನೇ ಸೆಮಿಸ್ಟರ್‌ಗೆ India & Indian Constitution (For 3 credits) ವಿಷಯದ ಪಠ್ಯಕ್ರಮವನ್ನು ಉಲ್ಲೇಖ 01ರನ್ವಯ ಈಗಾಗಲೇ ಪ್ರಕಟಿಸಲಾಗಿರುತ್ತದೆ. ಆದರೆ, ಸದರಿ ಪಠ್ಯಕ್ರಮದಲ್ಲಿ ಕೆಲವೊಂದು ನ್ಯೂನತೆಗಳಿರುವುದರಿಂದ ಸದರಿ ಪಠ್ಯಕ್ರಮವನ್ನು ಈ ಮೂಲಕ ಹಿಂಪಡೆಯಲಾಗಿದೆ.

ಮುಂದುವರೆದು, ಉಲ್ಲೇಖ 2ರ ಪ್ರಕಾರ ರಾಜ್ಯಶಾಸ್ತ್ರದ ಅಡ್-ಹಾಕ್ / ಅಭ್ಯಾಸಸೂಚಿ ಮಂಡಳಿಯು India & Indian Constitution (For 3 credits) ವಿಷಯವನ್ನು ಪರಿಷ್ಕರಿಸಲಾಗಿರುತ್ತದೆ. ಆದ್ದರಿಂದ, ಈ ಸುತ್ತೋಲೆಯೊಂದಿಗೆ ಲಗತ್ತಿಸಿದ ಪರಿಷ್ಕೃತ India & Indian Constitution (For 3 credits) ಪಠ್ಯಕ್ರಮವನ್ನು 2022-23ನೇ ಸಾಲಿನಿಂದ ಕಡ್ಡಾಯವಾಗಿ ಅಳವಡಿಸಿಕೊಳ್ಳಲು ಸಂಬಂಧಪಟ್ಟ ಎಲ್ಲ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ ಈ ಮೂಲಕ ತಿಳಿಸಲಾಗಿದೆ.

ಸದರ ಪರಿಷ್ಕೃತ ಪಠ್ಯಕ್ರಮದ ಮಾಹಿತಿಯನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳ ಮತ್ತು ಸಂಬಂಧಪಟ್ಟ ಅಧ್ಯಾಪಕರ ಗಮನಕ್ಕೆ ತರಲು ಈ ಮೂಲಕ ತಿಳಿಸಲಾಗಿದೆ. ಈ ಮೇಲಿನ NEP-2020 ಪಠ್ಯಕ್ರಮವು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ www.kud.ac.in ದಲ್ಲಿ ಬಿತ್ತರಿಸಲಾಗಿದೆ ಎಂದು ಈ ಮೂಲಕ ಸೂಚಿಸಲಾಗಿದೆ.

ಮುಂದುವರೆದು, ಒಂದು ವೇಳೆ ಹಳೆಯ ಪಠ್ಯಕ್ರಮವನ್ನು ಬೋಧಿಸಿದಲ್ಲಿ ಮುಂದಾಗುವ ತೊಂದರೆಗಳಿಗೆ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳೇ ನೇರವಾಗಿ ಹೊಣೆಯಾಗಿರುತ್ತಾರೆ.


 ಕುಲಸಚಿವರು

ಗೆ,
 ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವ್ಯಾಪ್ತಿಯಲ್ಲಿ ಬರುವ ಎಲ್ಲ ಅಧೀನ ಹಾಗೂ ಸಂलग್ನ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ.

ಪ್ರತಿ ಮಾಹಿತಿಗಾಗಿ:

1. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ), ಕ.ವಿ.ವಿ. ಧಾರವಾಡ ಇವರಿಗೆ ಮಾಹಿತಿಗಾಗಿ.
2. ಡೀನರು, ಸಮಾಜವಿಜ್ಞಾನ ನಿಖಾಯ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
3. ಡಾ. ಶಿವಶಂಕರ ಎಸ್., ನೊಡಲ್ ಅಧಿಕಾರಿಗಳು, ಯು.ಯು.ಸಿ.ಎಂ.ಎಸ್. ಘಟಕ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
4. ಡಾ. ಎಸ್.ಎಂ.ತುವಾರ, ನೊಡಲ್ ಅಧಿಕಾರಿಗಳು, NEP ಘಟಕ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
5. ಅಧ್ಯಕ್ಷರು, ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಭ್ಯಾಸಸೂಚಿ ಮಂಡಳಿ (ಯು.ಜಿ) ಸ್ನಾತಕೋತ್ತರ ರಾಜ್ಯಶಾಸ್ತ್ರ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.

ಸಾದರಪೂರ್ವಕವಾಗಿ ಪ್ರತಿ:

1. ಕುಲಸಚಿವರ ಆಪ್ತಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
2. ಕುಲಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
3. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
4. ನಿರ್ದೇಶಕರು, ಐ.ಟಿ. ಶಾಖೆ, ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
5. ಸಿಸ್ಟಮ್ ವಿಶ್ಲೇಷಕರು (System Analyst), ಗಣಕಯಂತ್ರ ಶಾಖೆ, ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
6. ಅಧೀಕ್ಷಕರು, ಪರೀಕ್ಷಾ ಗೌಪ್ಯ/ ಸ್ನಾತಕೋತ್ತರ / ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ / ಸಾಮಾನ್ಯ ಆಡಳಿತ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
7. ಅಧೀಕ್ಷಕರು, ಸಿ.ಡಿ.ಸಿ. (ಸಂಯೋಜನೆ) ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ .



Karnatak University Dharwad

NEP-2020 All UG 4th Semester

AECC: INDIA AND INDIAN CONSTITUTION
(**Revised**)

With Effect From 2022-23

INDIA AND INDIAN CONSTITUTION
(Revised)

| | |
|--|---------------------------------------|
| Ability Enhancement Compulsory Courses (AECC) | |
| Course Title: INDIA AND INDIAN CONSTITUTION | |
| Total Contact Hours: 42 | Course Credits: 3 |
| No. of Teaching Hours/Week:3 | Duration of ESA/Exam: 2 Hours |
| Formative Assessment Marks: 40 | Summative Assessment Marks: 60 |

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 appreciate the varied perspective of describing India, its political culture, essence of its traditions, values and ideals of freedom struggle, sacrifices made and the constitution as India's conscience. It will help them determine the role and responsibilities of citizens as enshrined in the constitution giving insights in to the world of knowledge system India has had. The course also covers the goals and policies framed under the constitution for the national well-being. This will enable the students to demonstrate how vibrant is our constitution and the various institutions that are functional under it.

Learning Outcomes:

After completing this course students will be able to-

- Explain the Philosophy of the Constitution and its structure.
- Measure the powers and functions of various offices under the Constitution.
- Demonstrate the Indian values, Ideals and the role of Constitution in a Democracy

| Unit | Contents of Course: | 42 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,** Nationalist perspective (Swamy Vivekananda and Sri Aurobindo). | 6 Hours |
| | Chapter 2: Political values and Ideals during freedom struggle: Non Violence, Tolerance, Satyagraha and Swadeshi (Gandhi), 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, Madikeri Peasants, Halagali Bedas. | 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. | 4 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). | 4 Hours |
| 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, Inter-State Council, Election Commission. | 6 Hours |
| | Chapter 8: Role and Responsibilities 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*, Role of teachers and students in Nation Building**. | 4 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).

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 (धर्म), *Matha* (मठ), 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. 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
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, 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: Prasranga, 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. ಎಂ.ಎಸ್. ಚೈತ್ರ, 2022. 'ಪರಂಪರಾಗತ ಅಭ್ಯುದಯ ದರ್ಶನ:ಧರ್ಮಪಾಲ್' "ರಾಷ್ಟ್ರೋತ್ಥಾನ ಸಾಹಿತ್ಯ, 'AUMKegA'
36. UAAÇi J a li. PÉ 2009, »AZÀ ç Ad, 'AUMKegA PEÁØI PÀ UÁAÇÀ ç gPA ÇÇi
37. ಧರ್ಮಪಾಲ್, 2001. “ಭಾರತಹಾಗ್ಯತಿ.” (ಅನು) ಎಸ್. ಆರ್. ರಾಮಸ್ವಾಮಿ, ಬೆಂಗಳೂರು: "ರಾಷ್ಟ್ರೋತ್ಥಾನ ಸಾಹಿತ್ಯ
38. ZPÀØ¥Á-i, 2003, "çÁ² a ÁVÀU 'ÁgWÁÁiÁVÉ, (ÇEÁ) ZPEÁVØ, 'AUMKegA ç Ad ¥D±EÁ PÁEºÁ
39. ZPÀØ¥Á-i, 2009, ಭಾರತೀಯ ಚಿತ್ರ, ಮಾನಸಿಕತೆ, ಕಾಲ, (ಅನು) ಎಸ್.ಆರ್. ರಾಮಸ್ವಾಮಿ, "ರಾಷ್ಟ್ರೋತ್ಥಾನ çÁ»VÀ 'AUMKegA
40. 'Á@UUAzçg J ç i, JEi, 2010. ¥ÇªÁØªEÁPEÁ (çÁ), eÉ J ç i, çÁEÁZPÁVÀU gÁeÁgÁªºUÉ 'AUMKegA: C©Eª¥D±EÁ
41. 'ÁªÉ «EÉÁ'Á, 1954, ç Ad±Á Be 'AUMKegA: 'AUMKegA P D Á Á AVVA ¥D±EÁ
42. 'ÁªÉ «EÉÁ'Á, 1958. 'EzÁEUÁUÉ 'AUMKegA: ç P D Á Á AWV¥D±EÁ
43. 'ÁªÉ «EÉÁ'Á, 1974. ç Ad±Á Be 'AUMKegA: 'AUMKegA P D Á Á AWV¥D±EÁ
44. 'ÁªÉ ²ªÁF, 1954. ±EzÁEÁ 'AUMKegA: ç P D Á Á AWV¥D±EÁ
45. gÁeÁgÁªº UÇÉª a ÁVÀU çÁEÁZçJ ç i, (çÁ) 2016 '¥ÇªÁØªEÁPEÁ, aÁVÁ ¥D±EÁ 'AUMKegA, 2004. "'ÁgWÁÁiÁ EwºÁ ç PÁÁDªÁVÀU çÁÁV", 'AUMKegA: PEÁØI PÀ çÁ»VÀ CPÁÇKÁ,
46. gÁªÁZAZç, 1. J ç i. 2002. "ªÁÁºMÉÁVçª aAvÉÉ 'AUMKegA PEÁØI PÀ çÁ»VÀ CPÁÇKÁ
47. ಶಂಕರನಾರಾಯಣ ಎನ್.ಪಿ. (ಸಂ) 2020, "ದೀನದಯಾಳ ಉಪಾಯ: ಏಕಾತ್ಮ ನವತೆ" "ರಾಷ್ಟ್ರೋತ್ಥಾನ çÁ»VÀ 'AUMKegA
48. ºUÇÉª gÁeÁgÁªº, 2021, ¥PªÁEÁÁEÁª aÁÁºÁ »çç, aÁVÀU PEÁÇª dUÁVÀU 'AUMKegA: C©Eª¥D±EÁ

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.

| 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 |

Pattern of Semester end Examinations:

Semester end exam for 60 marks with MCQ type for 60 questions. Each question carries 1 mark.

Duration of Exam: 2 Hours.