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 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
Bentham: Utilitarianism; J.S. Mill: Liberty and Representative Government; Mary Wollstonecraft: Republicanism and Legal Rights	Understanding liberal political thought and key normative concepts. Critical interpretation of philosophical texts; application of ideas to contemporary political issues. Appreciation of liberty, equality, rights, and democratic reasoning.	Written work (short notes and long answer) Quiz	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.	20	Students understood the major ideas of liberal political thought and were able to compare the thinkers in written work and discussions. Some students found the original texts and abstract concepts difficu More comparative activities and guided reading will improve understanding.COs were achieved and the unit supported POs and PSOs related to critical thinking, communication, and application o political theory.
Hegel: Civil Society and State	Understanding the relationship between state, civil society, and ethical life. Analytical engagement with complex philosophical arguments. Nuanced appreciation of authority, freedom, and social institutions.	Long Answer assignment and note	Guest Lecture, Lectures with audio-visual references; guided explanation of key concepts; classroom discussions to relate theory with modern political institutions.	10	Students developed a basic understanding of Hegel's ideas on civil society and the state and participated actively in discussions. A spec lecture by a renowned political scientist further strengthened their understanding by providing broader perspectives on Hegel's though The abstract nature of Hegel's philosophy made some concepts difficult to grasp. Greater use of examples and better background of political history will improve conceptual clarity. COs were largely attained, supporting POs and PSOs related to analytical thinking an understanding political theory.
T. H. Green: Freedom and Obligation; Isaiah Berlin: Concepts of Freedom	Conceptual clarity on positive and negative liberty. Comparative analysis of competing theories of freedom. Respect for pluralism, moral responsibility, and individual freedom.	Short notes and comparative answer	PowerPoint-aided lectures; discussion of key texts; comparative classroom debates to deepen conceptual understanding.	10	Students understood positive and negative liberty and were able to compare both approaches. Some students needed more support in applying the concepts to contemporary issues. More case studies an comparative exercises will strengthen learning. COs were achieved, contributing to POs and PSOs related to critical analysis, ethical reasoning, and application of political concepts.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION
YEAR – 2025-2026 SEMESTER – VI DEPARTMENT -Political Science
PLSM DSC 13 Western Political Thought and Theory II
Mrs. Sharmila Mitra Deb

Topic/Unit **Module II**	**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	Students demonstrated the ability to comprehend ke themes, ideological debates, and conceptual framev related to the paper. Learners were able to compare different schools of political thought and apply theoretical understandin contemporary socio-political contexts. Due to election-related disruptions and adjustments the academic schedule, a portion of the classes had shifted to the online mode to ensure timely complet the syllabus. While online teaching ensured coverage of the sylla face-to-face classes remained more effective for discussion, debate, and clarification of complex concepts. Students responded positively to contextual and example-based teaching methods, particularly wher contemporary political developments were linked w theoretical frameworks.
Scientific Socialism	Understanding core features of Scientific Socialism; ability to distinguish between Utopian and Scientific Socialism	Group Discussion / MCQ	ICT lecture followed by discussion.	5	
Varieties of Non Marxist Socialism	Knowledge of Fabianism, Syndicalism, Guild Socialism; comparative analytical skills.	Quiz / Oral Q-A	Flipped classroom with prereading and discussion.	8	
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 PostMarxist critiques.	Quiz / MCQ	Lecture and discussion using textual references.	**5**	

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.	Understand evolution of Indian administration from ancient to modern period Ability to compare administrative systems across periods 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	Class Test, Group Discussion. Peer Teaching	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 *Arthashastra* and examples from colonial administrative reforms are discussed to contextualise theory.	10	The topic enabled students to understand the historical evolution of Indian administration, beginning with Kautilya and Mughal administrative practices and extending to the colonial legacy and the Indianisation of public services. Student learnt several new aspects of UPSC/SPS recruitment, training and administrative roles and were able to connect these historical developments with contemporary administrative practices. The discussion on India's administrative culture further encouraged students to critically reflect on continuity, change, hierarchy and accountability in administration. Overall, the session was engaging and helped students broaden their understanding by connecting historical knowledge with present-day administrative institutions.
2.Organisation of Union government (PMO, Cabinet Secretariat) (Taught by Dr. Choudhuri Patra	Analytical understanding of coordination mechanisms Respect for institutional hierarchy and accountability.		Teaching is conducted through lecture-cum-discussion methods supported by organisational charts and schematic diagrams.	8	Students developed an analytical understanding of the organisation and functioning of the Union and State governments, particularly the PMO, Cabinet Secretariat, Chief Secretary, Secretariat and Directorate. They were

State government (Chief Secretary –relations between Secretariat and Directorate); District Administration -- Role of District Magistrate, SDO, BDO (Taught by Mrs Mitra Deb)	Understand the structure and functioning of the State government, including the role of the Chief Secretary and the relationship between the Secretariat and Directorate. Examine the organisation and functioning of District Administration and the roles of the District Magistrate, SDO and BDO. Analyse administrative hierarchy, coordination and delegation of functions at the state and district levels. Appreciate accountability, coordination, responsiveness and efficiency in public administration. Develop an informed and critical understanding of the functioning of field administration and its role in public service delivery.		Real-life administrative examples will be used to explain coordination between political and permanent executives at the Union and State levels. Interactive lectures supported by powerpoints. Organisational charts of State and District Administration, administrative case studies and relevant government reports/examples.	6	able to understand the mechanisms of coordination, institutional hierarchy and accountability within the administrative structure. The topic contributed to analytical and critical thinking skills, understanding of public administrative institutions and processes, appreciation institutional hierarchy, and awareness of accountability and coordination in governance. Students demonstrated an understanding the administrative hierarchy at the state and district levels and were able to distinguish the functions of the Secretar Directorate, Chief Secretary, District Magistrate, SDO and BDO. Students showed improved understanding of coordination between policy-making an implementation. Further emphasis may placed on analysing practical challenges district-level administration and inter-agency coordination.
Major Issues I: Ethics and Values in Public Service; Digitalisation of Administration: Role of ICTs. (Taught by Dr. Verma)	Understand the significance of ethics and values in public service and examine the role of ICTs in the digitalisation of administration. Analyse ethical dilemmas and assess the opportunities and challenges associated with digital administration. Develop appreciation for integrity,	short-answer questions	Interactive lecture, discussion, case-based learning and problem-based learning. on e-governance.	4	Students demonstrated an understanding the relationship between ethical public service and effective administration. Th were able to identify ethical dilemmas a discuss how ICTs can improve efficienc transparency and service delivery while also creating concerns relating to privac exclusion, accountability and the digital divide. Further emphasis may be placed

	accountability, transparency, inclusiveness and public interest. Cultivate an ethical, critical and citizen-centric approach towards administrative practices and technological change.				application through contemporary administrative cases.
Major Issues II: Citizen-Administration Interface; Gender Equality	Students understand the importance of citizens' involvement in administration. The importance of Gender Equity in Administration. Skill: Students cultivate respect for gender equity and understand the importance of public empowerment.		The topic is taught through lecture-cum-discussions, using contemporary lateralization.	2	The session underscored the critical role played by citizens in democratizing the administrative process and the importance of gender equity as an integral aspect of democratic administration.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION
YEAR - 2026 SEMESTER - 6 DEPARTMENT -Political Science
Dr.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:	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	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	6	Outcome 1.Teaching this topic reinforced the importance of understandi the constitutional framework that empowers local bodies. 2.I observed that students grasped the distinctions between urb and rural local self-governments, especially the decentralizatio process through Panchayati Raj and Municipalities. Challenges and Improvements

Structure and Functions (with special reference to 73rd and 74th Amendment Act)	to governance practices.		and local governance practices.		1.However, I noted the need to incorporate more recent developments, such as the 73rd and 74th Constitutional Amendments, to highlight ongoing reforms. 2.Future sessions could benefit from case studies demonstratin successful implementation and challenges faced at the grassroo level, fostering a more nuanced understanding of local governance dynamics in India. Aligned with CO.
5. Law and Order Administration: Role of Central and State Agencies. Criminalization of Politics and Administration; Police-public relations	Students comprehend the structure and functioning of law and order machinery in India. Students critically analyse issues of criminalisation and police–public interaction. **Value / Attitude:** Students cultivate respect for rule of law, accountability, and public trust.		Teaching is conducted through lecture-cum-discussion using contemporary examples of law and order administration. Case discussions highlight challenges of criminalisation and police accountability.	5	Output 1.The session underscored the critical role law enforcement agencies play in maintaining law and order, ensuring justice, a safeguarding citizens' rights. 2.I observed that students appreciated discussions on the balan between enforcement and civil liberties, as well as the challeng of corruption, politicization, and resource limitations. Challenges and improvements 3.To deepen understanding, I plan to include recent reforms an technology integration in policing. 4.Emphasizing ethical standards and community policing strategies could further enhance students' appreciation of effect law enforcement. Aligned with CO.
6. Financial Administration: Budget -- Types; Preparation and Execution. Parliamentary control of public	Students understand budgetary processes and mechanisms of financial accountability. Students develop fiscal responsibility and transparency awareness.		The topic is taught through structured lectures using flowcharts and budget cycle diagrams. Parliamentary committees and the role of CAG are explained	6	Output 1.Exploring these financial oversight institutions revealed their vital role in promoting transparency, accountability, and sound financial management in government. 2.Students demonstrated interest in the functioning of these committees and their impact on governance.

Expenditure (Public Accounts Committee, Estimates Committee, Role of CAG).			through institutional examples.		Challenges and Improvement 3. I reflected on the need to clarify complex procedural aspects and provide real-world examples of how these bodies have checked corruption or inefficiency. 4.Future sessions could include mock committee exercises to simulate their functioning thereby enriching experiential learning. Aligned with CO
7. Administrative Reforms since Independence: Major issues and concerns; Administrative Reforms Commissions (1st ARC as background, the main focus on 2nd ARC report).	Students understand the evolution and objectives of administrative reforms in India. Students critically evaluate reform recommendations and governance challenges. Students develop reform-oriented thinking and commitment to good governance.		Classroom lectures supported by summaries of ARC reports and thematic discussions on governance reform. Comparative analysis of reform recommendations is encouraged.	6	Output 1.Discussing administrative reforms highlighted the ongoing efforts to modernize and improve public administration through initiatives like e-governance, bureaucratic restructuring, and policy innovations. 2.Students showed enthusiasm for understanding reform driver and resistance. Challenges and Improvement 3. I realized the importance of critically analyzing reform succe stories and failures to foster balanced perspectives. 4. Incorporating recent reforms and technological advancement can make future discussions more relevant. 5.Engaging students in debates on reform priorities might stimulate innovative ideas for administrative excellence. Aligned with CO

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION
YEAR - 2026 SEMESTER - 6 DEPARTMENT -Political Science
Dr.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**
1.Evolution of Comparative Politics: its scope, nature and methods of comparisons. Distinctions between comparative government and comparative politics.	Students understand the evolution, scope, nature, and methodological foundations of comparative politics. Students develop openness to cross-national analysis and respect for methodological rigour.	Class Test, Group Discussion. Peer Teaching, Presentations	The topic is taught through lectures supported by conceptual frameworks and comparative charts. Methods of comparison are explained using illustrative examples.	5	Outcome 1.This foundational topic helped clarify the conceptual boundaries regarding the evolution of comparative politi as a discipline. 2.Students were able to distinguish between descriptive comparative government and analytical comparative politics effectively. Challenges and Improvement 3.I observed that some students struggled initially with tl abstract nature of the evolution but responded well to historical examples. 4.Incorporating more case studies a contemporary debates could bridge theory and practice, making the distinctions more tangible. 5.Future sessions might also explore interdisciplinary influences to enrich understanding. Aligned with CO
	Students comprehend the institutional foundations		Teaching is conducted through lecture-cum-discussion using	6	Outcome

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.	of comparative analysis and major dominant schools. Students apply institutional and economic variables to comparative political analysis.		diagrams, flowcharts, and system models. Case illustrations are used to explain input–output processes and functional requisites.		1.Teaching these theoretical approaches provided a comprehensive view of how political systems are analyz 2.I observed active participation when discussing the strengths and limitations of each approach. Challenges and Improvement 3.However, there is a need to balance theoretical rigor w practical relevance. 4.Including recent research articles c case studies applying these theories to current political phenomena could enhance engagement. 5.Additionally, encouraging students to critically compar these approaches in analyzing specific political issues would foster analytical skills and deepen their grasp of th methodologies. Aligned with CO.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION
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;	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	Class Test	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	5	**Outcomes Attained:** Students were able to distinguish between authoritarian and democratic regimes and identify their principal characteristics. Th demonstrated an understanding o Huntington's critical perspective

Democracy: Critical Perspective (focus on S.P.Huntington)	perspective on democracy and democratic transitions. 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.		introduced through guided reading and classroom discussion to encourage analytical engagement with democratic transitions and political stability.		on democracy, particularly the relationship between democracy political participation and institutional stability. Students were able to engage in comparat analysis rather than viewing democracy only from a normativ perspective. **Challenges Identified:** Discussion on Huntington's theo is partially challenging for some students

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

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**
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 assignment and tutorial	Lectures with PowerPoint support; discussion of relevant constitutional provisions; comparative charts and classroom discussions to enhance analytical skills.	20	Students gained a clear understanding of unitary ar federal systems and were able to compare their features. Contemporary examples will further strengthen conceptual clarity. COs were achieved, supporting POs and PSOs related to comparative analysis and democratic governance.

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.	Short note assignment	Lecture method with PowerPoint presentations; analysis of constitutional texts; comparative discussions in class.	10	Students understood the functioning of executive institutions and compared parliamentary and presidential systems effectively. Additional comparative case studies will improve conceptual understanding. COs were largely attained, supporti POs and PSOs related to institutional analysis.
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.	Written assignment (Long answers)	PowerPoint-aided lectures; discussion of key texts; comparative classroom debates to deepen conceptual understanding.	10	Students developed a good understanding of legislatures and committee systems across countrie More comparative exercises will enhance analytica skills. COs were achieved, contributing to POs and PSOs related to comparative politics and democrat institutions

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION
YEAR – 2025- 2026 SEMESTER – VI DEPARTMENT -Political Science
MPLS – MN-5 POLITICS IN INDIA I – STRUCTURES
Mrs. Sharmila Mitra Deb

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	Students were able to develop a conceptual understan of the topic and engage with the prescribed readings a discussions. Classroom interaction, tutorials, and internal assessm reflected satisfactory comprehension and analytical ab among the majority of learners. Students showed improvement in relating theoretical perspectives with contemporary political and social re Due to election-related disruptions and adjustments in academic schedule, a few classes had to be conducted online mode to ensure timely completion of the syllab Blended teaching methods, including online discussio PPT sharing, and revision sessions, helped maintain continuity in the teaching-learning process. Offline c proved more effective for discussion and interaction; however, the overall learning outcomes of the course substantially achieved.
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 – 2025-26 SEMESTER - VI DEPARTMENT – POLITICAL SCIENCE
MPLS MN 5 – Politics in India I: Structures
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
Election Commission: Composition, Functions, Role; Electoral Reforms	Understanding electoral institutions and reform debates. Critical engagement with democratic processes. Commitment to free and fair elections and democratic ethics.	Written assignments, quizzes, tutorials, group discussions	Lectures with audio-visual aids; discussion of case studies on electoral reforms; guided classroom discussions.	12	Students developed a good understanding of the Electio Commission and electoral reforms and actively engaged discussions on democratic processes. More case studies will strengthen application of concepts. COs were achieved, supporting POs and PSOs related to democrat governance and critical analysis.
Federal Institutions: Interstate Council, Zonal Councils; Finance Commission	Structure and functioning of inter-governmental institutions. Analytical understanding of Indian federalism. Appreciation of cooperative federalism.		Lectures, PowerPoint-aided teaching, and classroom discussions focusing on institutional roles and functions.	10	Students understood the role of key federal institutions a their contribution to cooperative federalism. Additional contemporary examples will further improve conceptual clarity. COs were achieved, contributing to POs and PS related to institutional understanding and analytical skill
Civil Service: Evolution; Role; Generalist vs Specialist Debate; Neutrality	Understanding civil services and administrative debates. Critical evaluation of governance models. Ethical reasoning and respect for neutrality in administration.		Lectures with audio-visual presentations; structured classroom debates and discussions for evaluative learning.	10	Students gained a clear understanding of the evolution a role of civil services and participated actively in debates neutrality and the generalist-specialist issue. More case-based discussions will enhance critical evaluation. COs were largely attained, supporting POs and PSOs related governance, ethics, and analytical reasoning.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION
YEAR - 2026 SEMESTER - 6 DEPARTMENT -Political Science
Dr .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	Students understand the philosophical foundations and key themes of ancient Indian political ideas. Students identify and explain major concepts and sources of ancient Indian political thought. Students develop respect for indigenous political traditions and ethical governance.	Class Test, Group Discussion. Peer Teaching, Presentations	The topic is introduced through lectures supported by thematic outlines and concept mapping. Key ideas are explained through discussion of ancient texts and traditions.	4	Outcome 1.Teaching this topic highlighted the richness and divers of ancient Indian political thought. 2.I observed students' curiosity about how religious texts epics, and dharmashastras influenced governance. 3.It was insightful to see their engagement with texts like the Arthashastra and Manusmriti as sources that shaped political ideas, emphasizing the integration of religion, morality, and statecraft. Challenges and Improvement 4.I realized the importance of contextualizing these sour within their historical and cultural frameworks to deepen understanding. Aligned with CO
2. Kautilya: Saptanga theory,	Students comprehend Kautilya’s theory of the state, principles of		Teaching is conducted through lecture-cum-discussion methods using diagrams and tables to	6	Outcome

Dandaniti, Diplomacy.	punishment, and diplomatic strategies. Students appreciate realism, discipline, and responsibility in political leadership.		explain the Saptanga theory and diplomatic techniques.		1.Explaining Kautilya's strategic and pragmatic approac to statecraft fostered meaningful discussions. 2. Students appreciated exploring the comprehensive nat of the Saptanga theory, which conceptualizes the state as body with interdependent parts. 3.The analysis of Dandaniti and diplomacy helped them connect ancient theories with modern concepts of governance and international relations. Challenges and Improvement 4.I found that using case studies from Kautilya's Arthashastra enhanced comprehension and made the theories more relatable.
3.Medieval political thought in India: overview (With reference to Barani and Abul Fazal). Legitimacy of kingship.	Students understand medieval perspectives on state, sovereignty, and legitimacy of kingship. Students compare Barani's and Abul Fazal's views on authority and governance. Students develop sensitivity towards plural political traditions and historical context.		The topic is taught through comparative lectures highlighting Islamic and Mughal administrative ideas.	4	Outcome 1.This segment revealed contrasting perspectives on kingship and governance. 2.Students were particularly interested in Barani's emphasis on justice and moral authority versus Abul Fazl's portrayal of the Mughal emperor as a divine ruler. 3.It was rewarding to facilitate discussions on the evolut of royal duties and the role of morality and divine author in medieval Indian polity. Challenges and Improvement 4.I learned that integrating historical narratives with philosophical debates encourages critical thinking amon students. Aligned with CO

4. Principle of Syncretism	Students understand the concept of syncretism in medieval Indian political and cultural thought. Students interpret syncretic ideas in governance and society. Students cultivate tolerance, inclusivity, and respect for diversity.		Conceptual explanations are linked to contemporary ideas of pluralism	3	Outcome 1.Teaching about syncretism illuminated the pluralistic a inclusive nature of Indian civilization. 2. Students engaged actively when analyzing examples l the Bhakti movement, Sufi-Santa traditions, and the integration of diverse religious practices. Challenges and Improvement 3.I realized that emphasizing cultural exchanges and syncretic practices helps students appreciate India's historical tolerance and composite culture. 4.It also underscored the importance of understanding th roots of India's social fabric in political terms. Aligned with CO Overall Reflections: 1.This module reinforced the significance of historical context in understanding Indian political ideas. 2.It also underscored the need to use diverse teaching methods—like primary texts, case studies, and cultural analysis—to foster a nuanced understanding among students. 3.Moving forward, I plan to incorporate more audio-visu resources and debates to make these topics more engagir and interactive.

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 Reflectio
6. Modern Indian thought: Rammohun Roy as pioneer of Indian liberalism – his views on Rule of law, Freedom of thought and social Justice.	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. Students develop respect for intellectual freedom, social justice, and reformist traditions.	Class Test, Group Discussion. Peer Teaching	Classroom Lecture and reading of major work of Roy.	6	Students learnt Roy's perspectives on liberalism, rule of law, freedom of thought, social justice and nationalism, and were able appreciate the different approaches to nation-buildi and social reform. The fundamental aspects of women empowerment duri the Freedom movement wa critically evaluated
7. Bankim Chandra Chattopadhyay, Vivekananda and Rabindranath Tagore: Views on Nationalism	Students comprehend diverse interpretations of nationalism in Indian political thought. Students compare spiritual, cultural, and humanist perspectives on nationalism. Students cultivate tolerance, pluralism, and critical appreciation of inclusive nationalism.		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	The comparative discussion on nationalism encouraged students to think critically about the relationship betw culture, society, freedom ar national identity. Overall discussion was engaging ar helped students connect the thinkers' ideas with contemporary debates on democracy, social reform a nationalism.
8. M.K. Gandhi: views on State, Swaraj, Satyagraha. (Taught by Mrs. Sharmila Mitra Deb)	Understand M.K. Gandhi's views on the State, Swaraj and Satyagraha, and examine their	Home assignment	Interactive lecture, guided reading, discussion	6	Students demonstrated an understanding of Gandhi's critique of the modern State

	interrelationship within his political thought. Analyse and interpret Gandhian concepts in their political and historical context and relate them to contemporary issues. Appreciate the values of non-violence, truth, self-rule, moral responsibility and social justice. Develop a critical and reflective approach towards authority, political participation and methods of political resistance.				the idea of Swaraj as self-ru and self-discipline, and Satyagraha as a method of non-violent political action Students were able to conn these concepts and identify their contemporary relevan Further emphasis may be placed on critically evaluat the limitations and practica implications of Gandhian political thought.