COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-2027 SEMESTER –VII DEPARTMENT -Political Science

DSCC 16 – Governance and Public Policy in India Module I

Dr. Sreeparna Dasgupta

Topic/Unit **Module I**	**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. India's trajectory of governance: post-independence era to the present. State, Market and Citizens: impact on public policy--- key issues of equity and access.	Knowledge: Understanding the evolution of governance in post independent India and the impact of state, market and citizens on public policy. Skill: Ability to analyse India's growth trajectory as well as those factors that influence public policy making in India. Value/Attitude: Appreciation of governance and public policy in democratic India.	Class-test	Lecture explaining governance in India. Discussion on public policy and its influencers. Brief case study of India.	7 hrs	
2.Urbanization: key issues--- urban growth and urban development. Challenges--- poverty, transport and housing. National Commission on Urbanization. Jawaharlal Nehru National Urban Renewal Mission.	Knowledge: Understanding the process of urbanisation in India. Skill: Ability to analyse and compare the challenges to urbanisation in India. Value/Attitude: Appreciation of urbanisation and democratic governance at the state level.	short written assignment; classroom questioning.	Lecture on urbanisation in India. Discussion on challenges to urbanisation in India.	5 hrs	

3. Rural development: Evolution. Nature, Strategies and Scope. Causes of rural backwardness and rural poverty. Rural Livelihood Mission.	Knowledge: Understanding the trajectory of rural development in India. Skill: Ability to analyse the causes of rural backwardness and poverty India. Value/Attitude: Appreciation of issues like rural development and rural poverty in India.	Case study discussion and presentation by students	Lecture on rural development in India. Comparative Discussion on rural development and rural poverty in India .	5 hrs	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026- 2027 SEMESTER - VII DEPARTMENT -Political Science

PLSM DSCC-17: Comparative Government and Politics II

Mrs. Sharmila Mitra Deb

Topic/Unit Module I	**Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)**	**Assessment**	**Description of Strategies, Aids (if any), Evaluation process**	**Hours Allotted**	**Evaluated Outcome/ Post-Teaching Reflections**
Classification of Political Systems. Nature of Liberal and Socialist Political Systems; distinguishing features—Conventions, Rule of Law (UK), Separation of Powers, Checks and Balances, Judicial Review (USA), Democratic Centralism (PRC), Referendum and Initiative (Switzerland). Social Democracy: Features.	Students will acquire a sound understanding of different classifications of political systems and develop the ability to compare the institutional principles underlying liberal, socialist and social democratic systems. They will appreciate the significance of constitutional conventions, rule of law, separation of powers, judicial review and democratic participation in comparative politics.	Quiz	Lecture method supported by PowerPoint presentations and classroom discussion. Students will examine constitutional and institutional features through comparative analysis. Evaluation through quizzes and classroom interaction.	12 hrs	
Political Parties: Typology, Features and Roles (UK, USA, PRC, Bangladesh).	Students will develop the ability to identify different party systems and analyse the organisation, ideology and functions of political parties in diverse political systems.	Class presentations	Interactive lectures supported by comparative charts, discussions and student presentations. Evaluation through presentations, tutorials and class participation.	10 hrs	

Interest Groups: Role (Focus on UK and USA).	Students will understand the nature and functions of interest groups and evaluate their influence on public policy and democratic governance.	Home assignments	Lecture method supported by case studies, classroom discussion and reading materials. Evaluation through assignments and classroom interaction.	8 hrs	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2026-2027 SEMESTER - VII DEPARTMENT – POLITICAL SCIENCE

PLSM DSCC-17: Comparative Government and Politics 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-Teachi Reflections
4. Judiciary in UK, USA, France, and PRC (with focus on the Procuratorate): Comparative Study	Understand the structure, functions, and independence of judicial systems in the four countries. Explain the unique role of the Procuratorate in the PRC. Compare judicial institutions using constitutional parameters and develop analytical reasoning. Appreciate judicial accountability, rule of law, and different models of constitutional governance.	Quiz Written assignment	Interactive lecture using comparative tables and constitutional diagrams; analysis of judicial review, judicial independence, and prosecutorial institutions; case-based discussion; use of PPT and constitutional excerpts.	15	
5. Rights and Duties of Citizens (UK, USA, France, PRC)	Explain constitutional and legal provisions relating to rights and duties across the four political systems. Compare liberal and socialist approaches to		Lecture supplemented with constitutional documents, comparative charts, and	10	

	citizenship and constitutional rights. Develop respect for democratic values, civic responsibility, and constitutional obligations.	Tutorials Presentations	contemporary examples; group discussion on civil liberties, duties, and citizenship		
6. Bureaucracy: Role; Military and Politics: Conditions and Modes of Intervention	Understand the role of bureaucracy in governance and examine civil-military relations across political systems. Analyse factors influencing military intervention and evaluate bureaucratic institutions using comparative perspectives. Develop appreciation for democratic civilian control, accountability, and constitutional governance.		Lecture supported by flowcharts, historical case studies, and comparative analysis of civil-military relations; discussion of military coups and bureaucratic neutrality.	10	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2026-27 SEMESTER - VII DEPARTMENT – POLITICAL SCIENCE

DSCC18: Major Debates in Post Independence India Module 1

Ms. Archana 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/ Pos Teaching Reflections**
Nationalism and the Idea of India	Knowledge: Understanding nationalism and national identity; along with detailed clarity on diverse perspectives on the idea of India. Skill: Ability to develop evidence-based arguments on issues like nationalism and nation-building.	Written assignments; group discussions	Lectures explaining the concept of nationalism, national identity and diverse perspectives on the idea of India; followed by discussion.	8	

	Value/Attitude: Cultivate sensitivity towards diversity and inclusive nation-building.				

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-2027 SEMESTER –VII DEPARTMENT -Political Science

DSCC 18 – Major Debates in Post Independent India Module II

Dr. Sreeparna Dasgupta

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-Teachin Reflections
6.Nehruvian Development Model and its Critics	Knowledge: Understanding the Nehruvian Development Model in India. Skill: Ability to critically analyse the Model. Value/Attitude: Appreciation of the Nehruvian Development Model and its relevance for India.	Class-test	Lecture and Discussion on the Nehruvian Model of Development in India.	5hrs	
7.Green Revolution: Success, Exclusion, and Ecological Costs	Knowledge: Acquiring a holistic understanding of Green Revolution in India. Skill: Ability to make a critical Assessment of Green Revolution in India. Value/Attitude: Appreciation of the importance of the Green Revolution	Class quiz.	Discussion with power point presentation.	7hrs	
8.Economic Liberalization (1990s onwards)	Knowledge: Understanding of the process of liberalisation in India since the 1990s. Skill: Ability to analyse liberalisation in India against the backdrop of the international economy. Value/Attitude: Appreciation of the need for India to liberalisation in the 1990s.	Group presentation by students.	Lecture and Discussion on economic liberalisation in India along with audio-visual clippings.	7hrs	

9. State and Welfare: Rights-Based Approaches (such as, rural employment guarantee schemes, RTI, RTE to be discussed in debate setting)	Knowledge: Comprehending schemes such as RTI, RTE. Skill: Ability to critically analyse and debate the rights-based approaches to state and Welfare. Value/Attitude: Appreciation of the evolution of the welfare state in India.	MCQ based Assessment.	Lecture on rights-based approaches. Discussion on RTI, RTE with case studies.	7hrs	
10.Debates on Environmental Justice and Development Displacement	Knowledge: Understanding concepts such as Environmental Justice, Development and Displacement. Skill: Ability to critically analyse these debates. Value/Attitude: Appreciation of the linkages between Development, Displacement and Environmental Justice.	Class quiz	Lecture on Development Displacement and environmental justice. Class debates on these key issues.	5hrs	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2026-2027 SEMESTER - VII DEPARTMENT – POLITICAL SCIENCE

PLSM DSCC-19: Gender and Politics

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	Evaluate Outcome Post-Teachi Reflection
1. Patriarchy: (a) Sex–Gender Debates (b) Public–Private Dichotomy (c) Power	Explain the concepts of patriarchy, sex, gender, public-private dichotomy, and power from feminist perspectives. Analyse social institutions using gender-sensitive frameworks and distinguish biological from socially constructed identities. Foster gender sensitivity, critical thinking, and respect for equality and inclusion.	Quiz Written assignment Tutorials Presentations	Interactive lectures incorporating feminist theories, visual concept maps, contemporary examples, and short videos. Students engage in group discussions and prepare concept maps comparing different feminist perspectives.	15	
2. Family, Community and Social Reproduction	Understand the role of family and community in sustaining gender relations and social reproduction. Analyse how social institutions contribute to the reproduction of gender roles and inequalities. Develop appreciation for equitable social relations and inclusive family and community practices.		Lecture using sociological and feminist perspectives, followed by analysis of case studies and everyday examples. Students participate in collaborative discussions examining unpaid care	10	

			work and gendered division of labour.		
3. Key Debates: Identity, Diversity and Intersectionality; Participation and Representation; State, Citizenship and Public Policy	Explain major contemporary debates in feminist political theory relating to identity, intersectionality, representation, citizenship, and public policy. Critically evaluate public policies and political institutions through an intersectional lens and compare competing theoretical perspectives. Promote respect for diversity, social justice, democratic participation, and inclusive citizenship.		Interactive lecture supported by policy examples, constitutional provisions, and current affairs. Students analyse contemporary issues through group discussions and reflective writing exercises.	10	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2026-27 SEMESTER - VII DEPARTMENT – POLITICAL SCIENCE

DSCC19- Gender and Politics Module 2

Ms. Archana 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-Teachi Reflections
History of the Women's Movement in India - Overview.	Knowledge: Understanding the historical evolution of women's movement in India and their significance in political and social change. Skill: Critically examining the contemporary gender issues in India. Value/Attitude: Developing sensitivity towards gender-based discrimination and inequality.	Written assignments; group discussions; presentation.	Lectures explaining the historical evolution of women's movement in India with contemporary examples; discussion of case studies.	12	
Violence against women.	Knowledge: Understanding and distinguishing different various forms of violence against women. Skill: Critically evaluating laws, policies and institutional responses addressing violence against women. Value/Attitude: Foster ethical responsibility in promoting gender justice and social inclusion.		Power-point aided lectures to explain different forms of violence against women with relevant examples.	12	

Work and labour. a. Visible and Invisible work b. Reproductive and care work c. Sex work	Knowledge: Examine the gendered division of labour and its implications for inequality, labour rights, and women's empowerment. Skill: Critically evaluate labour policies and legal frameworks affecting women workers. Value/Attitude: Encourage empathy towards individuals engaged in stigmatized occupations, including sex work.		Lectures explaining the work and labour with contemporary examples; followed by discussion.	16	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2026-2027 SEMESTER - VII DEPARTMENT – POLITICAL SCIENCE

PLSM DSCC-20: Human Rights: Global and Indian Contexts

Dr. Sumedha Verma

Topic/Unit Module I	Competency-Based Expected Learning Outcome (Knowledge, Skill Value, Attitude)	Assessment	Brief Description of Strategies, Aids (if any), Evaluation process	Hours Allotted	Evaluate Outcome Post-Teachi Reflection
1. Understanding Human Rights: Three Generations of Rights; History of Human Rights Movements (Overview)	Explain the concept, evolution, and classification of human rights, including the three generations of rights and major historical milestones. Analyse the evolution of human rights discourse and distinguish between different categories of rights. Develop commitment to human dignity, equality, and justice.	Quiz Written assignment Tutorials Presentations	Interactive lectures supported by timelines, concept maps, and historical examples. Students engage in discussions on the evolution of rights and analyse landmark movements.	15	
2. Institutionalization: UDHR, International Covenants, UN and Human Rights Mechanisms, Vienna Declaration, Global Human Rights Organisations	Understand the international institutional framework for the protection and promotion of human rights, including the UDHR, International Covenants, UN mechanisms, and global human rights organisations. Interpret international human rights instruments and evaluate the role of global institutions in protecting rights. Foster appreciation for international cooperation, accountability, and universal human rights norms.		Lecture using flowcharts of international human rights mechanisms, analysis of key provisions of international instruments, and discussion of selected reports from human rights organisations.	10	

3. Major Global Issues: Structural Violence (Race, Gender-Based Violence); Surveillance and Censorship; Torture and Custodial Violence; Refugees and Minorities	Explain contemporary global human rights challenges and their implications for individuals and societies. Apply human rights principles to analyse contemporary issues using country-specific examples and international standards.Cultivate empathy, respect for diversity, and commitment to protecting vulnerable groups and promoting social justice.		Interactive lectures supported by documentary clips, news reports, case studies, and international reports. Students participate in group discussions and analyse selected country examples.	15	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2026-2027 SEMESTER - VII DEPARTMENT - Political Science

COURSE: DSCC-20: Human Rights: Global and Indian Contexts
Mrs. Sharmila Mitra Deb

Topic/Unit Module II	**Competency-Based Expected Learning Outcome (Knowledge, Skill, Value, Attitude)**	**Assessment**	**Description of Strategies, Aids (if any), Evaluation Process**	**Hours Allotted**	**Evaluated Outcome/ Post-Teaching Reflections**
Indian Constitution and the Foundation of Rights	Students will develop a sound understanding of the constitutional foundations of human rights in India. They will acquire the ability to analyse Fundamental Rights and Directive Principles of State Policy as the basis of democratic governance and human dignity.	Quiz	Lecture method supported by PowerPoint presentations, constitutional case studies and classroom discussion. Evaluation through quizzes and classroom interaction.	8 hrs	
Legal Enforcement Mechanism: Protection of Human Rights Act (1993); National and State Human Rights Commissions: Structure and Functions; Human Rights Courts	Students will understand the institutional framework established for the protection and enforcement of human rights in India and evaluate the effectiveness of the NHRC, SHRCs and Human Rights Courts.	Case-based assessment / Class participation	Interactive lectures supported by statutory provisions, case studies and classroom discussion. Evaluation through case discussions, participation and short assignments.	10 hrs	

Major Issues: Child Rights; Rights of Persons with Disabilities; Rights of Marginalized Groups: Dalits, Women, Indigenous Communities; Civil Rights and Anti-terror Laws; Role of NGOs and Human Rights Associations	Students will develop sensitivity towards contemporary human rights issues affecting vulnerable groups and critically evaluate the role of the State and civil society in protecting human rights.	Home assignments / Class presentations	Lecture and discussion method supported by documentaries, case studies and student seminars. Evaluation through assignments, presentations and classroom interaction.	10 hrs	