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SL no	Strengths	Weakness
1	1 I have studied Public Administration and Local Government in my MA; therefore, Public Administration and Local Government has been one of my favorite areas of research. Early Indian Constitution is also one my favorite areas, therefore I can disseminate my knowledge on these two areas to my students with lot of interests.	The students admitted in the Political Science(H) are coming from a very poor financial background, almost 90% of the students are considered as BPL background. They do not purchase English books of high quality; they were mainly depended on Bengali question answer books. Thus, it is problematic for me to follow all those research oriented books.
2	I am a good innovator, I used to deliver innovative ideas to my students so that they can optimize their ideas and get exposure to many other things.	The students of this rural college are mainly dependent on class notes, they do not prefer to listen lectures, thus it is very difficult to perform both lecture based class as well as supply of notes etc in a single semester as instructed in the CBCS/NEP regulations.
3	I always maintained a good relationship with all the students of my class; therefore, it is easier for me to understand the problems of the students and can address it immediately.	
4	I am good at ICT enabled Class teaching	
	Opportunities	Constraints/Challenges/Threats
1	Classes taken through smart boards, Projectors etc	In our college we do not have PG programmes, thus I am unable to do any research as guide.
2	Every teacher has access to NLIST Journals, being a member of that, I can download quality articles and can provide my students.	. Due to absence of government jobs, dropout cases are getting high day by day, therefore an alternative way out must be enacted by which we can motivate them to study History.

Teaching Learning Evaluation Report

CBCS curriculum (Including Practical) you have delivered in 2022-23 (Semester wise)

SL No	Semester	Paper no/CBCS Hons	Paper no/ CBCS General
1	1st semester	CC-2: Constitutional Government and Democracy in India. Module. 1The Constituent Assembly and the constitution: 1.1 Philosophy of the constitution, the Preamble, and features of the constitution. 1.2 Fundamental Rights and Directive Principles. Module. Organs of Government: 1.3 The Legislature: parliament. 1.4 The Executive: President and Prime Minister. 1.5 The Judiciary: Supreme Court. GE:1 Nationalism in India: 4. Partition and Independence: Communalism in Indian Politics , The Two-Nation Theory, Negotiations over Partition.	Core-1 (DSC-1A), Introduction to political theory: 2. Concepts: Democracy, Liberty, Equality, Justice, Rights, Gender, Citizenship, Civil Society and State.
2	2nd Semester	CC-3: Political theory-concept and debate. Module- I The universality of Rights 1.1: Natural Rights. 1.2 Moral and Legal Rights. 1.3 Three Generation s of Rights. 1.4 Rights and obligation important issues: Rights of the girl child. CC-4: Political Process in India: 1.1 Political Parties and Party System: Trends in n the Party System; From the Congress System to Multi-Party Coalitions. Module. Religion and Politics. 1.2 Debates on Secularism; Minority and Majority Communalism. 1.3 Caste and Politics: Caste in Politics and Politicization of caste. GE-2T: Contemporary Political Economy: 1. Approaches to Political	DSC-1B (CC- 2) : Indian Government and politics: 2. Indian constitution: basic features, debates on fundamental rights and direct principles. 5. Religion and Politics: debates on Secularism and Communalism. 6. Parties and Party system in India.

		Economy: Classical Liberalism, Marxism, Welfarism, Neo-Liberalism and Gandhian approach	
3	3rd Semester	CC-6: Perspectives on Public Administration: module. 1. Public Administration as a discipline: 1.1 Meaning and Dimensions and SIGNIFICANS of the discipline. 1.2. Public and Private Administration. 2. Theoretical Perspectives: 1.3. Classical Theories 1.4. Scientific Management (F.W. Taylor) 3. Administrative Management: (Gullick, Urwick and Fayol). 4. Ideal-type bureaucracy (Max Weber) Neo-Classical theories. 5. Human relations theory (Elton Mayo) 6.Ratoonal decision –making (Herbert Simon). 7. Contemporary Theories 8. Ecological approach (Fred Riggs) 8. Innovation and Entrepreneurship (Peter Drucker) SEC-1: public Opinion and Survey Research module. 1. Measuring Public Opinion with Surveys: Representation and Sampling. 1.1 What is Sampling? Why do we need to Sample? Sample Design. 1.2. Sampling Error and non –response. 1.3. Types of Sampling. Non random sampling (quota, purposive and snowball sampling).random sampling : sample and stratified Survey Research: 1.4 Interviewing: Interview techniques pitfalls, different types of and forms of interview. 1.5. Questionnaire: Questions working. Fairness and clarity. GE-3:Gandhi and the Contemporary World: 2. Gandhian Thought: Theory of Action . Theory of Satyagraha, Satyagraha in Action; Peasant Satyagraha: Kheda and the Idea of Trusteeship. 4. Gandhi and the idea of Political; Swaraj, Swadeshi.	DSC- SEC: Legislative support: 1 Member of parliament state legislative assembly functionaries and rural and urban local self government form Zilla Parishad municipal corporation to Panchayat and ward.

4	4 4th Semester	CC-8: Public Policy and Administration in India: Module. 1. Public Policy: 1.1 Definition, Characteristics and models. 1.2. Public Policy Process in India. Module. 2. Decentralization: 1.3. Meaning. Significance and approaches and types 1.4. Local self Governance: Rural and Urban. Module 3. Budget: 1.5. Concept and significance of Budget. 1.6. Budget Cycle in India. 1.7. Various approaches and types of Budgeting. 4. Module. 1,8 Citizen and administration interface public service delivery redressal of public grievances: RTI, Lokpal, citizen charter and E-governance. CC-10: Global politics proliferations of nuclear weapons international terrorism non state Actors and state terrorism post 9/ 11 development. SEC-2: 1. Legislature practices and procedures power and functions of people representative at different tires of governance 1,1 Member of parliament state legislative assembly functionaries and rural and urban local self government form Zilla Parishad municipal corporation to Panchayat and ward. GE-4: United Nations and Global conflicts. Module. 1.1. The United Nations and historical overview of the United Nations. 1.2. Principles and objectives. 1.3. Structures and function General Assembly; Security Council and Economic and Social Council; The International Court of Justice.	DSC-SEC: public Opinion and Survey Research module. 1. Measuring Public Opinion with Surveys: Representation and Sampling. 1.1 What is Sampling? Why do we need to Sample? Sample Design. 1.2. Sampling Error and non –response. 1.3. Types of Sampling. Non random sampling (quota, purposive and snowball sampling).rrandom sampling : sample and stratified Survey Research: 1.4 Interviewing: Interview techniques pitfalls, different types of and forms of interview. 1.5. Questionnaire: Questions working. Fairness and clarity

| 5 | 5th Semester | CC-11: 1. Classical political philosophy: Lock laws of nature, natural rights, property, presentations themes: natural rights, Rights to decent, justification of property.
CC-12: 1. Indian political thought 1.1. Barani ideal Polity. 1.2. Abul Fazal monarchy.

DSE- 1: 1 Development process and social movement in contemporary India. Module. Social movements: 1.1. Tribal, Peasant, 1.2. Dalit and women's movements. 1.3. Maoist challenge. 1.4 Civil rights movements.

DSE- 2: 1. United Nations and Global conflicts. Module. 1.1. The United Nations and historical overview of the United Nations. 1.2. Principles and objectives. 1.3.Structures and function General Assembly; Security | DSE-SEC: Democratic awareness with legal literacy: Unit-1 1.1. Outline of the legal system in India 1.2. System of courts/ tribunals and their jurisdiction in India 1.3. Criminal and civil courts writ jurisdiction specialized courts such as juvenile courts, Mahila courts and tribunals. 1.4 role of the police and executive in criminal law administration. 1.5. Alternative dispute mechanism such as lok Adalat, non formal mechanism. Unit-2: 1.1. Brief understanding of the laws applicable in India. 1.2. Constitution- fundamental rights, fundamental duties, other constitutional rights and their manner of enforcement with emphasis on public interest litigation and the explanation of certain rights under article 21 of the constitution |
| 6 | 6th Semester | CC-13: 1. Modern Political Philosophy: Module, 1.1Liberal socialist: Jhon Stuart Mill presentation themes: Liberty, suffrage and subjection of women, Rights of Minorities, Utility principles.

CC -14: Indian political thought 1.1. Vivekananda Ideal Society. 1.2. Gandhi Swaraj 1.3. Nehru secularism. | DSE1BT: Administration and public policy concept and theories: 1.public administration as a discipline: Meaning, Scope and significance of the subject, Public and Private Administration, brief evolution and major approaches and comparative approaches to public administration. 2. Administration theories, the classical theories, scientific management, the human relation theory and rational decision making. |

Report Dated: September 5, 2023

Teaching Learning Evaluation Report

NEP Curriculum (Including Practical) you will be delivering in 2023-24 (Semester wise)

Sl no.	Paper No- NEP Hons	Paper no – NEP General
1. 1st semester	MJ-1T: Understanding Political Theory: 3. Democracy, Liberty and Equality. 4. Citizenship, Rights and Duties.	MI-1T: Nationalism and Anti – colonial Movements in India: 1. Gandhi and the phase of Mass politics: Non-Cooperation, civil

	SEC1P: Panchayat Raj Management System. Course Outline: Planning development and maintenance of Local Self-Government at the village level is the aim of the Panchayat Raj System. The Panchayat Raj system helps to build the basis of Indian Democracy. Multidisciplinary Course (MDC) MDC-01T: Indian Constitution: Course Content: Unit-I : Historical Background-Constituent Assembly of India – Philosophical Foundation of the Indian Constitution – Preamble – Fundamental Rights- Directive Principles of State Policy-Fundamental Duties-Citizenship- Constitutional Remedies for Citizen.	Disobedience and Quit India Movements. 6. Peasants, Tribals and Working Class movements in India

Report Dated: September 8, 2023

Explanation 1: Write 500 words of how you deliver your lessons

Title: Delivering Engaging Lessons to Students

In today's rapidly evolving educational landscape, delivering lessons to students has transformed into a dynamic and engaging process. With the integration of technology and innovative teaching methodologies, we have more tools at their disposal than ever before to ensure that students grasp concepts effectively. Here is a comprehensive guide on how I would deliver lessons to my class

1. Lesson Planning: Effective teaching begins with careful lesson planning. Before stepping into the classroom, I will outline my objectives, content, and assessment methods. Consideration for students' prior knowledge and diverse learning styles is essential to create a tailored and inclusive learning experience.

2. Interactive Content: I would definitely access various online journals regarding new research in history, new books and other YouTube videos, which I can use to engaging and help students in detailing the core idea of the subject. Additionally, digital textbooks and online platforms provide easy access to supplementary materials.

3. Digital Collaboration: Collaborative tools and platforms facilitate group work and peer-to-peer learning is demanding now a days. According to the CBCS curriculum I will use smart boards, platforms like Google

Workspace or Google meet to create a virtual classroom environment, enabling students to collaborate on various chapters.

4. Flipped Classroom Approach: The flipped classroom model encourages students to engage with course content outside of class and use classroom time for interactive discussions and activities. I will do some recorded video lectures or assign readings for students to review at home, allowing in-class time for hands-on learning and problem-solving.

5. Active Learning Strategies: Incorporating active learning techniques like debates, case studies, and problem-based learning can enhance student engagement. These methods encourage critical thinking and application of knowledge rather than passive consumption of information.

6. Real-world Connections: I would relate lessons to real-world applications to make the content more relevant and relatable to the students of my class. Guest speakers, field trips, or virtual tours can bridge the gap between theory and practice.

7. Assessment and Feedback: As per the guidelines of Vidyasagar University, I will be engaging myself in Continuous assessment through class test, quizzes, assignments, and formative assessments that will helps monitor student progress. Timely feedback is crucial for students to understand their strengths and areas that need improvement.

9. Online Discussion Forums: Online discussion forums in my departmental what's App group can extend classroom discussions beyond the physical space. Students can ask questions, share insights to this group where I can be able to give some answer to them.

10. Emotional Support: According to me, acknowledging the emotional well-being of students is vital. Creating a safe and supportive classroom environment encourages open communication and a positive learning experience for me as well as my students.

11. Professional Development: I will continuously extend effort to strengthen my academic skills and stay informed about the latest educational trends and technologies. Will attend workshops/Seminars and conferences which can help me to understand my future teaching strategies.

Then keep the following documents in the file

1. Academic Calendar to be obtained from the college

2. Teaching Plan: which part of the syllabus is to be covered and during which time

3. Departmental meeting to be obtained from the department

4. Learning Outcomes to be obtained from the website

5. Time table to be obtained from Principal

6. Teaching – Learning Resources

7. Attendance Record to be obtained from class attendance record

8. Remedial Courses/Certificate Courses/ Coaching Classes/Tutorial Classes details to be provided by the

   Teacher

9. Question banks to be prepared by the teacher on his/her portion of the syllabus covered

10. Previous years papers to be obtained from library or office

11. Academic activity and its planning; list of activities (month wise) of the teacher with the students 12. Result analysis; Results of the students (name wise) 13. Teachers Diary to be provided to each teacher (centrally by the principal)

Explanation 2: Write 500 words as to how you take feedback after the completion of each lesson.

Taking feedback after the completion of each lesson is a crucial aspect of the teaching process. It provides valuable insights into the effectiveness of the lesson, helps in continuous improvement, and ensures that students are engaged and learning optimally. Here's a detailed description of how I will take feedback after every lesson:

1. Clear Communication: Before the lesson begins, I will communicate to the students that feedback is important for enhancing the learning experience. I will explain them that input will be used to make lessons more effective and tailored to their needs.

2. Anonymous Feedback: To encourage honest and constructive feedback, I will allow students to provide comments anonymously on my lecture. This can be done in the classroom or in the WhatsApp group.

3. Structured Questions: Departmental structured feedback form with questions will be available that address specific aspects of the lesson. From where we could understand how well we teach them. These questions might include:

  - Did you find the lesson content clear and understandable?

  - Were the learning objectives clearly communicated?

  - Were the teaching materials (e.g., slides, handouts) helpful?

  - Did you feel engaged throughout the lesson?

  - Were there any difficulties or areas where you felt confused?

  - What suggestions do you have for improving this lesson?

4. Timing: I will collect feedback immediately after the lesson while it's fresh in students' minds. I can allocate a few minutes at the end of the class for students to fill out the feedback forms, besides this, I will provide a link to an online survey they can access after the class.

5. Class Test: There will be Class Test, Surprise test, quiz etc. through which I can understand how well they perform; accordingly, I can identify the slow learners and make my lessons more productive.

6. Peer Feedback: In addition to collecting feedback from students, our department will allow students to provide feedback to their peers. This fosters a sense of responsibility for each other's learning and can lead to valuable insights from different perspectives.

7. In-Class Discussions: Incorporate in-class discussions as a way to gather immediate verbal feedback. I will ask the students to share their thoughts on the taught lesson, what they found most helpful, and any areas of confusion. This not only provides feedback but also encourages active participation.

8. Continuous Improvement: I will be reviewing the feedback received after each lesson. Look for common themes and areas of improvement. Prioritize the feedback that aligns with the learning objectives and teaching goals. It's essential to take constructive criticism positively and use it as a basis for refining my teaching methods.

09. Actionable Changes: After analyzing the feedback, I will implement actionable changes in my teaching approach. This might involve revising lesson plans, adapting teaching materials, or addressing specific concerns raised by students.

10. Follow-Up: I will inform students about the changes I have made based on their feedback. This shows that their input is valued and can lead to increased engagement in the feedback process in the future.

11. Long-term Assessment: I will take periodic assessments over the course of a semester or academic year to track the effectiveness of the changes implemented. These allow me to measure my progress and make further adjustments as needed.

In summary, taking feedback after the completion of each lesson is a fundamental practice in effective teaching. It demonstrates a commitment to continuous improvement and a genuine concern for students' learning experiences. By collecting, analyzing, and acting upon feedback, I can be able to create a more engaging and supportive learning environment in my classroom that benefits the students.

Then keep the following documents in the file

Feedback form to be designed by the IQAC (centrally) and should be anonymous.

Keep such feedback forms in one file

Explanation 3: Write 500 words of how you evaluate students after the completion of each lesson.

Evaluating students after the completion of each lesson is an integral part of the teaching and learning process. It allows teachers to gauge the effectiveness of their instruction, assess students' comprehension,

and make necessary adjustments to improve the learning experience. Here is the list of my comprehensive approach to evaluating students after each lesson.

1. Formative Assessment: At first, I will do some Formative assessments which are ongoing, informal evaluations designed to monitor student progress during a lesson. These assessments can take various forms, including quizzes, Surprise tests, class discussions, or short assignments. They provide immediate feedback, helping to identify areas where additional instruction or clarification is needed.

2. Short questionnaire: At the end of each lesson, I will provide students with short questionnaires and will be asking them to summarize the key concepts they learned during the lesson. This can help me to quickly assess their understanding and identify any misconceptions.

3. Self-assessment: I will encourage students to reflect on their own learning by asking them to self-assess their understanding and performance after each lesson. They can rate their level of comprehension or specify areas where they struggled.

4. Classroom Observations: As a teacher, I would actively observe my students during the lesson to assess their engagement, participation, and level of interest. This qualitative assessment can help me tailor my teaching methods to better suit my students' needs.

5. Quizzes and Homework Assignments: I will be depending on assign quizzes to students or homework assignments that cover the material I have taught in the lesson. These assessments can be a measure of their understanding and retention of the content.

6. Students as a Teacher: I can schedule a one-day class where a student will teach the lesson to their class mates. This will help the students to maintain regular studying their lesson These classes can also help build a stronger teacher-student relationship.

7. Socratic Questioning: I will place Socratic questioning during my class discussions to probe students' understanding and encourage critical thinking. I will ask open-ended questions that require students to justify their answers and explore deeper concepts.

14. Long-term Assessment: According to the University rule I will be engaging in conducting periodic summative assessments, such as midterm and final exams, after the results declaration, a departmental meeting will take place to evaluate students' overall mastery of course content. These assessments can help track students' progress over time.

In conclusion, evaluating students after the completion of each lesson is a multifaceted process that involves a combination of formative and summative assessment methods. By using a variety of assessment tools and techniques, we can gain a comprehensive understanding of student learning, identify areas for improvement, and provide targeted support. Additionally, ongoing assessment fosters a culture of continuous improvement in both teaching and learning, ultimately benefiting students' academic success and overall development.

Then keep the following documents in the file

Question papers to be designed by the teacher for each exam

Results of such internal evaluation to be maintained by the teacher for each exam

Explanation 4: Write 500 words about your communications with Board of Studies (BOS)

Being UG teachers I have no connections with BOS; however, I have followed instructions of the BOS when and where required. (For PG Departments)

Then keep the following documents in the file

a) Attendance in any BOS meeting b) Participation in any curriculum workshop convened/delivered by the BOS members

Explanation 5: have you developed the Pos and cos of the programme delivered by you then write 200 words about how you have developed this.

Yes, I have developed the POs and COs of the programme delivered by me.

The Programme Outcomes and the Course Outcomes are essential part of academic teaching learning, by developing Pos and Cos a teacher can assess the outcomes of the students after completion of their study. After the results of the university exam were declared, a departmental meeting for evaluation of the results was usually conducted, where I have the opportunity to trace the results of the students to whom I taught my lesson. Also, I used to collect data on the performance of the outgoing students, whether they have been admitted in PG programmes or not, from there I can evaluate the student's attainment of the POs & Cos and progression.

(As documents, keep the POs & COs printed and maintained in your file)

Explanation 6: Do you know to measure the attainment of POs and COs, if no, then learn it immediately and keep the POs & COs printed and maintain in your file

Explanation 7: Prepare a table to show in which papers that you delivered covers issues on

1. Indian Constitution

2. Gender

3. Human Rights

4. Environment & Sustainability

SL NO	In which paper	In which Semester

1.Indian Constitution	1. CC-2, - Constitutional Government and Democracy in India. Module. 1The Constituent Assembly and the constitution: 1.1 Philosophy of the constitution, the Preamble, and features of the constitution. 1.2 Fundamental Rights and Directive Principles. Module. Organs of Government: 1.3 The Legislature: parliament. 1.4 The Executive: President and Prime Minister. 1.5 The Judiciary: Supreme Court. DSC-1B (CC-2): Indian Government and politics: 2. Indian constitution: basic features, debates on fundamental rights and direct principles. 5. Religion and Politics: debates on Secularism and Communalism. 6. Parties and Party system in India.	1st Semester (Hons) 2nd Semester (DSC)
2.Gender	DSE- 3: 1. Groundings: 1.1. Sex Gender debates. 2. Movements and Issues: 1.1. History of the women's movement in India. 1.2. Violence against women.	6th Semester (H)
3.Human Rights	DSE-4: 1. Human Rights in a comparative perspective: Module. Human rights: theory and institutionalization. 1.1. Understanding Human Rights: Three Generation of Rights. GE-2: Human Rights : Human Rights Various Meanings, Un Declaration and Covenants' Human Rights and Citizenship	6th Semester (H) 2nd Semester (GE)

	Rights, Human Rights and Indian Constitution, Human Rights, Laws and Institutions in India, the role of the National Human Rights Commission, Human Rights Movement in India.	
4.Environment	GE-2: Environment: Environment and Sustainable Development, UN Environment programme: Rio, Johannesburg and after, Issues of Industrial pollution: Global Warming and threats to Bio-diversity, Environment Policy in India, and Environmental Movement in India.	2nd Semester (GE)

Report Dated: September 8, 2023

Teaching Learning Evaluation Report

Explanation 8- Enumerate what are the several Instances of experiential learning (through Project work/Fieldwork/Internship for the student in your teaching

a) Project work in environmental Science b) _____ c) _____ d) _____ e) _____ f) _____

Explanation 9 – You need to identify the slow learners. How do you do that?

1. During the admission counseling

2. Score of entrance exam if any   3. Class room interactions   4. Qualifying Examination marks 5. Internal Examination marks 6. Any other _____

Explanation 10– What programmes you have specially for slow learners?

1. Bridge Courses 2. Induction Programme 3. Remedial Coaching   4. ICT enabled learning Materials   5. Personal Counseling

Explanation 11 – What programmes you have especially for advance Learners?

1. Research Oriented Projects 2. Industrial Training/ Internships 3. Institutional Summer & Winter Internships 4. Volunteer Opportunities in event organization 5. Class Representative 6. Serving on

Various Committees 7. Peer Teachers   8. To form subject related student societies and organized activities   9. Special classes for NET, SET, GATE, JM, WBCS, SSC, TET etc.

Explanation 12 – What changes you have made in your teaching method since last NAAC

Student Centric Method	Use of ICT
Followed student centric methods on various occasion. Surprise tests, debate, elocutions etc. were conducted by me.	. Apart from Chalk & Talk methods, during Corona Pandemic, I have used several virtual platforms while taking my classes, Google Meet, Zoom etc. Also, in the class room teaching, I have used smart boards to deliver my lecture. Study materials are being shared by me through WhatsApp and email to students.

Explanation 13 – What are the different training programmes you have attended to improve your teaching (this may include RC /OP/STC/FDP and others) Prepared the list Date wise.

(Please provide in details)

Explanation 14 – Are you knowledgeable about how to develop e content necessary for blended teaching learning, if yes, then this is your strength. If no, then this should be your future plan of action.

Yes

Explanation 15 – Prepare a list of 5 of your students who have gone for either higher education (Not B.Ed) or placed to any Job.

Name:

1. Mamta Matiya - Admitted in MA

2. Jayashri Sau – Admitted in MA

3. Mandira Nag – Admitted in MA

4. Sunita Jana - Admitted in MA

5. Sujata Bhunia - Admitted in MA

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Report Dated: September 8, 2023