

**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**YEAR - 2026 SEMESTER - 6 DEPARTMENT -Political Science**

**Dr.Sayoni Choudhuri Patra**

**DSCC 14: Public Administration: Indian Context Module 1**

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
1. Historical backdrop: Kautilya's Administrative Thought; Mughal Administration; Colonial legacy; Indianisation of Public Services and Administration (UPSC, SPSC - Recruitment, training, role). India's Administrative Culture.	<p>Understand evolution of Indian administration from ancient to modern period</p> <p>Ability to compare administrative systems across periods</p> <p>appreciation of continuity and change in administrative culture   Class test, short notes, comparative answer   Lectures supported by timelines, flowcharts and comparative tables; discussion on continuity of colonial institutions; reference to Arthashastra and administrative reforms</p>	Class Test, Group Discussion. Peer Teaching	<p>The topic is taught through interactive lectures and comparative discussions. Timelines, flowcharts, and comparative tables are used to highlight continuity and change in administrative institutions. Primary references such as the <i>Arthashastra</i> and examples from colonial administrative reforms are discussed to contextualise theory.</p>	15	
2.Organisation of Union government (PMO, Cabinet Secretariat) and State government (Chief	<p>Analytical understanding of coordination mechanisms</p> <p>Respect for institutional hierarchy and accountability.</p>		<p>Teaching is conducted through lecture-cum-discussion methods supported by organisational charts and schematic diagrams. Real-life administrative</p>	8	

Secretary –relations between Secretariat and Directorate); District Administration -- Role of District Magistrate, SDO, BDO			examples will be used to explain coordination between political and permanent executives at the Union and State levels.		
3. Major Issues I: Ethics and Values in Public Service; Digitalisation of Administration: Role of ICTs	Ethical frameworks and e-governance initiatives. Critical evaluation of ethical dilemmas and digital reforms. Integrity, transparency, accountability		Instructions will involve lectures supplemented by discussion of contemporary ethical dilemmas and e-governance initiatives. Audio-visual materials and Ethical frameworks will be discussed through situational examples..	5	
4. Major Issues II: Citizen-Administration Interface; Gender Equality	Analytical skills in evaluating inclusivity in governance. Democratic values, gender sensitivity. Reflective answers, group discussion. Participatory teaching, policy examples, discussion on gender budgeting and citizen charters		The topic will be taught using participatory teaching methods, including guided discussions and policy-based illustrations such as Citizen Charters and gender-responsive governance initiatives.	5	

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**YEAR -2026 SEMESTER - 6 DEPARTMENT -Political Science**

**Dr.Sayoni Choudhuri Patra**

**DSCC 15: Comparative Politics Module 1**

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
3. Comparing Regimes: Authoritarianism: Meaning and Features; Democracy: Critical Perspective (focus on S.P.Huntington)	<p>Students will demonstrate an understanding of the conceptual foundations, characteristics, and functioning of authoritarian and democratic regimes, with particular emphasis on S. P. Huntington's critical perspective on democracy and democratic transitions.</p> <p>Students develop the ability to critically analyse and cultivate critical thinking, respect for plural political systems, and an informed appreciation of democratic values while recognising the challenges, limitations, and conditions affecting democratic stability.</p>	Class Test	<p>The topic is taught through conceptual lectures combined with comparative and critical discussions. Key features of authoritarian and democratic regimes are explained using comparative tables and schematic representations. Huntington's critical perspective on democracy is introduced through guided reading and classroom discussion to encourage analytical engagement with democratic transitions and political stability.</p>	5	

**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**YEAR - 2026 SEMESTER - 6 DEPARTMENT -Political Science**

**Dr.Sayoni Choudhuri Patra**

**MN:6- Indian Political Thought Module II**

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
6. Modern Indian thought: Rammohun Roy as pioneer of Indian liberalism – his views on Rule of law, Freedom of thought and social Justice.	<p>Students will learn Rammohun Roy's contribution to Indian liberal thought and his ideas on constitutionalism, rationality, and social reform. Students analyse liberal principles in colonial Indian context and relate them to contemporary democratic values.</p> <p>Students develop respect for intellectual freedom, social justice, and reformist traditions.</p>	Class Test, Group Discussion, Peer Teaching	Classroom Lecture and reading of major work of Roy.	6	
7. Bankim Chandra Chattopadhyay, Vivekananda and Rabindranath Tagore: Views on Nationalism	<p>Students comprehend diverse interpretations of nationalism in Indian political thought.</p> <p>Students compare spiritual, cultural, and humanist perspectives on nationalism.</p> <p>Students cultivate tolerance, pluralism, and critical appreciation of inclusive nationalism.</p>		Lecture and discussion on Bankim Chattopadhyay and Vivekananda work. Flip Classroom discussion on Tagore's Nationalism, Teaching is conducted through comparative analysis and guided discussion. Key texts and ideas are presented using tables and thematic charts	6	
8. M.K. Gandhi: views on State, Swaraj, Satyagraha	<p>Students acquire knowledge of Gandhian principles to political and social issues.</p> <p>Students will realise the values</p>		Gandhian texts and major political events are discussed and explained to explain ethical politics and non-violent resistance.	6	

	of non-violence, ethical politics, and civic responsibility.			
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## COMPETENCY BASED LEARNING DESIGN / COMPETENCY BASED POST-TEACHING REFLECTION

YEAR: 2026 SEMESTER: VI. DEPARTMENT: Political Science

NAME OF TEACHER: Sharmila Mitra Deb

## WESTERN POLITICAL THOUGHT AND THEORY II (PLSM – DSC-13)

Topic / Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill, Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation Process	Hours Allotted	Evaluated Outcome / Post-Teaching Reflections
Utopian Socialism	Knowledge of historical context and characteristics of Utopian Socialism; ability to identify key ideas; appreciation of ethical critiques of capitalism.	Quiz	ICT-enabled lecture using presentations.	4	
Scientific Socialism	Understanding core features of Scientific Socialism; ability to distinguish between	Group Discussion / MCQ	ICT lecture followed by discussion.	5	

	Utopian and Scientific Socialism.				
Varieties of Non-Marxist Socialism	Knowledge of Fabianism, Syndicalism, Guild Socialism; comparative analytical skills.	Quiz / Oral Q-A	Flipped classroom with pre-reading and discussion.	12	
Anarchism	Understanding Anarchist ideas and critique of authority and state.	Discussion	ICT lecture followed by guided discussion.	5	
Cultural Marxism & Post-Marxism	Understanding Frankfurt School ideas and Post-Marxist critiques.	Quiz / MCQ	Lecture and discussion using textual references.	10	

#### POLITICS IN INDIA I – STRUCTURES (MPLS – MN-5)

Topic / Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill, Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation Process	Hours Allotted	Evaluated Outcome / Post-Teaching Reflections

Politics in India: Nature and Trends	Understanding nature and trends of Indian politics; analysing change and continuity.	Quiz / Class Tests / Assignments	ICT lecture and group discussion.	8	
Party System in India	Knowledge of national and state party systems and ideologies.	Written Assignments	Flipped classroom with discussion.	10	
Interest Groups	Understanding role of business groups, working class and peasants.	Discussion / Assignment	Lecture and discussion.	8	

**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**YEAR - 2026 SEMESTER - 6 DEPARTMENT -Political Science**

**Ms.Sreeparna Dasgupta**

**DSCC-14: Public Administration: Indian Context Module II**

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
4. Local Self Government: Panchayat, Municipalities, Municipal Corporations: Structure and Functions (with special reference to 73rd and 74th Amendment Act)	Students understand the constitutional basis, structure, and functions of rural and urban local self-governments. In terms of skill value, students analyse decentralisation and apply constitutional provisions to governance practices.	Class Test, Group Discussion, Peer Teaching, Presentations	The topic is taught through lectures supported by constitutional provisions, organisational charts, and flow diagrams. Case illustrations are used to explain decentralisation and local governance practices.	6	
	Students comprehend the structure and functioning of law		Teaching is conducted through lecture-cum-discussion using	5	

<p>5. Law and Order Administration: Role of Central and State Agencies. Criminalization of Politics and Administration; Police-public relations</p>	<p>and order machinery in India. Students critically analyse issues of criminalisation and police-public interaction.</p> <p><b>Value / Attitude:</b> Students cultivate respect for rule of law, accountability, and public trust.</p>		<p>contemporary examples of law and order administration. Case discussions highlight challenges of criminalisation and police accountability.</p>		
<p>6. Financial Administration: Budget - - Types; Preparation and Execution. Parliamentary control of public Expenditure (Public Accounts Committee, Estimates Committee, Role of CAG).</p>	<p>Students understand budgetary processes and mechanisms of financial accountability.</p> <p>Students develop fiscal responsibility and transparency awareness.</p>		<p>The topic is taught through structured lectures using flowcharts and budget cycle diagrams. Parliamentary committees and the role of CAG are explained through institutional examples.</p>	<p>6</p>	
<p>7. Administrative Reforms since Independence: Major issues and concerns; Administrative Reforms Commissions</p>	<p>Students understand the evolution and objectives of administrative reforms in India.</p> <p>Students critically evaluate reform recommendations and</p>		<p>Classroom lectures supported by summaries of ARC reports and thematic discussions on governance reform.</p> <p>Comparative analysis of reform recommendations is encouraged.</p>	<p>6</p>	

<p>(1st ARC as background, the main focus on 2nd ARC report).</p>	<p>governance challenges.</p> <p>Students develop reform-oriented thinking and commitment to good governance.</p>				
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## COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - 6 DEPARTMENT -Political Science

Ms.Sreeparna Dasgupta

DSCC: 15: Comparative Politics Module 1

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
<p>1.Evolution of Comparative Politics: its scope, nature and methods of comparisons. Distinctions between comparative government and comparative politics.</p>	<p>Students understand the evolution, scope, nature, and methodological foundations of comparative politics.</p> <p>Students develop openness to cross-national analysis and respect for methodological rigour.</p>	<p>Class Test, Group Discussion. Peer Teaching, Presentations</p>	<p>The topic is taught through lectures supported by conceptual frameworks and comparative charts. Methods of comparison are explained using illustrative examples.</p>	<p>5</p>	
	<p>Students comprehend the institutional foundations of</p>		<p>Teaching is conducted through lecture-cum-discussion using</p>		

<p>2. Major approaches: Institutional approach (dominant schools: Systems approach and Structural Functional approach): Features and limitations; New Institutionalism, Political Economy: Origin and Key features; Cultural Approach: Features.</p>	<p>comparative analysis and major dominant schools. Students apply institutional and economic variables to comparative political analysis.</p>		<p>diagrams, flowcharts, and system models. Case illustrations are used to explain input-output processes and functional requisites.</p>		
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#### COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - 6 DEPARTMENT -Political Science

Ms.Sreeparna Dasgupta

#### MN-6: Indian Political Thought Module 1

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
1. Ancient Indian political ideas: overview	<p>Students understand the philosophical foundations and key themes of ancient Indian political ideas.</p> <p>Students identify and explain major concepts and sources of ancient Indian political thought.</p> <p>Students develop respect for indigenous</p>	<p>Class Test, Group Discussion, Peer Teaching, Presentations</p>	<p>The topic is introduced through lectures supported by thematic outlines and concept mapping. Key ideas are explained through discussion of ancient texts and traditions.</p>	4	

	political traditions and ethical governance.			
2. Kautilya: Saptanga theory, Dandaniti, Diplomacy.	<p>Students comprehend Kautilya's theory of the state, principles of punishment, and diplomatic strategies.</p> <p>Students appreciate realism, discipline, and responsibility in political leadership.</p>		<p>Teaching is conducted through lecture-cum-discussion methods using diagrams and tables to explain the Saptanga theory and diplomatic techniques.</p>	6
3. Medieval political thought in India: overview (With reference to Barani and Abul Fazal). Legitimacy of kingship.	<p>Students understand medieval perspectives on state, sovereignty, and legitimacy of kingship.</p> <p>Students compare Barani's and Abul Fazal's views on authority and governance.</p> <p>Students develop sensitivity towards plural political traditions and historical context.</p>		<p>The topic is taught through comparative lectures highlighting Islamic and Mughal administrative ideas.</p>	4
4. Principle of Syncretism	<p>Students understand the concept of syncretism in medieval Indian political and cultural thought.</p> <p>Students interpret syncretic ideas in governance and society.</p> <p>Students cultivate tolerance, inclusivity, and respect for diversity.</p>		<p>Conceptual explanations are linked to contemporary ideas of pluralism</p>	3

# COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2025-26 SEMESTER - VI DEPARTMENT – POLITICAL SCIENCE

**PLSM DSC 13 – Western Political Thought and Theory II**

**Dr. Sumedha Verma**

Topic/Unit	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluated Outcome/ Post-Teaching Reflections
Bentham: Utilitarianism; J.S. Mill: Liberty and Representative Government; Mary Wollstonecraft: Republicanism and Legal Rights	<p>Understanding liberal political thought and key normative concepts.</p> <p>Critical interpretation of philosophical texts; application of ideas to contemporary political issues.</p> <p>Appreciation of liberty, equality, rights, and democratic reasoning.</p>	Written assignments, quizzes, tutorials, group discussions	<p>Lectures supported by PowerPoint presentations and audio-visual aids; close reading and discussion of selected original texts; interactive classroom discussions and tutorials for conceptual clarity.</p>	20	
Hegel: Civil Society and State	<p>Understanding the relationship between state, civil society, and ethical life.</p> <p>Analytical engagement with complex philosophical arguments.</p> <p>Nuanced appreciation of authority, freedom, and social institutions.</p>		<p>Lectures with audio-visual references; guided explanation of key concepts; classroom discussions to relate theory with modern political institutions.</p>	10	
T. H. Green: Freedom and Obligation; Isaiah Berlin: Concepts of Freedom	<p>Conceptual clarity on positive and negative liberty.</p> <p>Comparative analysis of competing theories of freedom.</p> <p>Respect for pluralism, moral responsibility, and individual freedom.</p>		<p>PowerPoint-aided lectures; discussion of key texts; comparative classroom debates to deepen conceptual understanding.</p>	10	

**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**YEAR – 2025-26 SEMESTER - VI DEPARTMENT – POLITICAL SCIENCE**

**PLSM DSC 15 – Comparative Government and Politics I**

**Dr. Sumedha Verma**

<b>Topic/Unit</b>	<b>Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)</b>	<b>Assessment</b>	<b>Brief Description of Strategies, Aids (if any), Evaluation process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome/ Post-Teaching Reflections</b>
Forms of Government: Unitary (UK, France); Federal (USA, Russia)	Understanding unitary and federal systems. Comparative institutional analysis. Appreciation of constitutional diversity and democratic governance.	Written assignments, quizzes, tutorials, group discussions	Lectures with PowerPoint support; discussion of relevant constitutional provisions; comparative charts and classroom discussions to enhance analytical skills.	20	
Executive in UK, USA, France and PRC; Comparative study of Presidents and Parliaments	Structure and functioning of executive institutions. Comparative evaluation of executive authority. Understanding accountability and constitutional limits on power.		Lecture method with PowerPoint presentations; analysis of constitutional texts; comparative discussions in class.	10	
Legislature in UK, USA, France and PRC; Committee Systems	Composition and functions of legislatures. Institutional comparison and critical assessment. Respect for representative institutions and legislative oversight.		PowerPoint-aided lectures; discussion of key texts; comparative classroom debates to deepen conceptual understanding.	10	

**COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION**

**YEAR – 2025-26 SEMESTER - VI DEPARTMENT – POLITICAL SCIENCE**

**MPLS MN 5 – Politics in India I: Structures**

**Dr. Sumedha Verma**

<b>Topic/Unit</b>	<b>Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)</b>	<b>Assessment</b>	<b>Brief Description of Strategies, Aids (if any), Evaluation process</b>	<b>Hours Allotted</b>	<b>Evaluated Outcome/ Post-Teaching Reflections</b>
Election Commission: Composition, Functions, Role; Electoral Reforms	<p>Understanding electoral institutions and reform debates.</p> <p>Critical engagement with democratic processes.</p> <p>Commitment to free and fair elections and democratic ethics.</p>		<p>Lectures with audio-visual aids; discussion of case studies on electoral reforms; guided classroom discussions.</p>	12	
Federal Institutions: Interstate Council, Zonal Councils; Finance Commission	<p>Structure and functioning of inter-governmental institutions.</p> <p>Analytical understanding of Indian federalism.</p> <p>Appreciation of cooperative federalism.</p>	<p>Written assignments, quizzes, tutorials, group discussions</p>	<p>Lectures, PowerPoint-aided teaching, and classroom discussions focusing on institutional roles and functions.</p>	10	
Civil Service: Evolution; Role; Generalist vs Specialist Debate; Neutrality	<p>Understanding civil services and administrative debates.</p> <p>Critical evaluation of governance models.</p> <p>Ethical reasoning and respect for neutrality in administration.</p>		<p>Lectures with audio-visual presentations; structured classroom debates and discussions for evaluative learning.</p>	18	

