COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

Dr.Sreeparna Dasgupta

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

DSCC 9-Indian Political Thought II

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-Teachir Reflections**
1 1.Manabendra Nath Roy: Radical Humanism.	Knowledge: Gain an understanding of the historical and cultural contexts that have influenced Indian political thought in modern times. Skill: Ability to analyse the ideological transitions in M.N.Roy's philosophy. Value/Attitude: Learn about the significant works and contributions of important Indian political thinkers and philosophers.	Class Assessment	Lecture-cum-discussion on Roy's Radical Humanism. Use excerpts from Roy's original writings.	6 hrs	
2. Narendra Deva, Ram Manohar Lohia, Jayaprakash Narayan: Socialist ideas	Knowledge: Study the impact of social and political movements on Indian political thought Skill: Assess the role of socialist political thought in shaping these movements. Value/Attitude: Development of socialist awareness and an understanding of the relevance of socialist thought in India.	Quiz and Classroom debate.	Lecture -Discussion and Classroom debate on the relevance of socialist ideas in modern India.	7 hrs	
3 Syed Ahmed Khan and Muhammad Iqbal: Views on Colonialism and Nationalism	Knowledge: Understanding of the concepts of Colonialism and Nationalism. Skill: Ability to critically analyze both concepts. Value/Attitude: Appreciation of the concepts and the role played by both in shaping India's political discourse	Short assignment	Lecture & discussion on Syed Ahmed and Iqbal.	5 hrs	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

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

DSCC 9 : INDIAN POLITICS THOUGHT II Module II

Dr.Sayoni Choudhuri Patra

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-Teaching Reflectio
4. Jawaharlal Nehru: Views on Socialism and Democracy; Subhas Chandra Bose: Views on Socialism and Fascism	Knowledge: Explain Nehru's understanding of socialism and democracy and Bose's views on socialism and fascism. Skill: Compare and critically analyse their political ideas in their historical context. Value/Attitude: Develop an appreciation of diverse ideological approaches within the Indian nationalist movement.	Class test	Interactive lecture supported by selected writings/speeches, conceptual charts and comparative analysis. Discussion of the similarities and differences in the political thought of Nehru and Bose; formative evaluation through quiz and written responses.	4 hours	
5. V. D. Savarkar, Muhammad Ali Jinnah: Contested Notions of 'Nation'	Knowledge: Explain Savarkar's and Jinnah's conceptions of the nation and their political significance. Skill: Compare and critically analyse their competing notions of nationalism and nationhood. Value/Attitude: Develop an informed and balanced understanding of competing perspectives on Indian nationalism.	Comparative discussion and debate	Lecture-cum-discussion using selected writings and speeches, conceptual mapping and comparative framework.	6 hours	
6. Jyotiba Phule and Bhim Rao Ambedkar: Caste System and Untouchability; Pandita Ramabai: Views on Social Justice	Knowledge: Explain the critiques of caste and untouchability developed by Phule and Ambedkar and understand Pandita Ramabai's views on social justice. Skill: Analyse and compare their approaches to caste, gender and social reform. Value/Attitude: Develop sensitivity towards equality, dignity, social justice and emancipation of marginalised groups.	Group discussion and quiz	Lecture and discussion of caste, untouchability, gender and social justice; evaluation through presentation and reflective writing.	5 hours	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

Dr.Sreeparna Dasgupta

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

DSCC 10: World Politics Since 1945

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-Teachi Reflections
Cold War and its evolution: Outline; Emergence of Third World: NAM; Pan Africanism; Post-Cold War world: Overview. Globalization: Conceptions and perspective.	Knowledge: Gain an understanding of the historical and political contexts of the Cold War, post Cold War and emergence of Third Word countries. Skill: Ability to analyse the ideological basis of the Cold War and the transition to the post Cold War era. Value/Attitude: Learn about the significant phases of international politics in the post WWII phase.	Class Assessment	Lecture-cum-discussion. Use of case studies.	6 hrs	
Europe in transition: European Union, Brexit (overview)	Knowledge: Study the impact of Brexit on the EU. Skill: Assess the role of EU in post Brexit phase. Value/Attitude: Development of critical awareness and an understanding of the impact of Brexit in International politics.	Quiz and Classroom debate on Brexit.	Lecture -Discussion and Classroom debate on the impact of Brexit on the EU.	5 hrs	
3Major institutions of global governance: World Bank, IMF, WTO--- Overview. Major regional organizations: ASEAN, OPEC, SAFTA, SAARC, BRICS. West Asia and the Palestine question	Knowledge: Understanding of the concept of global governance. Skill: Ability to critically analyze the role of global institutions in International Relations. Value/Attitude: Appreciation of the influence and the role played by such institutions.	Short assignment	Lecture & discussion with case studies.	7 hrs	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

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

DSCC 10 Module II World Politics Since 1945

Dr. Sayoni Choudhuri Patra

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. India and Her Neighbours I: Pakistan; Bangladesh	Knowledge: Explain the historical and contemporary dimensions of India's relations with Pakistan and Bangladesh. Skill: Analyse major areas of cooperation, conflict and bilateral concerns. Value/Attitude: Develop an informed and balanced understanding of India's neighbourhood and regional relations.	Class test, Quiz	Map based explanation. Extensive discussion about the bilateral history and comparative discussion of India's two neighbours	6 hours	
5. India and Her Neighbours II: Nepal; Bhutan; Sri Lanka	Knowledge: Understand the historical, political and strategic dimensions of India's relations with Nepal, Bhutan and Sri Lanka. Skill: Compare India's bilateral relations and identify major areas of cooperation and challenges. Value/Attitude: Appreciate the importance of regional cooperation, mutual interests and peaceful neighbourhood relations.	Comparative discussion in class.	Extensive lecture on each neighbouring State being treated as exclusive case study	6 hours	
6. UNO: Background; Major Organs—General Assembly, Security Council and Secretariat (with focus on Secretary-General); Role of UNO in Peacekeeping, Human Rights and Development—MDGs and SDGs	Knowledge: Explain the background, structure and functions of the UNO and its major organs. Skill: Analyse the role of the UNO in peacekeeping, human rights and global development, including the MDGs and SDGs. Value/Attitude: Develop appreciation for multilateralism, international cooperation, peace and sustainable development.	Group Presentation	Overall discussion on the UN. Peer teaching on Organs of UN and activities.	8 hours	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

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

PLSM DSC- 11 Political Sociology

Sharmila Mitra Deb

Topic/Unit Module 1	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 Reflection
Social bases of politics. Emergence of Political Sociology.	Students will understand the social foundations of politics, the historical emergence of political sociology as a field, and its relevance in modern times. They will develop the ability to relate social structures and power to political processes.	Quiz, Class assignments	PPTs, lectures and group discussions. Students will be introduced to the social foundations of politics and the historical emergence of political sociology. Evaluation through quizzes, classroom interaction and class assignments.	6 hrs	
Political culture and Political socialisation: Nature, Types and Agencies.	Students will explain the nature and types of political culture and identify key agencies of political socialisation. They will develop the ability to relate political attitudes and socialisation processes to political behaviour.	Presentations , Written tests	Lectures and case studies. Students will examine different types of political culture and the agencies through which political values and attitudes are transmitted. Evaluation through presentations and written tests.	6 hrs	
Political participation: Concept and Types.	Students will develop a comparative understanding of forms and levels of political participation. They will be able to interpret participation patterns and relate them to democratic political processes.	Debates, Class assignments	Lectures, data analysis of voter trends and debates. Students will examine different forms of political participation with reference to voter trends. Evaluation through debates and class assignments.	5 hrs	
Political development and social change.	Students will analyse the relationship between political development, modernisation, and social change. They will develop the ability to assess how political and social transformations influence one another.	Term paper, Class tests	Lecture, PPTs and class discussions. Students will explore the relationship between political development, modernisation and social change. Evaluation through a term paper and class tests.	5 hrs	
Political communication: Concept, Structures, Functions.	Students will understand the concept, structures and functions of political communication, including the role of media in politics. They will develop the ability to examine communication as an important component of political processes.	Presentations , Quiz	Audio-visual material and group exercises. Students will examine structures and functions of political communication, including media's role in politics. Evaluation through presentations and quizzes.	3 hrs	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

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

PLSM DSC- 11 Political Sociology

Dr. Sumedha Verma

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**	**Evaluat Outcom Post-Teachin Reflecti**
Social Stratification and Politics I: Caste and Tribe	Understand the relationship between caste, tribe and political processes. Analyse how social stratification influences political institutions, participation and representation. Develop sensitivity towards questions of equality, inclusion and social justice. Recognise the importance of examining politics through the lens of social structures and inequalities.	Written assignment; Quiz; Tutorial; Group discussion	Interactive lecture: PPT/audio-visual material, relevant case studies and media material.	8	
Social Stratification and Politics II: Class and Elite	Explain the concepts of class and elite and their relationship with political power. Examine how economic and elite structures shape political institutions and decision-making. Develop awareness of unequal access to political power and resources. Critically assess concentration and distribution of political power.		Lecture, conceptual discussion, examples from political society, debate and group analysis. Aids: PPT	8	
Gender and Politics: Basic Issues	Understand the basic relationship between gender and politics. Identify and analyse gendered dimensions of political institutions, participation and political processes. Appreciate gender equality and inclusive political participation. Develop a critical perspective towards gender-based inequalities in political and social life.		Interactive lecture, discussion, debate and analysis of contemporary examples with Audio-visual presentations	8	
Religion and Politics: Varying Perspectives	Understand different perspectives on the relationship between religion and politics. Compare perspectives and analyse the political implications of religious identities and institutions. Develop respect for pluralism and diversity. Approach religion–politics relations critically while recognising the complexity of diverse societies.		Lecture, comparative discussion, debate and analysis of contemporary political examples. Aids: PPT/audio-visual presentations, case studies and selected media material.	8	
Electorate and Electoral Behaviour (with special reference to the Indian context)	Understand the electorate and major dimensions of electoral behaviour. Analyse factors influencing voting behaviour and electoral participation, particularly in India. Appreciate informed and democratic political participation. Develop a critical and evidence-based understanding of electoral politics.		Lecture, discussion, analysis of electoral examples, debate and interpretation of electoral behaviour. Aids: Audio-visual presentations, electoral data/media reports and PPTs.	8	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2026 SEMESTER – V DEPARTMENT - Political Science

PLSM DSC 12 Western Political Thought – I

Sharmila Mitra Deb

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-Teach Reflectior
Greek Political Thought: Main features; Plato: Justice, Communism; Aristotle: State, Classifications of Constitutions.	Students will understand the main features of Greek political thought and develop conceptual clarity regarding Plato's ideas of justice and communism and Aristotle's theory of the state and classifications of constitutions. They will develop the ability to interpret and compare key classical political ideas.	Class assignments, Quiz	Lectures, PPTs and textual analysis of primary sources. Students will engage with major concepts in Plato and Aristotle through guided textual analysis and classroom discussion. Evaluation through class assignments and quizzes.	8 hrs	
Roman Political Thought: Theories of Law and Citizenship – Contributions of Roman thought.	Students will identify and explain Roman contributions to law, citizenship and governance. They will develop the ability to relate Roman political thought to the development of political and legal ideas.	Written test, Class discussion, term paper assignment	Lectures and group discussions. Students will examine Roman theories of law and citizenship and their contribution to political thought. Evaluation through written tests, class discussion and a term paper assignment.	5 hrs	
Medieval Political Thought in Europe: Major features.	Students will describe the major features of medieval political thinking and the Church–State relationship. They will develop the ability to understand the historical context of medieval political thought.	Quiz, Class assignments	PPTs and documentaries. Students will explore the major features of medieval political thought and the relationship between Church and State. Evaluation through quizzes and class assignments.	5 hrs	
Contribution of Machiavelli; Significance of Renaissance; Political thought of Reformation.	Students will critically assess Machiavelli's political realism, the significance of Renaissance humanism, and the influence of the Reformation on political thought. They will develop the ability to compare intellectual developments and assess their significance for modern political thought.	Home assignment, Presentations	Lectures and documentary viewing. Students will examine Machiavelli, the Renaissance and the Reformation through lecture-based learning and visual material. Evaluation through home assignments and presentations.	7 hrs	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2026 SEMESTER – V DEPARTMENT - Political Science

PLSM DSC 12 Western Political Thought – I

Dr. Sumedha Verma

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 Reflection**
J. Bodin: Idea of Sovereignty	Explain Bodin's conception of sovereignty and its historical context. Analyse the characteristics and implications of sovereign authority. Appreciate the historical development of modern ideas of political authority and sovereignty. Critically examine the relationship between sovereignty, State authority and political order.	Written assignment; Quiz; Tutorial; Group discussion	Lecture, textual/conceptual discussion, audio-visual presentation and debate.	10	
T. Hobbes: Founder of Science of Materialist Politics; Human Nature, State of Nature, State and Sovereignty	Explain Hobbes's understanding of human nature, the State of Nature, State and sovereignty. Critically analyse the relationship between insecurity, political authority and sovereign power in Hobbes's thought. Appreciate the intellectual context in which modern theories of the State developed. Question and evaluate competing understandings of political authority and absolute sovereignty.		Interactive lecture, conceptual mapping, textual discussion, debate and comparison of Hobbesian concepts. audio-visual presentations	10	
J. Locke: Founder of Liberalism; Natural Rights, Property and Consent	Explain Locke's ideas of natural rights, property and consent and their relationship to liberal political thought. Analyse Locke's arguments concerning political authority and individual rights. Appreciate the significance of liberty, rights and consent in political thought. Develop a critical understanding of liberalism and its intellectual foundations.		Lecture, textual analysis, discussion and debate. Aids: PPTs, audio-visual presentations and selected extracts from Locke.	10	
J. J. Rousseau: General Will, Freedom, Democracy and Sovereignty	Explain Rousseau's ideas of General Will, freedom, democracy and sovereignty. Critically examine the relationship between individual freedom, collective will and political authority. Appreciate the importance of democratic participation and collective political agency. Develop a nuanced understanding of tensions between individual liberty and collective sovereignty.		Interactive lecture, textual discussion, debate, conceptual comparison and contemporary contextualisation.	10	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

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

MPLS MN- 3 Politics in India I: Structures

Teacher: Sharmila Mitra Deb

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-Teachin Reflections**
Politics in India: nature and trends.	Students will understand the nature and major trends of Indian politics and develop the ability to relate the structural features of Indian politics to the functioning of the political process. They will develop analytical skills to interpret contemporary political developments.	Quiz, Class assignment, Class discussion	Lectures, PPTs, group discussions and current affairs analysis. Students will examine the nature and major trends of Indian politics and relate them to the structural dimensions of the political process. Evaluation through quizzes, class assignments and classroom discussion.	7 hrs	
Party system: features and trends – major national political parties in India: ideologies and programmes. Rise of state-centric political parties: Overview. Major political parties in West Bengal: ideologies and programmes.	Students will identify the features and trends of the Indian party system and develop comparative understanding of major national political parties, their ideologies and programmes. They will understand the rise of state-centric political parties and analyse major political parties in West Bengal.	Comparative assignment, Group presentation, Quiz	Lectures, PPTs, comparative analysis and case studies, supported by party documents and election material. Students will compare party systems, ideologies and programmes and examine the rise of state-centric parties, with particular reference to West Bengal. Evaluation through comparative assignments, presentations and quizzes.	11 hrs	
Interest groups: role of business groups; working class, peasants.	Students will understand the concept and rationale of interest groups and examine the role of business groups, the working class and peasants in Indian politics. They will develop the ability to analyse collective interests and their participation in the political process.	Class assignment, Discussion, Short written test	Lectures, case studies, group discussions and contemporary examples. Students will examine the role of business groups, working class and peasants as interest groups and relate their activities to political processes. Evaluation through class assignments, discussions and a short written test.	7 hrs	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

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

MPLS MN 3 – Politics in India I: Structures

Dr. Sumedha Verma

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 Reflecti**
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	
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	
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.	18	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - 5 DEPARTMENT -Political Science

Dr. Sreeparna Dasgupta

MPLS MN4: 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-Teach 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	
2. Kautilya: Saptanga theory, Dandaniti, Diplomacy.	Students comprehend Kautilya's theory of the state, principles of punishment, and diplomatic strategies. Students appreciate realism, discipline, and responsibility in political leadership.		Teaching is conducted through lecture-cum-discussion methods using diagrams and tables to explain the Saptanga theory and diplomatic techniques.	6	
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	
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	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026-2027 SEMESTER - 5 DEPARTMENT -Political Science

Dr. Sayoni Choudhuri Patra

MN 4:- Indian Political Thought I 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/ Po 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.	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	
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	
8. M.K. Gandhi: views on State, Swaraj, Satyagraha	Students acquire knowledge of Gandhian principles to political and social issues. Students will realise the values of non-violence, ethical politics, and civic responsibility.		Gandhian texts and major political events are discussed and explained to explain ethical politics and non-violent resistance.	6	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

Dr.Sreeparna Dasgupta

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

MPLS-MDC: World Politics Since 1945

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**
Cold War and its evolution: Outline; Emergence of Third World: NAM; Pan Africanism; Post-Cold War world: Overview. Globalization: Conceptions and perspective.	Knowledge: Gain an understanding of the historical and political contexts of the Cold War, post Cold War and emergence of Third Word countries. Skill: Ability to analyse the ideological basis of the Cold War and the transition to the post Cold War era. Value/Attitude: Learn about the significant phases of international politics in the post WWII phase.	Class Assessment	Lecture-cum-discussion. Use of case studies.	6 hrs	
Europe in transition: European Union, Brexit (overview)	Knowledge: Study the impact of Brexit on the EU. Skill: Assess the role of EU in post Brexit phase. Value/Attitude: Development of critical awareness and an understanding of the impact of Brexit in International politics.	Quiz and Classroom debate on Brexit.	Lecture -Discussion and Classroom debate on the impact of Brexit on the EU.	5 hrs	
3Major institutions of global governance: World Bank, IMF, WTO--- Overview. Major regional organizations: ASEAN, OPEC, SAFTA, SAARC, BRICS. West Asia and the Palestine question	Knowledge: Understanding of the concept of global governance. Skill: Ability to critically analyze the role of global institutions in International Relations. Value/Attitude: Appreciation of the influence and the role played by such institutions.	Short assignment	Lecture & discussion with case studies.	7 hrs	

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

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

MDC CC 6: World Politics Since 1945

Dr. Sayoni Choudhuri Patra

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. India and Her Neighbours I: Pakistan; Bangladesh	Knowledge: Explain the historical and contemporary dimensions of India's relations with Pakistan and Bangladesh. Skill: Analyse major areas of cooperation, conflict and bilateral concerns. Value/Attitude: Develop an informed and balanced understanding of India's neighbourhood and regional relations.	Class test, Quiz	Map based explanation. Extensive discussion about the bilateral history and comparative discussion of India's two neighbours	6 hours	
5. India and Her Neighbours II: Nepal; Bhutan; Sri Lanka	Knowledge: Understand the historical, political and strategic dimensions of India's relations with Nepal, Bhutan and Sri Lanka. Skill: Compare India's bilateral relations and identify major areas of cooperation and challenges. Value/Attitude: Appreciate the importance of regional cooperation, mutual interests and peaceful neighbourhood relations.	Comparative discussion in class.	Extensive lecture on each neighbouring State being treated as exclusive case study	6 hours	
6. UNO: Background; Major Organs—General Assembly, Security Council and Secretariat (with focus on Secretary-General); Role of UNO in Peacekeeping, Human Rights and Development—MDGs and SDGs	Knowledge: Explain the background, structure and functions of the UNO and its major organs. Skill: Analyse the role of the UNO in peacekeeping, human rights and global development, including the MDGs and SDGs. Value/Attitude: Develop appreciation for multilateralism, international cooperation, peace and sustainable development.	Group Presentation	Overall discussion on the UN. Peer teaching on Organs of UN and activities.	8 hours	