

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE
COLLEGE FOR WOMEN, SIRCILLA
Academic year 2022-23
DEPARTMENT ACTIVITIES**

DEPARTMENT OF POLITICAL SCIENCE



Student seminar

Student Seminar on International Relations

DATE: 17-05-2022

Student Name: K. Rachana

Group: BA II year

In the dynamic landscape of global affairs, fostering a deep comprehension of international relations among students is imperative. Student seminars serve as a vital platform for engaging learners in critical discourse and enhancing their understanding of complex global issues. This report elucidates the teaching-learning methods employed in a recent student seminar on international relations, highlighting their effectiveness in facilitating comprehensive learning experiences.

Objectives

1. To analyze the teaching-learning methods utilized in the student seminar.
2. To evaluate the effectiveness of these methods in enhancing students' understanding of international relations.
3. To provide recommendations for future improvements in seminar pedagogy.



Teaching-Learning Methods:

- ❖ **Interactive Lectures:** The seminar commenced with interactive lectures delivered by subject matter experts. These sessions provided a foundational understanding of key concepts and theoretical frameworks in international relations. Through active participation, students were encouraged to critically engage with the material and pose questions, fostering a collaborative learning environment.

❖ **Group Discussions and Debates:** Group discussions and debates served as platforms for students to articulate their perspectives on pertinent global issues. Guided by facilitators, participants deliberated on diverse viewpoints, critically evaluated policy options, and defended their positions through evidence-based arguments. These interactive sessions encouraged students to develop analytical thinking skills and appreciate the complexities of international relations.

❖ **Effectiveness and Impact:**

The adoption of diverse teaching-learning methods facilitated a multifaceted approach to understanding international relations, catering to the diverse learning preferences and cognitive abilities of students. Participants reported heightened engagement, improved critical thinking skills, and a deeper appreciation for the complexities of global affairs. Furthermore, the interactive nature of the seminar fostered peer-to-peer learning and collaboration, enriching the overall learning experience.

ICT CLASS ON INTERNATIONAL RELATIONS

Video Class on International Relations

Date:02-06-2022

Student Name:

Group: BA I,II,III year students

Introduction:

In the digital age, Information and Communication Technology (ICT) has revolutionized education by offering innovative avenues for teaching and learning. This report delves into the teaching-learning methods adopted in an ICT video class focused on international relations, elucidating their efficacy in enhancing students' understanding of global affairs.

Objectives:

1. To examine the teaching-learning methods utilized in the ICT video class on international relations.
2. To assess the effectiveness of these methods in facilitating comprehensive learning experiences.
3. To provide recommendations for optimizing ICT-based pedagogy for international relations education.

Teaching-Learning Methods:

- ❖ **Multimedia Presentations:** The ICT video class leveraged multimedia presentations to deliver course content in a visually engaging format. Through the integration of videos, animations, infographics, and interactive maps, complex concepts and historical events were elucidated, enhancing students' comprehension and retention of key information.

Interactive Simulations and Case Studies:

- ❖ ICT-enabled simulations and case studies offered students the opportunity to apply theoretical knowledge to practical scenarios. Through interactive simulations, such as diplomatic negotiations or crisis management exercises, students honed their
- ❖ decision-making and problem-solving skills while gaining insights into the complexities of international relations.

Effectiveness and Impact:

- ❖ The adoption of ICT-based teaching-learning methods facilitated a dynamic and interactive learning experience, transcending geographical barriers and fostering global collaboration. Students reported increased engagement, enhanced critical thinking skills, and a deeper appreciation for the interconnections of global affairs. The accessibility and flexibility afforded by ICT platforms also accommodated diverse learning styles and preferences, empowering students to actively participate in their learning journey.



FIELD VISIT, GRAMPANCHAYATH THANGALAPALLY

Date: 16-06-2022

Student Name:

Group: BA II, III

Field Trip on Panchayati Raj System

Introduction:

- ❖ Field trips offer invaluable opportunities for students to engage in experiential learning and gain firsthand insights into real-world phenomena. This report examines the teaching-learning methods employed during a field trip focused on the Panchayati Raj system, facilitating an exploration of grassroots governance structures.

Objectives:

- ❖ To analyze the teaching-learning methods utilized during the field trip on the Panchayati Raj system.
- ❖ To evaluate the effectiveness of these methods in enhancing students' understanding of local governance.
- ❖ To provide recommendations for enriching future field trip experiences in the context of Panchayati Raj.

Teaching-Learning Methods:

Site Visits

The field trip encompassed visits to rural areas where Panchayati Raj institutions operate. Students had the opportunity to observe village council meetings, interact with elected representatives, and witness the functioning of local governance firsthand. These site visits provided a tangible understanding of the role and responsibilities of Panchayati Raj institutions in grassroots development.

Interactive Discussions:

Facilitated discussions were conducted during and after site visits to encourage reflection and critical analysis. Students engaged in dialogue with local stakeholders, including Panchayat members, villagers, and government officials, to gain diverse perspectives on the challenges and opportunities inherent in the Panchayati Raj system. Interactive discussions fostered active learning and facilitated the exchange of ideas among participants.

Participatory Activities:

- ❖ Hands-on activities, such as mock Panchayat meetings and community development exercises, were organized to immerse students in the decision-making processes of Panchayati Raj institutions. By assuming roles of Panchayat members, students experienced firsthand the complexities of governance, including consensus-building, prioritization of resources, and community engagement.

Effectiveness and Impact:

- ❖ The utilization of experiential learning methods during the field trip yielded significant benefits in terms of student engagement, comprehension, and appreciation of the Panchayati Raj system.
- ❖ Participants reported a deeper understanding of the functioning of local governance structures and an increased awareness of the socioeconomic realities of rural India.
- ❖ The immersive nature of the field trip facilitated empathy and cultural sensitivity among students, enhancing their capacity for civic engagement and social responsibility.

Collaboration with Local Communities:

Strengthening partnerships with local communities and grassroots organizations can enhance the authenticity and relevance of field trip experiences. Engaging community members as co-educators and involving them in the design and implementation of field trip activities can foster mutual learning and empower local stakeholders.

Ongoing Follow-Up and Engagement: To sustain the impact of the field trip, follow-up activities such as research projects, community service initiatives, and policy advocacy campaigns can be implemented to encourage continued engagement with issues related to Panchayati Raj and rural development.

Conclusion:

The field trip on the Panchayati Raj system exemplifies the transformative potential of experiential learning in fostering a deeper understanding of local governance and grassroots democracy. By integrating site visits, interactive discussions, participatory activities, and reflective practices, educators can provide students with immersive learning experiences that transcend traditional classroom boundaries. Moving

forward, continued innovation and collaboration will be essential in harnessing the power of field trips to cultivate informed and empowered citizens committed to democratic values and social justice.



FIELD VISIT DISTRICT COURT, Rajanna siricilla

Date:27-08-2022

Student Name:

Group:BA,I,II,III

Field Trip to the District Court

Introduction:

Field trips to judicial institutions offer students a unique opportunity to witness the legal system in action and gain insights into the administration of justice. This report examines the teaching-learning methods employed during a field trip to the District Court, facilitating an exploration of legal processes and procedures.

Objectives:

1. To analyze the teaching-learning methods utilized during the field trip to the District Court.
2. To evaluate the effectiveness of these methods in enhancing students' understanding of the judicial system.
3. To provide recommendations for enriching future field trip experiences in the context of legal education.

Teaching-Learning Methods:

Courtroom Observations:

The field trip included observations of courtroom proceedings, allowing students to witness trials, hearings, and legal arguments firsthand. By observing the interactions between judges, lawyers, defendants, and witnesses, students gained insights into courtroom etiquette, trial procedures, and the adversarial nature of litigation.

Case Studies and Legal Debates:

Prior to the field trip, students were introduced to case studies representing diverse legal issues and scenarios. During the visit, facilitated discussions and legal debates were conducted based on these case studies, encouraging students to analyze legal principles, evaluate evidence, and articulate arguments. This interactive approach facilitated critical thinking and application of legal concepts in real-world contexts.

Question-and-Answer Sessions:

Students had the opportunity to engage in question-and-answer sessions with legal professionals, including judges, lawyers, and court staff. These interactions provided

students with firsthand insights into the roles and responsibilities of various stakeholders within the legal system and addressed their queries regarding legal proceedings, career paths in law, and ethical considerations.

Mock Trial Simulations:

To immerse students in the legal process, mock trial simulations were conducted, wherein students assumed roles of attorneys, witnesses, and jurors. These simulations enabled students to apply legal principles, present arguments, and participate in deliberations, thereby enhancing their understanding of courtroom dynamics and trial advocacy skills.

Effectiveness and Impact:

The utilization of experiential learning methods during the field trip to the District Court yielded significant benefits in terms of student engagement, comprehension, and appreciation of the legal system. Participants reported a deeper understanding of legal procedures, principles of justice, and the complexities of legal practice. The immersive nature of the field trip facilitated empathy and critical thinking among students, empowering them to navigate legal issues with confidence and integrity.

Diversification of Legal Topics: Future field trips to the District Court should encompass a diverse range of legal topics, including criminal law, civil law, family law, and constitutional law, to provide students with a comprehensive understanding of the legal system.

Integration of Technological Tools: Leveraging technological tools, such as virtual reality simulations and online case databases, can enhance the authenticity and interactivity of field trip experiences, particularly in contexts where physical access to courts may be limited.

Conclusion:

The field trip to the District Court exemplifies the trans-formative potential of experiential learning in legal education. By integrating courtroom observations, case studies, legal debates, and mock trial simulations, educators can provide students with immersive learning experiences that foster a deeper understanding of the legal system and cultivate essential skills for civic engagement and legal advocacy. Moving forward, continued innovation and collaboration will be essential in harnessing the power of field trips to inspire the next generation of legal professionals committed to justice and the rule of law.



STUDENT SEMINAR

Date:10-11-2022

Student Name:

Group: BA I,II,III

Student Seminars on the Importance of Political Science

Introduction:

Political science, as a discipline, plays a crucial role in shaping our understanding of governance, power dynamics, and societal structures. Student seminars focusing on the importance of political science serve as platforms for fostering critical thinking and civic engagement among learners. This report examines the teaching-learning methods adopted in student seminars on the significance of political science and their impact on student learning.

Objectives:

1. To analyze the teaching-learning methods utilized in student seminars on the importance of political science.
2. To evaluate the effectiveness of these methods in enhancing students' understanding of political concepts and theories.
3. To assess the broader impact of student seminars on fostering civic engagement and critical thinking skills.

Teaching-Learning Methods:

1. Interactive Lectures: The seminars commenced with interactive lectures delivered by faculty members or guest speakers well-versed in political science. These lectures provided students with a foundational understanding of key concepts, theories, and methodologies in political science. Through engaging presentations and open discussions, students were encouraged to critically analyze political phenomena and relate theoretical frameworks to real-world events.

2. Student Presentations:

Students were given the opportunity to conduct research and deliver presentations on topics relevant to political science. These presentations allowed students to delve deeper into specific areas of interest, hone their research and presentation skills, and

share their insights with peers. Peer feedback sessions following the presentations facilitated constructive dialogue and encouraged collaborative learning.

3. Group Discussions and Debates:

Group discussions and debates served as forums for students to explore diverse perspectives on political issues. Guided by facilitators, participants engaged in structured discussions, analyzed case studies, and debated controversial topics.

These interactive sessions encouraged students to develop critical thinking skills, articulate their viewpoints, and engage in respectful discourse with peers holding differing opinions.



Student Poster Presentations on Kautilya's Mandala and Sapthanga Theory

Date : 12-12-2022

Student Name: Gifty, Rachana

Group:BA I,II

Introduction:

Kautilya's Mandala and Sapthanga Theory are foundational concepts in the field of political science, offering insights into ancient Indian political thought and diplomatic strategies. Student poster presentations serve as effective platforms for elucidating these theories and fostering deeper understanding among learners. This report examines the teaching-learning methods employed in student poster presentations on Kautilya's Mandala and Sapthanga Theory and their impact on student comprehension.

Objectives:

1. To analyze the teaching-learning methods utilized in student poster presentations on Kautilya's Mandala and Sapthanga Theory.
2. To evaluate the effectiveness of these methods in enhancing students' understanding of ancient Indian political thought.
3. To assess the broader implications of student poster presentations in promoting critical thinking and scholarly engagement.

Teaching-Learning Methods:

Research and Preparation:

Prior to the poster presentation, students conducted in-depth research on Kautilya's Mandala and Sapthanga Theory, studying primary texts, scholarly articles, and historical interpretations. This research phase enabled students to develop a comprehensive understanding of the theoretical frameworks and their relevance in contemporary political discourse.

Visual Representation:

Students utilized posters as visual aids to present key concepts, diagrams, and illustrations related to Kautilya's Mandala and Sapthanga Theory. Visual representations helped elucidate complex ideas, facilitate comprehension, and engage audience members through dynamic and interactive displays.

Poster presentations were followed by interactive discussions, wherein students elaborated on their research findings, addressed questions from peers and faculty, and engaged in scholarly dialogue. These discussions facilitated deeper exploration of key concepts, encouraged critical thinking, and enriched participants' understanding of Kautilya's Mandala and Sapthanga Theory.

Effectiveness and Impact:

The utilization of student poster presentations as a teaching-learning method proved highly effective in enhancing student engagement, comprehension, and scholarly engagement. Participants reported a deeper understanding of Kautilya's Mandala and Sapthanga Theory, as well as their relevance in contemporary geopolitics. The visual nature of poster presentations facilitated information retention and stimulated intellectual curiosity among learners, fostering a deeper appreciation for ancient Indian political thought.



Online resources Classes on World War I and II

Date:20-04-2023

Group:BA I,II

Introduction:

YouTube has emerged as a powerful educational platform, offering educators and learners access to a vast array of multimedia resources. This report delves into the teaching-learning methods employed in teaching World War I and II through YouTube classes, elucidating their efficacy in engaging students and fostering historical understanding.

Objectives:

1. To analyze the teaching-learning methods utilized in YouTube classes on World War I and II.
2. To evaluate the effectiveness of these methods in enhancing students' comprehension of the historical context, causes, and consequences of the wars.
3. To assess the broader impact of YouTube classes in promoting historical literacy and critical thinking skills among students.

Teaching-Learning Methods:

YouTube classes incorporated documentary films that provide comprehensive overviews of the events, key figures, and socio-political dynamics of World War I and II. These documentaries offer visual narratives enriched with archival footage, interviews, and expert analysis, providing students with immersive learning experiences and stimulating their curiosity.

2. Animated Maps and Graphics:

Animated maps and graphics were utilized to visualize the geographical scope and strategic movements of armies during World War I and II. These visual aids helped students comprehend the complex military campaigns, alliances, and territorial changes that characterized the wars, enhancing their spatial understanding of historical events.



Effectiveness and Impact:

The utilization of YouTube classes for teaching World War I and II proved highly effective in engaging students, fostering historical understanding, and promoting critical thinking skills. Participants reported a deeper appreciation for the complexities of the wars, as well as their relevance to contemporary global affairs. The multimedia nature of YouTube classes, coupled with interactive elements, stimulated intellectual curiosity and empowered students to explore historical narratives independently.

Curated Playlists and Resources:

Educators can curate playlists and compile resources on YouTube to provide students with organized access to a variety of educational content related to World War I and II, catering to different learning preferences and proficiency levels.

Integration of Primary Sources:

Incorporating primary sources, such as archival documents, letters, and photographs, into YouTube classes can enrich students' understanding of historical events and encourage critical analysis of primary evidence.

Conclusion:

YouTube classes offer a dynamic and accessible platform for teaching World War I and II, providing students with multimedia-rich learning experiences that transcend traditional classroom boundaries. By leveraging documentary films, animated maps, expert talks, and interactive Q&A sessions, educators can inspire curiosity, promote historical literacy, and cultivate critical thinking skills among students. Moving forward, continued innovation and collaboration will be essential in harnessing the educational potential of YouTube to illuminate the past and empower future generations of historians and global citizens.

AWARENESS USING ONLINE RESOURCES LECTURE INDIAN POLITICAL PARTIES

Date:25-04-2023

Group: BA I,II,III

Introduction:

The study of Indian political parties is crucial for understanding the dynamics of the world's largest democracy. This report explores the teaching-learning methods employed in educating about Indian political parties, evaluating their effectiveness in enhancing students' comprehension of the political landscape, ideologies, and electoral processes in India.

Objectives:

- To analyze the teaching-learning methods utilized in teaching about Indian political parties.
- To evaluate the effectiveness of these methods in enhancing students' understanding of the ideologies, structures, and functions of political parties in India.
- To assess the broader impact of teaching about Indian political parties in promoting political literacy, critical thinking, and civic engagement among students.

Teaching-Learning Methods:

Lecture-Based Instruction:

Lectures serve as a foundational method for teaching about Indian political parties, providing students with comprehensive overviews of the history, ideologies, and organizational structures of major political parties. Educators use lectures to introduce key concepts, discuss electoral systems, and analyze the role of political parties in Indian democracy, fostering a basic understanding of the subject matter.

Case Studies and Analyses:

Case studies and analyses of specific political parties, electoral campaigns, and coalition politics offer students opportunities for in-depth exploration and critical inquiry. By examining case studies, students gain insights into the strategies, alliances, and challenges faced by political parties in India, honing their analytical skills and contextual understanding of real-world political dynamics.

learning experiences that appeal to diverse learning styles. Additionally, debates on key political issues, party manifestos, and policy proposals encourage students to articulate their viewpoints, engage in respectful discourse, and critically evaluate competing ideologies and policy options.

Effectiveness and Impact:

The utilization of diverse teaching-learning methods in teaching about Indian political parties has proven highly effective in engaging students, fostering critical thinking, and promoting political literacy and civic engagement. Participants report increased awareness of the complexities of Indian democracy, appreciation for the role of political parties in shaping public policy, and a deeper understanding of the rights and responsibilities of citizens in a democratic society.

Promotion of Active Citizenship:

Encouraging students to actively engage with political processes, such as voter registration drives, community service projects, or participation in student government, can foster a sense of civic responsibility and empower students to become informed and engaged citizens.

Conclusion:

Teaching about Indian political parties is essential for fostering political literacy, critical thinking, and civic engagement among students. By employing diverse teaching-learning methods such as lecture-based instruction, case studies, role-playing, multimedia presentations, and field visits, educators can provide students with rich and immersive learning experiences that deepen their understanding of India's political landscape. Moving forward, continued innovation, inclusive, and emphasis on the importance of active citizenship will be essential in preparing the next generation to participate effectively in democratic governance and contribute to the advancement of society.



STUDENT PROJECT WORK

DR.B.R AMBEDKAR ON SOCIAL JUSTICE

["https://ttwrdds.ac.in/Siricilla/pdf/1234976695Project%20works%20%202022-23.pdf"](https://ttwrdds.ac.in/Siricilla/pdf/1234976695Project%20works%20%202022-23.pdf)

FIELD VISIT MUNICIPAL CORPORATION ,SIRICILLA

FIELD VISIT TO MUNICIPAL OFFICE, RAJANNA SIRICILLA .

Date: 05-05--2023

Student Name:

Group: BA I,II

Introduction:

Field trips to municipal offices offer students invaluable opportunities to gain firsthand insights into local governance structures and processes. This report examines the teaching-learning methods employed during field trips to municipal offices, elucidating their effectiveness in enhancing students' understanding of municipal administration, civic responsibilities, and community engagement.

Objectives:

1. To analyze the teaching-learning methods utilized in field trips to municipal offices.
2. To evaluate the effectiveness of these methods in enhancing students' comprehension of local governance structures and processes.
3. To assess the broader impact of field trips to municipal offices in promoting civic education, community participation, and active citizenship among students.

Teaching-Learning Methods:

Guided Tours:

Field trips typically commence with guided tours of municipal offices, wherein students are introduced to various departments, facilities, and administrative functions. Educators and municipal staff provide explanations and demonstrations of key processes, such as citizen services, urban planning, waste management, and revenue collection, allowing students to observe firsthand the day-to-day operations of local government.

Community Engagement Activities:

Field trips often include community engagement activities such as neighborhood surveys, environmental clean-up drives, or public awareness campaigns. These activities allow students to interact with local residents, community leaders, and grassroots organizations, gaining insights into community needs, aspirations, and collective action initiatives. Community engagement activities promote empathy,

social responsibility, and civic pride among students, fostering a sense of belonging and connection to their local community.

Effectiveness and Impact:

The utilization of diverse teaching-learning methods in field trips to municipal offices has proven highly effective in enhancing students' understanding of local governance and fostering civic education. Participants report increased awareness of municipal functions, appreciation for the complexities of urban management, and a sense of empowerment to actively participate in local decision-making processes. Moreover, field trips to municipal offices inspire students to become informed and engaged citizens, committed to contributing positively to their communities and advocating for inclusive and sustainable development.

Conclusion:

Field trips to municipal offices offer students immersive learning experiences that deepen their understanding of local governance, civic responsibilities, and community engagement. By integrating guided tours, interactive workshops, mock council meetings, and community engagement activities, educators can inspire students to become active participants in democratic governance and agents of positive change in their communities. Moving forward, continued innovation, collaboration, and commitment to civic education will be essential in nurturing informed and empowered citizens who contribute to the advancement of local and global well-being.



FIELD VISIT COLLECTORATE ,RAJANNA SIIRICILLA

District Collectorate,rajanna siricilla

Date:10-05-2023

Student:

Group: BA I,II

Introduction:

A field trip to the District Collectorate was organized as part of our educational program to provide students with practical insights into the functioning of local governance and administrative systems. The objective was to facilitate experiential learning and to bridge the gap between theoretical knowledge and real-world application.

Introduction to the District Collectorate:

Upon arrival, students were given a brief orientation about the role and functions of the District Collectorate. This session aimed to provide a foundational understanding of the administrative setup at the district level.

Interactive Sessions:

Interactive sessions were conducted by officials from various departments within the Collectorate. Students had the opportunity to engage in discussions about the functioning of different departments such as revenue, land records, public works, and social welfare. These sessions were instrumental in clarifying doubts and broadening students' understanding of administrative processes.

Observational Learning:

Students were taken on a guided tour of the Collectorate premises. They observed firsthand the day-to-day operations of various departments, including document processing, public inquiries, and administrative meetings. This observational learning experience provided valuable insights into the practical aspects of governance.

Role-playing Exercises:

To enhance engagement and comprehension, role-playing exercises were conducted. Students were divided into groups and assigned hypothetical scenarios mimicking real-life administrative challenges. This hands-on activity encouraged critical thinking and problem-solving skills.

Practical Understanding:

The field trip facilitated a deeper understanding of the roles and responsibilities of various administrative bodies within the District Collectorate.

Application of Theoretical Knowledge: Students were able to relate theoretical concepts learned in the classroom to real-world scenarios, thereby reinforcing their learning.

Enhanced Engagement:

The interactive nature of the sessions, coupled with experiential learning activities, resulted in heightened engagement and enthusiasm among students.

Skill Development: Through role-playing exercises and observational learning, students honed their analytical, communication, and problem-solving skills.

Career Exploration: Exposure to the functioning of the District Collectorate sparked interest among students in pursuing careers in public administration and civil services.

Conclusion:

The field trip to the District Collectorate was a resounding success, serving as a catalyst for holistic learning and skill development. It underscored the importance of experiential learning in supplementing traditional classroom education and preparing students for active citizenship and future career paths in public service.

Overall, the field trip was a valuable educational endeavor, enriching the learning experience and fostering a deeper appreciation for the dynamics of local governance and administration.



TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE

COLLEGE FOR WOMEN, SIRCILLA

Academic year 2021-2022

DEPARTMENT ACTIVITIES



(Affiliated to Satavahana University)

DEPARTMENT OF POLITICAL SCIENCE

FIELD VISIT PANCHAYATI RAJ SYSTEM, THANGALAPALLY

Date: 28-04-2022

Student Name:

Group: BA I, II, III

Field Trip on Panchayati Raj System

Introduction:

- ❖ Field trips offer invaluable opportunities for students to engage in experiential learning and gain firsthand insights into real-world phenomena. This report examines the teaching-learning methods employed during a field trip focused on the Panchayati Raj system, facilitating an exploration of grassroots governance structures.

Objectives:

- ❖ To analyze the teaching-learning methods utilized during the field trip on the Panchayati Raj system.
- ❖ To evaluate the effectiveness of these methods in enhancing students' understanding of local governance.
- ❖ To provide recommendations for enriching future field trip experiences in the context of Panchayati Raj.

Teaching-Learning Methods:

Site Visits

The field trip encompassed visits to rural areas where Panchayati Raj institutions operate. Students had the opportunity to observe village council meetings, interact with elected representatives, and witness the functioning of local governance firsthand. These site visits provided a tangible understanding of the role and responsibilities of Panchayati Raj institutions in grassroots development.

Interactive Discussions:

Facilitated discussions were conducted during and after site visits to encourage reflection and critical analysis. Students engaged in dialogue with local stakeholders, including Panchayat members, villagers, and government officials, to gain diverse perspectives on the challenges and opportunities inherent in the Panchayati Raj system. Interactive discussions fostered active learning and facilitated the exchange of ideas among participants.

Participatory Activities:

- ❖ Hands-on activities, such as mock Panchayat meetings and community development exercises, were organized to immerse students in the decision-making processes of Panchayati Raj institutions. By assuming roles of Panchayat members, students experienced firsthand the complexities of governance, including consensus-building, prioritization of resources, and community engagement.

Effectiveness and Impact:

- ❖ The utilization of experiential learning methods during the field trip yielded significant benefits in terms of student engagement, comprehension, and appreciation of the Panchayati Raj system.
- ❖ Participants reported a deeper understanding of the functioning of local governance structures and an increased awareness of the socioeconomic realities of rural India.
- ❖ The immersive nature of the field trip facilitated empathy and cultural sensitivity among students, enhancing their capacity for civic engagement and social responsibility.

Collaboration with Local Communities:

Strengthening partnerships with local communities and grassroots organizations can enhance the authenticity and relevance of field trip experiences. Engaging community members as co-educators and involving them in the design and implementation of field trip activities can foster mutual learning and empower local stakeholders.

Ongoing Follow-Up and Engagement: To sustain the impact of the field trip, follow-up activities such as research projects, community service initiatives, and policy advocacy campaigns can be implemented to encourage continued engagement with issues related to Panchayati Raj and rural development.

Conclusion:

The field trip on the Panchayati Raj system exemplifies the transformative potential of experiential learning in fostering a deeper understanding of local governance and grassroots democracy. By integrating site visits, interactive discussions, participatory activities, and reflective practices, educators can provide students with immersive learning experiences that transcend traditional classroom boundaries. Moving

forward, continued innovation and collaboration will be essential in harnessing the power of field trips to cultivate informed and empowered citizens committed to democratic values and social justice.



STUDENT PROJECT WORK

PANCHAYATI RAJ SYSTEM

["https://ttwrds.ac.in/Siricilla/pdf/1678778773project%20work%202021-22%20\(1\).pdf"](https://ttwrds.ac.in/Siricilla/pdf/1678778773project%20work%202021-22%20(1).pdf)

TEACHING INDIAN CONSTITUTION THROUGH ONLINE RESOURCE

Non-Aligned Movement through Online Class

Date: 1-04-2022

Student Name:

Group: BA II,III

Introduction:

The Non-Aligned Movement (NAM) has been a significant aspect of global politics, representing the aspirations of numerous nations to maintain sovereignty and independence amidst Cold War tensions. Teaching about the NAM in traditional classroom settings can sometimes prove challenging due to the complex historical, political, and ideological dimensions involved. However, leveraging online resources and innovative teaching methods can provide students with a comprehensive understanding of the NAM's significance and evolution.

Online Resources:

Multimedia Presentations: Utilizing platforms like PowerPoint or Google Slides, educators can create visually engaging presentations that highlight key aspects of the NAM, including its origins, principles, member countries, and contributions to global diplomacy. Incorporating images, maps, and videos can help students grasp the geopolitical context and evolution of the movement.

Interactive Websites:

Interactive websites dedicated to global politics and history offer students the opportunity to explore the NAM through multimedia content, interactive timelines, and educational games. Websites such as the United Nations' NAM portal or academic platforms like Khan Academy provide curated resources and interactive modules that cater to diverse learning styles.

Teaching-Learning Methods:

Synchronous Online Lectures: Conducting live lectures via video conferencing platforms allows educators to present complex topics, facilitate discussions, and address student queries in real-time. Integrating multimedia elements and interactive polls during synchronous sessions enhances student engagement and encourages active participation.

Conclusion:

Incorporating online teaching-learning methods enhances students' understanding of the Non-Aligned Movement by providing access to diverse multimedia resources, promoting active engagement, and fostering critical thinking skills. By leveraging interactive platforms, virtual simulations, and collaborative exercises, educators can create dynamic learning environments that empower students to explore the complexities of global politics and diplomacy in the digital age.



WOMEN ROLE IN POLITICS THROUGH ONLINE RESOURCE

Date:23-03-2022

Student :

Group:BA I

Women's Role in Politics through ICT Class

Introduction

Integrating Information and Communication Technology (ICT) into teaching about women's roles in politics can enhance engagement, understanding, and accessibility of the content. This report outlines an effective teaching-learning method using ICT to educate students on this subject.

Objectives

- To increase awareness and understanding of women's roles and contributions in politics.
- To utilize ICT tools to facilitate interactive and engaging learning experiences.
- To develop critical thinking and analytical skills regarding gender and political participation.

Methodology

- Instructional Strategies
- Blended Learning: Combine online digital media with traditional face-to-face classroom methods. Use online forums for discussions, while interactive lectures can be conducted in-person or via video conferencing tools like Zoom.
- Flipped Classroom: Assign readings, video lectures, or podcasts as homework, allowing classroom time to be used for discussions, group work, and projects.

Conclusion:

Adopting ICT in teaching about women's roles in politics can significantly enhance the learning experience. It provides dynamic and interactive methods to engage students, fosters collaboration, and helps in developing a deeper understanding of

the subject. Implementing this approach requires thoughtful planning, adequate resources, and continuous evaluation to address challenges and optimize the learning process.



World Population Day Poster Presentation

World Population Day Poster Presentation through ICT Class
Date:11-07-2021
Group;BA

Introduction

Integrating Information and Communication Technology (ICT) into educational activities like poster presentations for World Population Day can significantly enhance students' learning experience. This report outlines an effective teaching-learning method using ICT to conduct a poster presentation on this theme.

Objectives

- To raise awareness about global population issues through creative expression.
- To utilize ICT tools to enhance the presentation and dissemination of information.
- To develop students' research, design, and presentation skills.

Methodology

Initial Assessment and Setup

Needs Analysis: Conduct a survey to understand students' familiarity with ICT tools and their prior knowledge about World Population Day.

ICT Infrastructure Ensure all students have access to necessary ICT tools such as computers, internet, graphic design software, and presentation platforms.

Flipped Classroom:

Assign readings, videos, and research tasks as homework to prepare students for in-class activities focused on creating and presenting posters.

Interactive and Collaborative Activities

Poster Design:

Encourage students to use design software to create visually appealing posters. Provide guidelines and rubrics to ensure the posters are informative and engaging.

Conclusion

Adopting ICT in teaching and learning for activities like World Population Day poster presentations can significantly enhance the educational experience. It fosters creativity, collaboration, and engagement while developing important digital skills. Implementing this approach requires careful planning, adequate

resources, and continuous evaluation to address challenges and optimize the learning process.



WORLD
POPULATION DAY

Poster presentation and e-quiz competitions are conducting on 11-07-2021

Conducting by: political science department

The image features a central illustration of a globe with a group of diverse children standing on top of it. Above the globe, the text 'WORLD POPULATION DAY' is displayed in a stylized font, with the word 'WORLD' in large blue letters and 'POPULATION DAY' in smaller red letters. To the left of the globe, there is a small icon of a globe and a magnifying glass. The background is light green with decorative elements like a DNA helix and green circles.

**TELANGANA TRIBAL WELFARE RESIDENTIAL DEGREE
COLLEGE FOR WOMEN, SIRCILLA
Academic year 2020-2021
DEPARTMENT ACTIVITIES**



(Affiliated to Satavahana University)

DEPARTMENT OF POLITICAL SCIENCE

STUDENT PROJECT

INDIAN POLITICAL THOUGHT THINKERS

<https://ttwrdds.ac.in/Siricilla/pdf/450806818project%20work%202020-21.pdf>

WEBINAR

Topic: Important of indian constitution

Date: 18-01-2021

Group: BA I, II, III

Political science helps us understand the world around us. By studying political systems, institutions, and policies, we gain insight into how power operates and how decisions are made that affect our daily lives.

Introduction

Integrating Information and Communication Technology (ICT) through webinars can provide a dynamic and engaging platform for teaching about the importance of the Indian Constitution. This report outlines an effective teaching-learning method using a webinar format to educate students on this vital topic.

Objectives

- To enhance students' understanding of the Indian Constitution and its significance.

- To utilize ICT tools to facilitate an interactive and engaging learning experience.
- To develop students' critical thinking and analytical skills regarding constitutional principles.

Methodology

- Initial Assessment and Setup
- Conduct a survey to understand students' existing knowledge of the Indian Constitution and their comfort level with webinar tools.
- ICT Infrastructure: Ensure that all students have access to necessary ICT tools such as computers, internet, and webinar platforms (e.g., Zoom, Microsoft Teams).

Course Design

- Content Development: Prepare comprehensive materials, including lecture notes, videos, articles, and case studies about the Indian Constitution, its history, key features, and contemporary relevance.
- Webinar Platform: Choose a reliable webinar platform that supports interactive features like Q&A, polls, and breakout rooms.

Interactive Lectures: Use multimedia presentations to deliver lectures on the Indian Constitution. Incorporate videos, infographics, and historical documents to make the content more engaging.

Guest Speakers:

Invite constitutional experts, legal scholars, or practitioners to share their insights and experiences. This adds real-world perspectives to the theoretical content.

TTWRDC (W) Rajanna Siricilla

WEBINAR

Important of Indian Constitution



18-01-2021

12:00 pm



Guest Speaker

Dr. Gaddam Krishna

M.A.,M.Phil,Ph.D

Asst Professor in Political Science

Kakatiya University

Webinar Convenor

Mrs.K.Rajani

Principal(FAC)



Meeting ID: 8337501607

Passcode: 1DKCc

Webinar Organizers

M.Sandhya Rani

T.Pavani

Dept of Political Science

Discussion Forums:

Create online forums or discussion boards where students can continue conversations and ask questions outside the webinar sessions.

Presentation and Dissemination

Webinar Recording:Record the webinar sessions and make them available online for students to review. This ensures that those who could not attend live can still benefit from the content.

Benefits of ICT Integration

Flexibility: Webinars provide flexibility, allowing students to join from different locations and review recorded sessions at their convenience.

Expert Access: Webinars can bring in experts from various fields without geographical constraints.

Skill Development: Students develop valuable digital communication and collaboration skills.

Conclusion

Adopting ICT in teaching about the Indian Constitution through webinars can significantly enhance the educational experience. It offers an engaging, flexible, and interactive platform for learning. Implementing this approach requires thoughtful planning, adequate resources, and continuous evaluation to address challenges and optimize the learning process.

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SEMINAR

Date:15-03-2020

Student Name: Ajmeera. Kalpana

Group: BA I

Topic: Nationalism

Introduction

Nationalism is an ideology that emphasizes loyalty, devotion, or allegiance to a nation or nation-state and holds that such obligations outweigh other individual or group interests.

Integrating Information and Communication Technology (ICT) into teaching student seminars on nationalism can enhance engagement, deepen understanding, and foster critical thinking. This report outlines an effective teaching-learning method using ICT to facilitate seminars on nationalism.

Objectives

- To provide a comprehensive understanding of the concept of nationalism and its historical and contemporary significance.
- To utilize ICT tools to facilitate interactive and engaging seminars.
- To develop students' research, presentation, and analytical skills.

Methodology

Instructional Strategies

Flipped Classroom

Assign readings, videos, and research tasks as homework, allowing in-class time to focus on discussions and presentations.

Seminar Presentations: Have students prepare and deliver seminars on selected topics related to nationalism. Provide guidelines and rubrics to ensure quality and depth.

Presentation and Dissemination

Virtual Seminar Days: Use video conferencing tools like Zoom or Microsoft Teams to host virtual seminar sessions. Each student or group presents their research and engages in Q&A sessions.

Collaboration:ICT facilitates easy communication and collaboration among students and between students and instructors.

Skill Development:Students develop valuable skills in research, presentation, and digital communication.

Conclusion

teaching student seminars on nationalism can significantly enhance the educational experience. It fosters engagement, collaboration, and critical thinking while developing important digital skills. Implementing this approach requires thoughtful planning, adequate resources, and continuous evaluation to address challenges and optimize the learning process.



ICT

Topic: UNO (United Nations Organization)

Date: 16-02-2020

Student:

Group: BA II, III

Introduction

The full form of UNO is the United Nations Organisation, and it serves as a discussion forum to debate issues concerning all of humanity

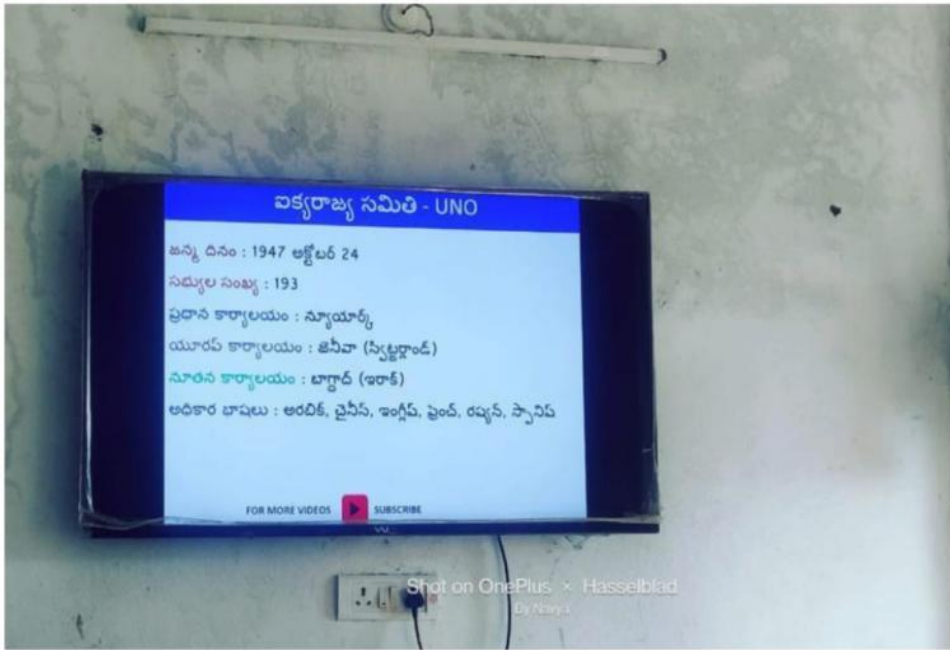
Integrating Information and Communication Technology (ICT) into teaching about women's roles in politics can enhance engagement, understanding, and accessibility of the content. This report outlines an effective teaching-learning method using ICT to educate students on this subject.

Objectives

- To increase awareness and understanding of women's roles and contributions in politics.
- To utilize ICT tools to facilitate interactive and engaging learning experiences.
- To develop critical thinking and analytical skills regarding gender and political participation.
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Methodology

- Instructional Strategies
- Blended Learning: Combine online digital media with traditional face-to-face classroom methods. Use online forums for discussions, while interactive lectures can be conducted in-person or via video conferencing tools like Zoom.
- Flipped Classroom: Assign readings, video lectures, or podcasts as homework, allowing classroom time to be used for discussions, group work, and projects.



Conclusion:

Adopting ICT in teaching about women's roles in politics can significantly enhance the learning experience. It provides dynamic and interactive methods to engage students, fosters collaboration, and helps in developing a deeper understanding of the subject. Implementing this approach requires thoughtful planning, adequate resources, and continuous evaluation to address challenges and optimize the learning process.

STUDENT PROJECT WORK

“Powers and functions prime minister of India”

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[https://ttwrdds.ac.in/Siricilla/pdf/1369853691project%20work%202019-20%20\(1\).pdf](https://ttwrdds.ac.in/Siricilla/pdf/1369853691project%20work%202019-20%20(1).pdf) “.

STUDENT SEMINAR

Topic: Debates on political theory
Date:3-1-2020
Student Name: B.Srilatha
Group:BA II

Nationalism is an ideology that emphasizes loyalty, devotion, or allegiance to a nation or nation-state and holds that such obligations outweigh other individual or group interests.

Objectives

- To provide students with a comprehensive understanding of key debates in political theory.
- To utilize ICT tools to facilitate interactive and engaging seminars.
- To develop students' research, debate, and presentation skills.

Methodology

- Conduct a survey to gauge students' prior knowledge of political theory and their proficiency with ICT tools.
- ICT Infrastructure: Ensure all students have access to necessary ICT tools such as computers, internet, presentation software, and collaborative platforms.

Content Development:

Prepare digital resources including scholarly articles, videos, and lectures on various debates in political theory, such as liberalism vs democracy vs. authoritarianism, and justice theories.

Blended Learning:

Combine online learning with face-to-face sessions. Online modules can include video lectures and readings on key political theory debates.

Flipped Classroom:

Assign readings, videos, and research tasks as homework to prepare students for in-class discussions and debates.

Guide students to research different debates in political theory, using online databases and academic resources for comprehensive information.

Presentation and Dissemination

- Interactive tools and multimedia content make learning more engaging and dynamic.
- Collaboration: ICT facilitates easy communication and collaboration among students and between students and instructors.
- Skill Development: Students develop valuable skills in research, debate, and digital communication.

Conclusion:

Adopting ICT in teaching student seminars on debates in political theory can significantly enhance the educational experience. It fosters engagement, collaboration, and critical thinking while developing important digital skills.

Implementing this approach requires thoughtful planning, adequate resources, and continuous evaluation to address challenges and optimize the learning process.



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DEPARTMENT OF POLITICAL SCIENCE

STUDENT SENINAR

Topic: International Relations

Date: 15-12-2019

Student Name: M.Mounika

Group:BA II,III

Introduction

The student seminar on International Relations (IR) was designed to provide a comprehensive understanding of global political dynamics and the interplay between nations. The teaching-learning methods adopted aimed to actively engage students, promote critical thinking, and foster a collaborative learning environment.

Objectives

1. To introduce students to fundamental theories and concepts in International Relations.
2. To analyze contemporary international issues and their historical contexts.
3. To encourage interactive and participatory learning through discussions and collaborative activities.

Teaching Methods Adopted

Lecture Method

- The seminar began with structured lectures to lay the groundwork for understanding key IR theories and concepts. Key topics covered included:
- **Overview of IR theories:** Realism, Liberalism, Constructionist, Marxism, and Feminism.
- **Key concepts:** Sovereignty, Power, Security, Diplomacy, and Globalization.
- Historical milestones in international relations, such as the Treaty of Westphalia, World Wars, Cold War, and post-Cold War era.

- Case studies were used to apply theoretical knowledge to real-world scenarios. This method included:
- Analysis of historical events, such as the Cuban Missile Crisis, the Vietnam War, and the Arab Spring.
- Examination of current issues, such as the US-China trade war, Brexit, and climate change diplomacy.
- Discussions on the role of international organizations like the United Nations, NATO, and the World Trade Organization.

Group Discussions and Debates

- Interactive discussions and debates encouraged students to articulate their views and critically engage with differing perspectives. Key activities included:
- Debates on the effectiveness of international sanctions, humanitarian interventions, and nuclear non-proliferation treaties.
- Group discussions on the implications of emerging powers, such as India and China, on global politics.
- - Round-table discussions on contemporary issues like cyber warfare, international terrorism, and refugee crises.

Role-Playing and Simulations

- Role-playing and simulations provided experiential learning opportunities. Activities included:
- Model United Nations (MUN): Students simulated UN sessions, representing different countries and negotiating resolutions on global issues.
- Diplomatic simulations: Students acted as diplomats negotiating bilateral or multilateral agreements, such as trade deals or peace treaties.
- Crisis simulations: Real-time simulations of international crises where students had to respond to evolving situations and make strategic decisions.

Q&A Sessions

- Open question-and-answer sessions allowed students to seek clarification and delve deeper into specific topics. This facilitated:
- Personalized learning experiences.
- Addressing diverse perspectives and queries.

- Encouraging evidence-based arguments and critical thinking.

The seminar concluded with an assessment to gauge the students' understanding and learning outcomes.

Quizzes: Short quizzes covering key concepts, theories, and contemporary issues.

Group Presentations: Students presented their case studies and simulation outcomes, demonstrating their grasp of IR theories and practical applications.

Conclusion

The student seminar on International Relations successfully employed a variety of teaching-learning methods to create an engaging and enriching educational experience. By combining lectures, visual aids, case studies, group discussions, role-playing, and assessments, students gained a comprehensive understanding of global political dynamics and the theoretical frameworks that underpin them. The feedback indicated a high level of student satisfaction and an enhanced appreciation for the complexity and importance of International Relations.



SEMINAR

Topic: Government organs ,functions

Date:10-07-2019

Student Name: H.prathyusha

Group: BA I

Introduction

Legislature, executive and judiciary are the three organs of government.

Together, they perform the functions of the government, maintain law and order and look after the welfare of the people.

The seminar on government functions aimed to provide participants with a comprehensive understanding of the roles and responsibilities of government in various sectors. The teaching-learning methods adopted were designed to foster interactive learning, critical thinking, and practical application of knowledge.

Objectives

1. To introduce participants to the basic functions and structures of government.
2. To analyze the roles of different branches and levels of government.
3. To encourage interactive and collaborative learning through various activities and discussions.

Teaching Methods Adopted

Lecture Method

- The seminar began with structured lectures to establish foundational knowledge. Key topics covered included:
- Overview of government functions: Legislative, Executive, and Judicial branches.
- Roles and responsibilities at different levels of government: federal, state, and local.

PowerPoint Presentations

- Visual aids were utilized to enhance understanding and retention. Presentations included:
- Organizational charts of government structures.
- Diagrams illustrating the separation of powers and checks and balances.
- Graphs and data showcasing government spending, policy outcomes, and public services.



Group Discussions and Debates

- Interactive group discussions and debates encouraged critical thinking and engagement. Activities included:
- Debates on the efficiency and effectiveness of different government policies.

- Group discussions on the roles of various government agencies and their impact on public welfare.
- Round-table discussions on contemporary issues such as climate change policy, social justice, and economic regulation.

The seminar concluded with an assessment to gauge the participants' understanding and learning outcomes. Methods included:

Conclusion

The seminar on government functions successfully employed a variety of teaching-learning methods to create an engaging and enriching educational experience. By combining lectures, visual aids, case studies, group discussions, role-playing, and assessments, participants gained a comprehensive understanding of the roles and responsibilities of government. The feedback indicated a high level of participant satisfaction and an enhanced appreciation for the complexity and importance of effective government functions.