COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

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

PLSM CC 5 – Politics in India: Processes II Module 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
Role of Religion and Language in Indian Politics	Understanding the role of religion and language in Indian political life. Analytical assessment of socio-political cleavages. Respect for pluralism and diversity.	Long answers	Lectures followed by guided discussions; use of contemporary examples to link theory and practice.	12	Students understood the role of religi and language in political processes. Greater analytical engagement is required beyond descriptive example CO/PSO/PO**:** Identity analysis, critica thinking and social awareness.
Role of Caste, Tribe and Ethnicity	Understanding identity-based politics in India. Critical engagement with social stratification and political mobilisation. Social sensitivity and inclusiveness.	Quiz and short notes	Lectures supported by audio-visual presentations; discussion of case studies.	16	Students developed understanding of identity-based politics and mobilisati Intersectional analysis can be strengthened through comparative examples. CO/PSO/PO: Social analys inclusiveness and critical thinking.
Regionalism and Sub-regionalism	Understanding causes and consequences of regional movements. Comparative analysis of regional demands and responses of the state. Appreciation of unity within diversity.	Class test	PowerPoint-aided lectures; structured discussions on regional movements and federal dynamics.	12	Students understood regional movements and their relationship wit federalism. Comparative analysis of causes can be strengthened. CO/PSO/PO: Federal understanding, analytical reasoning and diversity awareness.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2025-26 SEMESTER - IV DEPARTMENT - Political Science

PLSM – DSC-5 Politics in India II: Processes

Sharmila Mitra Deb

Topic/Unit Module II	Competency-Based Expected Learning Outcome	Assessment	Brief Description of Strategies, Aids (if any), Evaluation Process	Hours Allotted	Evaluated Outcome/Post-Teaching Reflections
Agricultural Movements; Industrial Working-Class Movements	Knowledge of socio-economic linkages; analytical skill on class mobilisation; value awareness of labour issues	Assignments, Tutorials	Flipped classroom; written evaluation	10	Students demonstrated a clear understanding of the socio-economic causes and objectives of agricultural and industrial working-class movements in India. They were able to analyse the role of these movements in shaping public policy and democratic politics through class discussions, assignments, and written responses. Most students exhibited improved analytical and critical thinking skills, although a few required additional guidance in linking theoretical concepts with contemporary issues.
Dalit Movements; Women's Movements; Gender-Based Struggles	Knowledge of identity politics; analytical skills; value sensitivity	Presentations, Group Discussion	Case studies; participation-based evaluation	10	Students demonstrated the ability to critically evaluate the significance of Dalit movements, women's movements, and gender-based struggles in advancing social justice, equality, and democratic rights in contemporary India.
Environmental Movements; Civil Rights Movements	Knowledge of activism; analytical linkage of policy and protest; value awareness	MCQ, Home Assignment	Lecture; MCQ-based evaluation	8	Students needed additional examples to appreciate the contemporary relevance of social movements. Conceptual distinctions between different types of movements required reinforcement. Case-based discussions were used to improve student engagement and understanding. Students benefited from linking theoretical concepts with current affairs and real-life examples.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

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

PLSM DSCC-6 International Relations: Concepts, Theories

Ms. Archana 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**
International Relations as an academic discipline: outline of evolution.	Understanding emergence and evolution of International Relations as an academic discipline. Critically analyse how global events such as the World Wars, Cold War, decolonisation and globalisation-shaped the development of IR as a discipline. Recognising the significance of multilateralism, international cooperation, peace, security and global justice in the study of international relations.	Written work and Group discussion	Interactive lecture using a chronological timeline and discussion-based approach to explain the evolution of International Relations as a discipline. PowerPoint slides, timelines and relevant examples were used for conceptual clarity Students participated in question–answer sessions and short classroom discussions.	10	Students understood the evolution of International Relations and identified major theoretical debates. Some students found it difficult to distinguish betwee different IR theories and relate them to historical developments. Greater use of timelines and short comparative activities to reinforce theoretical concept will help in enhancing the understanding. CO were achieved and the unit supported POs and PSOs enhancing critical thinking, analytical ability, communication skills and the capacity to interpret political developments. Students were able to explain the core principles of th Westphalian system and identify major transformatio in the post-Westphalian international order. Students experienced some difficulty in understanding the distinction between Westphalian and post-Westphalia system. Greater use of examples and deeper understanding of historical background will provide conceptual clarity. CO were attained and the unit supported POs and PSOs by strengthening students'
International State System: Westphalia and post-	Understanding the emergence of the Westphalian state system, the principles of sovereignty, territoriality and non-interference, and the major		Interactive lecture supported by a Westphalia and Post-Westphalia comparison chart with contemporary examples. PowerPoint slides were used for greater conceptual clarity.		

Westphalia (overview).	characteristics of the post-Westphalian order. Ability to compare the Westphalian and post-Westphalian state systems. Appreciating the significance of state sovereignty while recognising the growing importance of international cooperation and multilateral institutions.	Quiz and short answer questions	Students participated in short-answer questions and a brief formative quiz.	10	ability to analyse changing patterns of international politics and the role of states and international institutions.
Cold war and Post Cold War: emergence and transition.	Understanding the origins, major characteristics and phases of the Cold War and the transition from the bipolar to the post-Cold War international system. Analyse the impact of major events such as the Truman Doctrine, Cuban Missile Crisis, détente, collapse of the Soviet Union and emergence of a unipolar order on international politics. Appreciating the importance of diplomacy, negotiation, conflict management and international cooperation in maintaining global peace and stability.	Group discussion and short answer questions	Interactive lecture supported by a PowerPoint slides. Students engaged in question–answer sessions and group discussion. Evaluation included short-answer questions and group discussions.	14	Students were able to explain the emergence of the Cold War, identify major events and understand the transition from bipolarity to the post-Cold War order. Students faced some difficulty in connecting individu Cold War events with broader changes in the international system. More case studies and guided reading will enhance the conceptual clarity. CO were attained and the unit supported POs and PSOs by enabling students to analyse changing global power relations and contemporary international political developments.
Intervening Concepts (overview): a) Development; b) Third	Understanding the meaning, evolution and significance of key concepts in International Relations. Ability to compare these concepts and analyse their influence on international		PowerPoint presentations, short case studies and relevant news examples used for conceptual clarity. Students participated in group discussions and classroom	14	Students were able to identify and explain the major intervening concepts and understand their relevance t contemporary International Relations. Students faced difficulty in establishing clear connections between them and international political processes. There is a need to use contemporary case studies and

World/Global South; c) Pan Africanism; d) Gender; e) Environment f) Terrorism; g) Migration.	politics, global governance and North–South relations. Respecting the importance of equality, sustainability, human security, social justice and international cooperation in addressing global challenges.	Peer-teaching and Group discussion	activities. Evaluation included short-answer questions and a brief formative quiz.		interdisciplinary examples to demonstrate the practica relevance and interconnectedness of the concepts. CO were attained and the unit supported POs and PSOs by enabling students to examine contemporary international issues through diverse political, social, economic and environmental perspectives.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - 4 DEPARTMENT -Political Science

Dr. Sreeparna Dasgupta

DSCC 6: International Relations =: Concept, Theories : Module 1I

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**
5.Major Theories I: a) Classical Realism and Neo Realism; b) Liberalism and Neoliberalism	**Knowledge:** Understanding key assumptions and differences between realism and liberalism and their neo variants. **Skill:** Ability to compare theoretical frameworks and apply them to international events. **Value/Attitude:** Development	Class Test, Group Discussion. Peer Teaching, Presentations	Lecture explaining core concepts of realism (power, anarchy) and liberalism (cooperation, institutions). Comparative discussion of classical and neo variants.	8	1. Reflecting on Classical Realism and Neo-Realism enabled students to understand the enduring importance of power, security and human nature in international relations. 2. Classical Realism emphasizes the role of human nature and morality. This encourage students to consider ethical dimensions alongside strategic interest 3. Neo-Realism shifts focus to structural factors like the anarchic international system. This deepened the student's to critically analyse how systemic constraints shape state behaviour.

	of analytical perspective towards global power politics and cooperation.				4. Recognizing their differences enabled students to understand wh states act as they do and the importance of context in internationa politics. 5. Students' were able to appreciate Liberalism's optimism about cooperation, democracy and international institutions, emphasizing that mutual interests can lea to peace. 6. Neoliberalism builds on this by stressing the importan of institutions in mitigating anarchy's effects, encouraging collaboration even among self-interested actors. Reflecting on thes theories enabled students' to critically evaluate the role of diploma shared values, and institutional frameworks in fostering stability a addressing global challenges.
6. Major Theories II: a) Marxist; b) Dependency; World Systems c) Feminist	**Knowledge:** Understanding critical and alternative approaches in International Relations. **Skill:** Ability to analyze global inequalities, core-periphery relations, and gender perspectives. **Value/Attitude:** Sensitivity towards issues of inequality, exploitation, and marginalization in global politics.		Lecture on Marxist theory and its extensions (Dependency and World Systems). Discussion on feminist perspectives in IR.		1. The students understood the economic underpinnings of global politics, emphasizing class struggle, capitalism, and economic exploitation. 2. It challenged the students' to think about how economic inequality and capitalist interests influence international relations, often perpetuating conflict and dependency. T 3. This theory encouraged critical reflection on power dynamics and the need for transformative change towards social justice. 4. Dependency and World Systems Theory perspectives enabled students' to analyse global economic structures a interconnected systems that sustain underdevelopment in t periphery while enriching the core. 5. Students could analyse and consider how historical colonization and ongoing economic dependency influence

					development trajectories, fostering a sense of global interconnectedness and inequality. 6. Reflecting on these theories deepened the students' knowledge and understanding of global economic disparit and the importance of systemic change. 7. Feminist perspectives in international relations enabled students to understand gendered power relations, emphasizing that global politics is also shaped by gender roles, identities, and inequalities. 8. Students were able to challenge traditional, male-centric narratives and consider how issues like conflict, peace, ar development affect women and marginalized groups differently. 9. This reflection underscores the importance of incorporatin gender analysis for a more comprehensive understanding global issues.
7. Making of Foreign Policy and Diplomacy: stages; determinants (theoretical orientation)	**Knowledge:** Understanding the process and determinants of foreign policy formulation. **Skill:** Ability to analyze internal and external factors shaping foreign policy decisions. **Value/Attitude:** Appreciation of strategic decision-making and diplomatic practices.		Lecture explaining stages of foreign policy (formulation, implementation, evaluation). Discussion on determinants such as geography, economy, leadership, and ideology.	6	1. Understanding the stages and determinants of foreign poli and diplomacy enabled the students to critically assess the complex interplay of domestic and international factors. 2. Students were able to appreciate that theoretical orientations—such as realism, liberalism, or constructivism—offer different lenses to interpret decisior making processes. Reflecting on this helped the students t understand how leaders navigate crises, negotiate interests and shape international outcomes, emphasizing the importance of context, perception, and strategic interests.

8. Globalization of world politics (theoretical overview): culture and economy.	**Knowledge:** Understanding globalization and its impact on culture and economy. **Skill:** Ability to analyze global interconnectedness and its implications. **Value/Attitude:** Awareness of cultural diversity and economic interdependence in global politics.		Lecture on globalization theories and processes. Discussion on cultural globalization and global economic integration. Classroom debate on the benefits and challenges of globalization.	4	1. Students were able to appreciate the interconnectedness of cultures and economies, transforming how states and societies interact. 2. Reflecting on this broadened their understanding of globa integration, emphasizing both opportunities—such as increased cooperation—and challenges—such as cultural homogenization and economic inequalities. 3. It encouraged the students to critically assess how globalization impacts sovereignty, diversity, and social justice.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2026 SEMESTER - 4 DEPARTMENT -Political Science (Major +MDC)

Dr. Sreeparna Dasgupta

DSCC 7: 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	1. The students were able to grasp the richness of philosophical and ethical foundations that shap governance, concepts like dharma, righteousne and the emphasis on moral duties influenced rulers to prioritize justice and societal well-bei 2. The students could analyse the fact that the integration of spiritual and political spheres demonstrates a unique approach where governance was seen as a means to uphold cosmic and social order. 3. Recognizing these ideas broadens their understanding of how political legitimacy and authority were conceived beyond mere power, focusing on moral responsibility and societal harmony.
2. Kautilya: Saptanga theory, Dandaniti, Diplomacy.	Students comprehend Kautilya's theory of the state, principles of punishment, and diplomatic strategies.		Teaching is conducted through lecture-cum-discussion methods using diagrams and tables to	6	1. Students acquired a critical understanding of Kautilya's contributions, especially the Saptan theory, which provided a comprehensive framework for statecraft, emphasizing the importance of various elements like the king, ministers, territory, and alliances.

	Students appreciate realism, discipline, and responsibility in political leadership.		explain the Saptanga theory and diplomatic techniques.		1. Students understood Dandaniti reflects a pragmatic approach to justice and enforcement underscoring the importance of law and order. 2. Students were able to discuss strategies in diplomacy, illustrate the sophistication of ancie Indian political thought, balancing power, alliances, and cunning. 3. Studying Kautilya enabled students to develop understanding of the importance of strategic planning, moral pragmatism, and adaptability i governance, which remain relevant in contemporary diplomacy and statecraft.
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	1. Through the study of Medieval Indian political thought, as reflected in the works of Barani and Abul Fazal, students' developed an understanding of a more pragmatic and sometimes dynastic approach to governance. 2. Students could grasp Barani's emphasis on justice, the role of the king, and the importance consensus, a concern for stability and legitimac 3. Student could critically discuss Abul Fazal's writings, especially in the Akbarnama, highligl more inclusive and diverse view of rulership, emphasizing administrative efficiency and cultural integration. 4. Students could compare and contrast both thinkers, understand the legitimacy of kingshi

					rooted in justice and the welfare of the people, while also recognizing the importance of adaptation to changing circumstances.
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	1. The students were able to appreciate the princi of syncretism and understand that it underscor the importance of integrating diverse religious, cultural, and philosophical traditions to foster social harmony and political stability. 2. Students were able to analyse that In the Indian context, syncretism reflects a tradition of inclusiveness and acceptance, promoting unity amidst diversity. 3. Through this principle students could understa the importance of dialogue, mutual respect, an understanding among different communities, which is vital for maintaining peace and fosteri cooperative coexistence. 4. Students could critically analyse syncretism, th value of pluralism in building resilient and cohesive societies.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR - 2025-2026 SEMESTER – IV DEPARTMENT – POLITICAL SCIENCE

PLSM DSCC-7 & MPLS – MDC-CC4 : Indian Political Thought-I

Ms. Archana 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 Reflections**
Modern Indian thought: Rammohan Roy as pioneer of Indian liberalism- his views on Rule of Law, Freedom of thought and social justice.	Understanding Raja Rammohan Roy's contribution to modern Indian political thought and his role as a pioneer of Indian liberalism, particularly his ideas on the Rule of Law, freedom of thought and social justice. Ability to critically examine Roy's ideas and relate them to the development of liberal and reformist thought in colonial India. Appreciating the importance of individual liberty, equality, rationality and social reform in building a just society.	Written work and Quiz	Interactive lecture explaining the ideas of Rammohan Roy, supported by PowerPoint slides. Students engaged in question-answer sessions and discussion on liberalism, social reform and individual freedom. Evaluation included written work and a short quiz.	10	Students were able to expla Rammohan Roy's liberal ideas and identify his contributions to social justi freedom of thought and the Rule of Law. Students face difficulty to connect Roy's nineteenth-century ideas wi contemporary liberal and constitutional principles. More use of contemporary examples and excerpts fron Roy's writings to establish connections between his id and present-day democratic values will provide greater understanding. CO were attained and the unit

					supported POs and PSOs b enabling students to exami major Indian thinkers and relate their ideas to contemporary political and social issues.
Bankim Chandra Chattopadhyay, Vivekananda and Rabindranath Tagore: Views on Nationalism.	Understanding the ideas of Bankim Chandra Chattopadhyay, Swami Vivekananda and Rabindranath Tagore on nationalism and their contribution to Indian political thought. Critically analyse the thinkers' conceptions of nationalism. Appreciating the significance of cultural identity, social reform, humanism, national unity and ethical values in the development of Indian nationalism.	Written work and Group discussion	PowerPoint slides and audio-visual aids used for conceptual clarity. Students participated in discussion and group activities. Evaluation included long answer and group discussion.	14	Students were able to expla the nationalist ideas of Bankim Chandra Chattopadhyay, Vivekanan and Tagore. Students found difficult to distinguish between cultural nationalis spiritual nationalism. More use of excerpts from the thinkers' original writings a contemporary examples would clarify their contrast perspectives. CO were attained and the unit supported POs and PSOs b strengthening students' abi to analyse Indian political thought and relate intellectu ideas to the broader development of Indian nationalism.

M.K. Gandhi: views on State, Swaraj, Satyagraha.	Understanding Gandhi's views on the State, Swaraj and Satyagraha and their significance in Indian political thought. Critically analyse Gandhi's conception of Swaraj and Satyagraha and compare his views on the State with modern ideas of political authority and democracy. Appreciating the principles of non-violence, self-rule, truth, ethical politics and individual responsibility.	Peer-teaching and Group discussion	Interactive lecture explaining Swaraj, Satyagraha and his critique of excessive state power. Students engaged in peer teaching and group discussion. Evaluation will include short-answer questions and classroom participation.	12	Students were able to expla Gandhi's ideas of State, Swaraj and Satyagraha and understand their connectior with non-violence and ethic politics. Students found it difficult to understand Gandhi's critique of the modern centralised State ar his broader conception of Swaraj. Greater use of examples from Gandhi's movements and selected excerpts from Hind Swaraj connect theoretical concept with practice. CO were attained and the unit supported POs and PSOs b enabling students to interpr major Indian political think and relate their ideas to contemporary political and social issues.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2025-2026 SEMESTER – IV DEPARTMENT -Political Science

PLS–MD-CC-5 Public Administration: Concepts and Theories

Sharmila Mitra Deb

Topic/Unit **Module I**	**Competency-Based Expected Learning Outcome**	**Assessment**	**Brief Description of Strategies, Aids (if any), Evaluation Process**	**Hours Allotted**	**Evaluated Outcome/Post-Teaching Reflections**
Meaning, Nature, Scope, Evolution; Public vs Private; Socialist Management principles	Foundational knowledge; analytical skills; governance values	Assignments, Tutorials	ICT lecture; written evaluation	5	Students acquired conceptual clarity regarding the meaning, nature, scope, and evolution of Public Administration and were able to differentiate between public and private administration. They also demonstrated an understanding of socialist management principles. The expected learning outcomes were achieved through classroom participation and written evaluation.
New Public Administration, Comparative Public Administration, Development Administration, New Public Management.	Knowledge of theories; comparative skills; openness to reform	Group Discussion	Flipped classroom; discussion-based evaluation	10	Students acquired conceptual clarity regarding the major approaches in Public Administration and were able to compare their features and relevance to contemporary governance. The intended learning outcomes were successfully achieved. A few students initially experienced difficulty differentiating between the various approaches, which was addressed through additional classroom discussion and comparative illustrations.
Hierarchy, Unity of Command,Span of Control, Delegation, Centralisation, Decentralisation, Authority.	Conceptual clarity; application skills	Home Assignment	Flipped classroom; assignment-based evaluation	10	While the intended learning outcomes were achieved, some students initially tended to view these principles as rigid and universally applicable rather than context-dependent. This was addressed through case studies and discussions highlighting the need for flexibility in modern governance and public administration.
Globalisation, Liberalisation, Privatisation; Governance since 1990s	Policy knowledge; analytical skills; global awareness	Term Paper	ICT lecture; case study-based evaluation	10	Students demonstrated a clear understanding of globalisation, liberalisation, privatisation, and governance reforms since the 1990s. They were able to critically assess their impact on public administration and governance

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

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

PLSM DSCC 8 – Public Administration: Concepts and Theories Module 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**
Views on Bureaucracy: Marx and Weber	Understanding classical theories of bureaucracy. Comparative and critical analysis of bureaucratic models. Awareness of efficiency, rationality, and accountability in administration.	Home assignment long answer	ICT-aided lectures; comparative explanation of theoretical perspectives.	10	Students understood and compared Marxian and Weberian perspectives. Application to contemporary administration needs further strengthenir CO/PSO/PO: Theoretical analysis, critic thinking and application.
Ecological Approach: Riggsian Model	Understanding the ecological context of administration. Analytical application of the Riggsian model to developing societies. Sensitivity to contextual and cultural factors in governance.	Long answer and short notes	Lectures supported by PowerPoint presentations and diagrams.	08	Students developed basic understanding the ecological approach. Application of Riggsian concepts required further reinforcement. CO/PSO/PO: Contextual analysis, application and critical thinking
Administrative Processes: Decision-making; Communication and Control; Leadership; Coordination; Accountability	Understanding key administrative processes. Application of concepts to organisational settings. Emphasis on ethical and accountable administration.	MCQ	Discussions and audio-visual presentations; problem-oriented classroom interaction.	12	Students understood key administrative processes and their interrelationships. Greater use of organisational situations c improve application. CO/PSO/PO: Administrative analysis, problem-solvin and accountability.
Public Policy: Institutions and actors; theories and models; policy implementation	Understanding policy-making processes. Policy analysis and evaluation. Public interest orientation and responsiveness.	Long answer class test	Lectures combined with classroom debates and case-based discussions.	10	Students understood major policy proces and actors. Policy analysis and applicatic require further strengthening. CO/PSO/P Policy analysis, critical thinking and public-interest orientation.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

YEAR – 2025-2026 SEMESTER – IV DEPARTMENT -Political Science

PLS–MD-CC-5 Public Administration: Concepts and Theories

Sharmila Mitra Deb

Topic/Unit **Module I**	**Competency-Based Expected Learning Outcome**	**Assessment**	**Brief Description of Strategies, Aids (if any), Evaluation Process**	**Hours Allotted**	**Evaluated Outcome/Post-Teaching Reflections**
Meaning, Nature, Scope, Evolution; Public vs Private; Socialist Management principles	Foundational knowledge; analytical skills; governance values	Assignments, Tutorials	ICT lecture; written evaluation	5	Students acquired conceptual clarity regarding the meaning, nature, scope, and evolution of Public Administration and were able to differentiate between public and private administration. They also demonstrated an understanding of socialist management principles. The expected learning outcomes were achieved through classroom participation and written evaluation.
New Public Administration, Comparative Public Administration, Development Administration, New Public Management.	Knowledge of theories; comparative skills; openness to reform	Group Discussion	Flipped classroom; discussion-based evaluation	10	Students acquired conceptual clarity regarding the major approaches in Public Administration and were able to compare their features and relevance to contemporary governance. The intended learning outcomes were successfully achieved. A few students initially experienced difficulty differentiating between the various approaches, which was addressed through additional classroom discussion and comparative illustrations.
Hierarchy, Unity of Command,Span of Control, Delegation, Centralisation, Decentralisation, Authority.	Conceptual clarity; application skills	Home Assignment	Flipped classroom; assignment-based evaluation	10	While the intended learning outcomes were achieved, some students initially tended to view these principles as rigid and universally applicable rather than context-dependent. This was addressed through case studies and discussions highlighting the need for flexibility in modern governance and public administration.
Globalisation, Liberalisation, Privatisation; Governance since 1990s	Policy knowledge; analytical skills; global awareness	Term Paper	ICT lecture; case study-based evaluation	10	Students demonstrated a clear understanding of globalisation, liberalisation, privatisation, and governance reforms since the 1990s. They were able to critically assess their impact on public administration and governance

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

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

MPLS MDC CC 5 – Public Administration: Concepts and Theories Module II

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 Reflections**
Views on Bureaucracy: Marx and Weber	Understanding classical theories of bureaucracy. Comparative and critical analysis of bureaucratic models. Awareness of efficiency, rationality, and accountability in administration.	Home assignment long answer	ICT-aided lectures; comparative explanation of theoretical perspectives.	10	Students understood and compared Marxian and Weberian perspectives. Application to contemporary administration needs further strengthenir CO/PSO/PO: Theoretical analysis, critic thinking and application.
Ecological Approach: Riggsian Model	Understanding the ecological context of administration. Analytical application of the Riggsian model to developing societies. Sensitivity to contextual and cultural factors in governance.	Long answer and short notes	Lectures supported by PowerPoint presentations and diagrams.	08	Students developed basic understanding the ecological approach. Application of Riggsian concepts required further reinforcement. CO/PSO/PO: Contextual analysis, application and critical thinking
Administrative Processes: Decision-making; Communication and Control; Leadership; Coordination; Accountability	Understanding key administrative processes. Application of concepts to organisational settings. Emphasis on ethical and accountable administration.	MCQ	Discussions and audio-visual presentations; problem-oriented classroom interaction.	12	Students understood key administrative processes and their interrelationships. Greater use of organisational situations c improve application. CO/PSO/PO: Administrative analysis, problem-solvin and accountability.
Public Policy: Institutions and actors; theories and models; policy implementation	Understanding policy-making processes. Policy analysis and evaluation. Public interest orientation and responsiveness.	Long answer class test	Lectures combined with classroom debates and case-based discussions.	10	Students understood major policy proces and actors. Policy analysis and applicatic require further strengthening. CO/PSO/P Policy analysis, critical thinking and public-interest orientation.

COMPETENCY BASED LEARNING DESIGN/COMPETENCY BASED POST-TEACHING REFLECTION

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

MPLS MN 2 – Constitutional Government in India Module 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
Union Legislature: Rajya Sabha, Lok Sabha: Organisation, Functions – Lawmaking procedure, Parliamentary procedure, Privileges, Committee system. Speaker.	Understand composition, powers and functioning of Parliament. Analyse legislative procedures and interpret constitutional provisions relating to law-making. Develop respect for democratic institutions and parliamentary accountability. Encourage critical appreciation of representative governance and legislative responsibility.	Short notes and MCQs	Lecture PowerPoint aided teaching	12	Students understood parliamentary structure and procedures. Greater foc on application through parliamentary examples can strengthen learning. **CO/PSO/PO:** Legislative analysis, democratic awareness and critical thinking.
Government in states: Governor, Chief Minister and Council of Ministers: position and functions – State Legislature: composition and functions.	Acquire understanding of structure and functions of state executive and legislature. Compare Union and State institutional frameworks. Develop appreciation of federal governance and constitutional balance. Promote informed understanding of cooperative federalism.	Home assignment and class test	Lecture Statutory reading	10	Students developed understanding of state institutions and their relationshi with the Union. Comparative analysis can be further strengthened. **CO/PSO/PO:** Federal understanding institutional analysis and critical thinking.
Judiciary: Supreme Court and the High Courts: composition and functions – Judicial activism	Understand judicial structure, powers and constitutional position. Analyse landmark judgments and role of judicial activism. Foster commitment to rule of law and	Home assignment and tutorial	Lecture ICT aided teaching	10	Students developed understanding of judiciary and judicial activism. Great emphasis on judicial reasoning can improve analytical skills. **CO/PSO/P**

	constitutional supremacy. Encourage respect for judicial independence and constitutional morality.				Judicial analysis, constitutional awareness and critical thinking.
Constitutional amendment	Understand amendment procedures under the Constitution. Interpret amendment provisions and evaluate constitutional flexibility. Appreciate constitutional continuity and adaptability. Develop reflective understanding of constitutional evolution.	Short notes	Lecture ICT aided teaching	04	Students understood the basic amendment procedure and its significance. Application through selected amendments can strengthen conceptual clarity. **CO/PSO/PO:** Constitutional analysis, critical thinki and application.