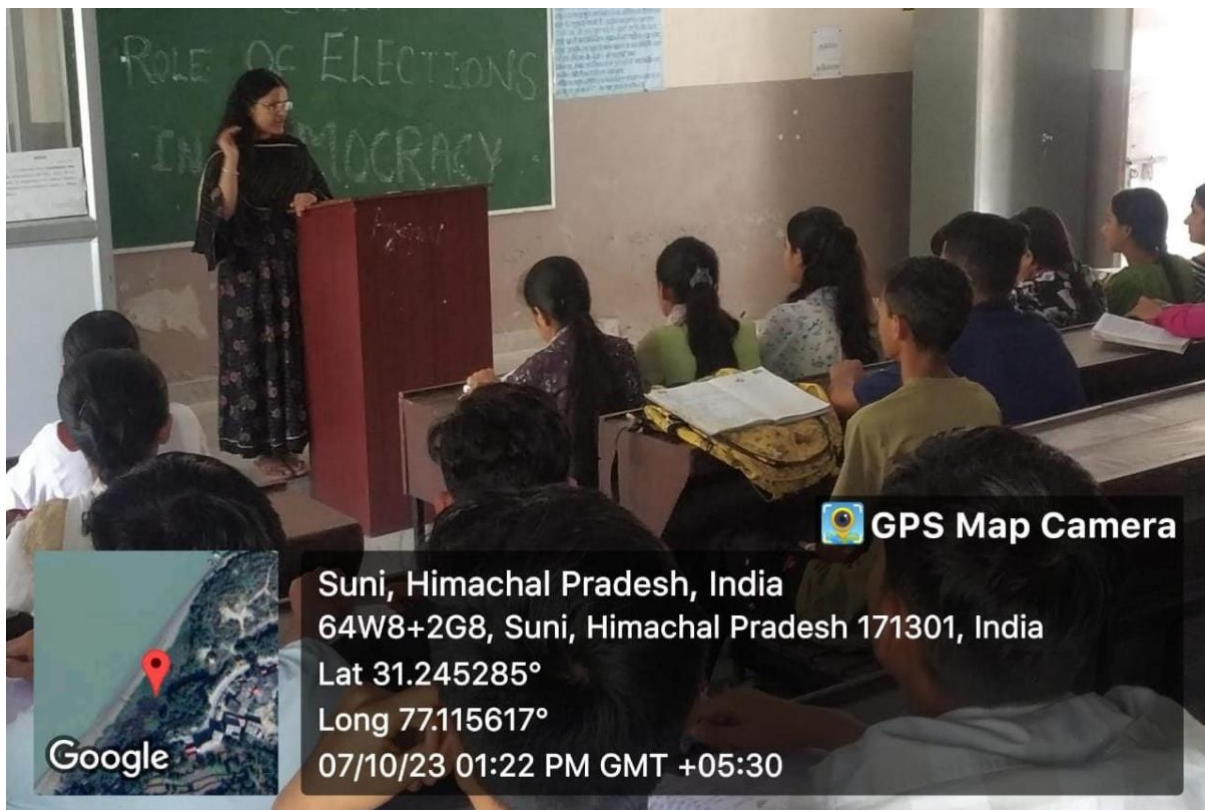


## Teaching Methods for Department of Political Science

The Department of Political Science is dedicated to the implementation of dynamic teaching methods that not only increase students' knowledge but also encourage civic engagement, critical analysis, and debate. Our objective is to enhance students' comprehension of political structures and processes by integrating a variety of instructional strategies, including interactive lectures, technology-driven tools, collaborative learning, and experimental methods such as simulations and case studies. The significance of cultivating students as analytical, well-informed thinkers who are capable of participating in the intricacies of international relations, public policy, and governance is underscored by our teaching methodology. The Department makes efforts to establish an academic environment in which students are engaged in their own education and are prepared to confront real-world political challenges. Political science is a dynamic field that integrates real-world application with theoretical analysis. The challenge of a teacher is not only to impart knowledge, but also to inspire students to critically analyze political systems, ideologies, and policies. A well-rounded, engaging learning experience can be achieved by utilizing a multitude of teaching methods.

### 1. Lecture Method-Interactive

The lecture method is vital for the teaching of Political Science, particularly when students are introduced to intricate political concepts, ideologies, historical events, and political systems. It enables the delivery of an extensive amount of information in a structured and coherent manner. The incorporation of real-world examples and thought-provoking queries to contextualize abstract concepts guarantees that lectures are interactive.



## 2. Technology-Based Learning

Technology has become an indispensable component of this instructional approach. online platforms are employed to facilitate the exchange of reading materials, quizzes, and discussions. Furthermore, the utilization of digital tools, including videos, online discussions, learning platforms to facilitate the instruction of political concepts and to involve students in virtual activities. It enhances accessibility to a wide range of educational resources; it has the potential to be both interactive and engaging.



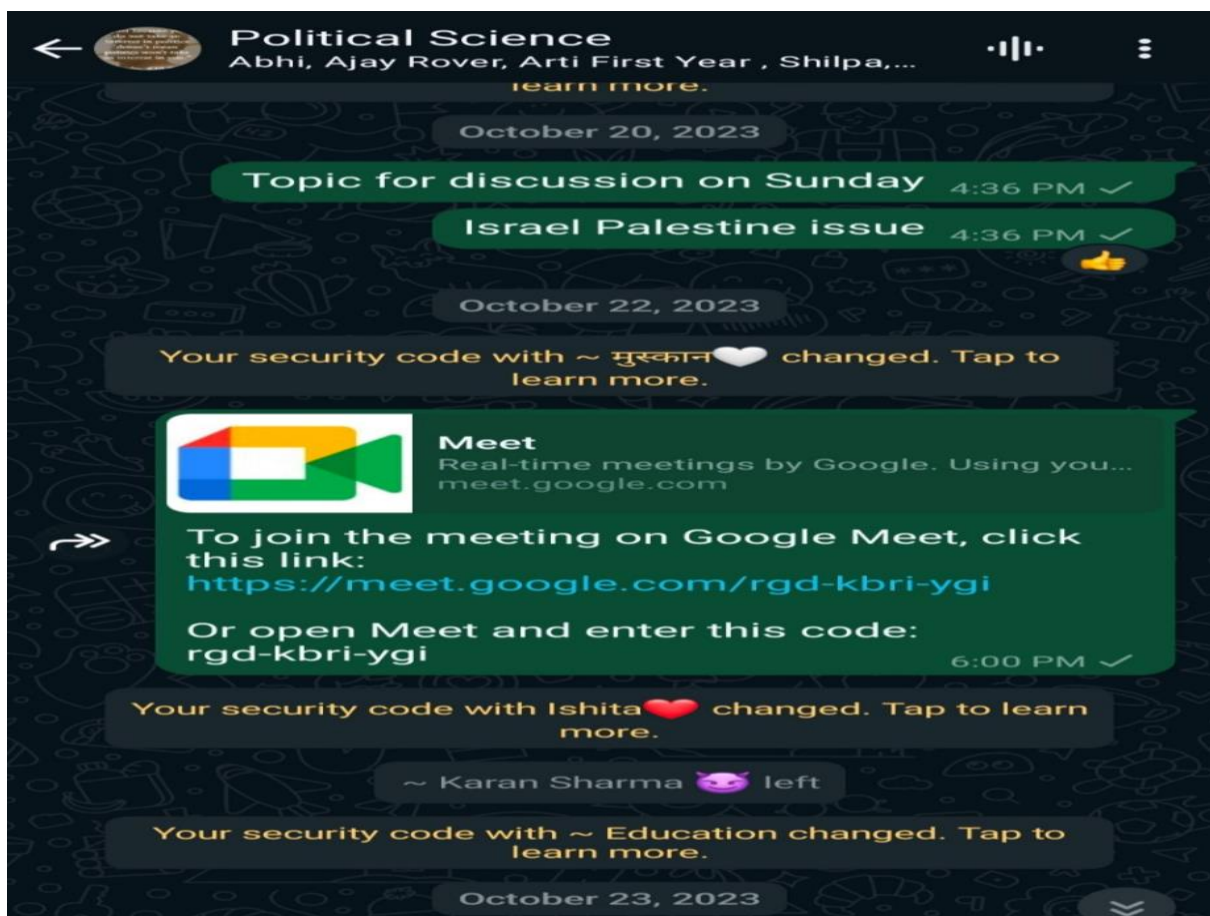
### 3. Discussion and debate Based Learning

Political science is characterized by debate and discourse. The discussion method is employed to motivate students to articulate their perspectives on contemporary political issues, policies, and events. These discussions assist students in the critical evaluation of various perspectives and the development of analytical skills. Additionally, they inspire a more profound comprehension of the significance of political theories in the contemporary era. Debates offer students the opportunity to articulate and defend their perspectives on contentious political matters, thereby cultivating persuasive communication and critical thinking abilities.

### 4. Case Studies

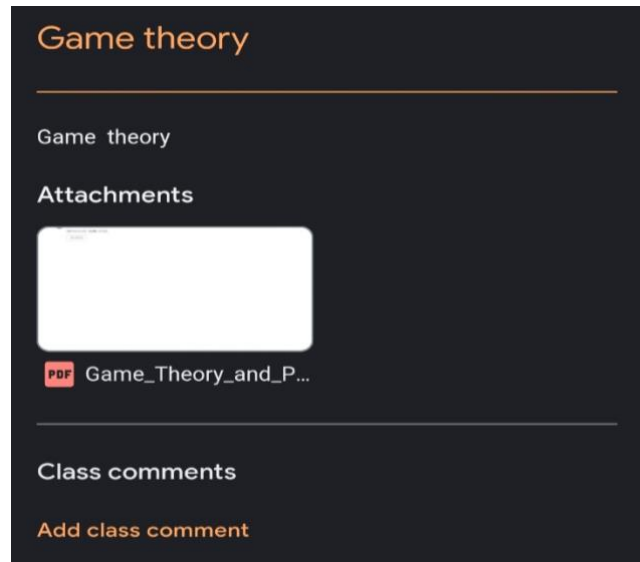
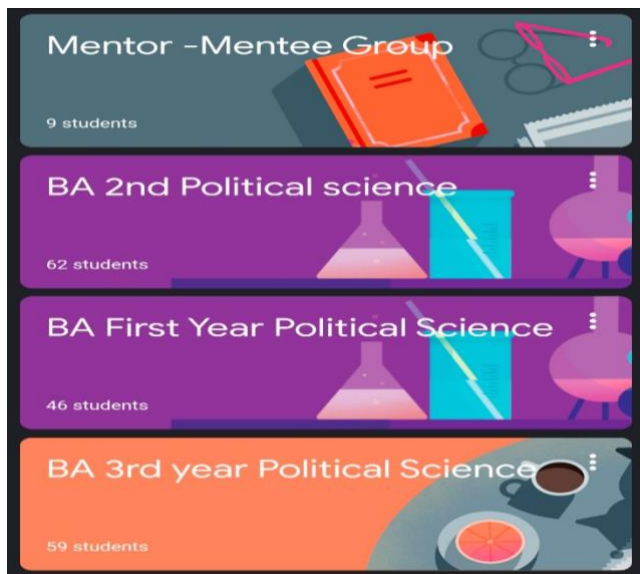
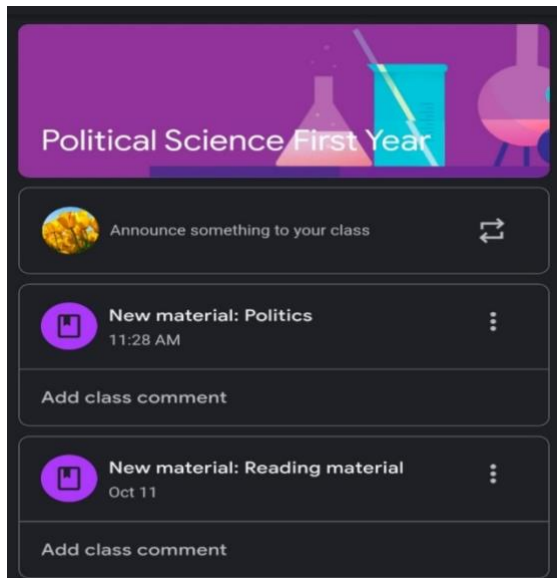
Case studies provide students with the opportunity to apply theoretical concepts to real-world situations. Historical and contemporary case studies—including international conflicts, constitutional crises, and elections—are frequently employed in classrooms. This approach facilitates students' comprehension of the practical implications of political decisions and policies, thereby improving their analytical and critical thinking skills.

Case Study – International Conflict (e.g. Israel Palestine Conflict)



## 5. Flipped Classroom

This approach has been effective, particularly for advanced students, as it fosters collaborative problem-solving during class time and encourages autonomous engagement with the material. Students engage in discussions, problem-solving, or activities that are pertinent to political concepts and materials (e.g., videos, readings) that they study at home. This encourages active learning and facilitates more interactive classroom time; students interact with the material at their own pace. Students present topics in the class.



## 6. Remedial Teaching for Slow Learners

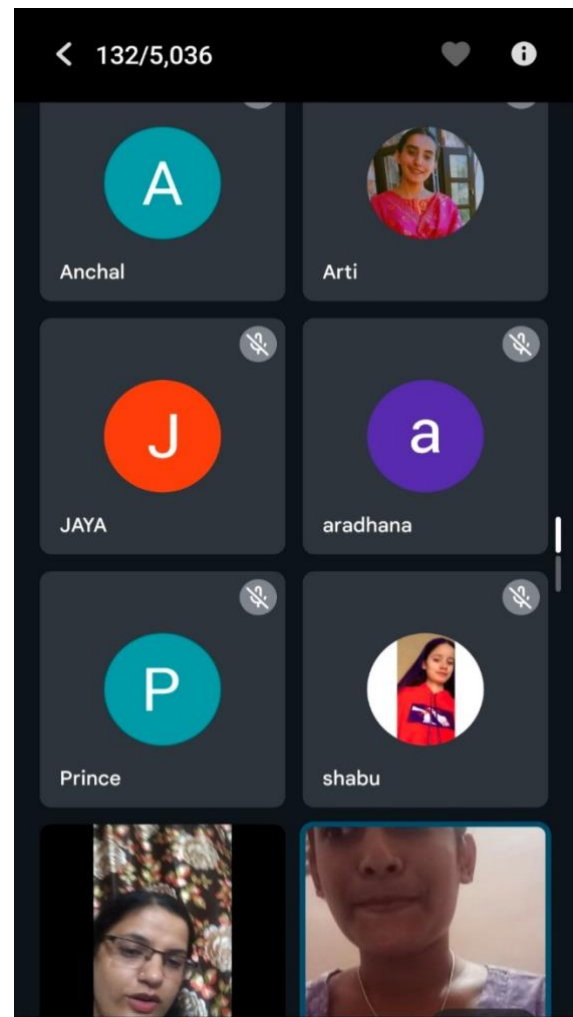
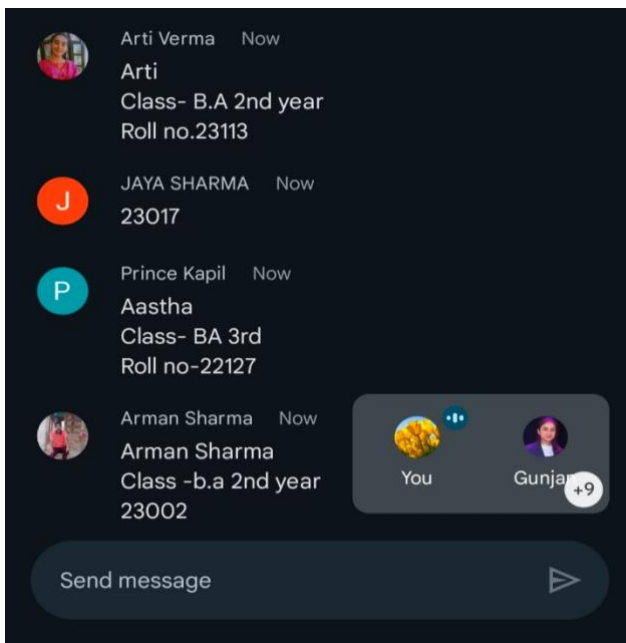
It is imperative to accommodate the requirements of students who learn at a slower pace, as each student has a unique learning style. All students are guaranteed a thorough understanding of the subject matter through the provision of additional resources, one-on-one guidance, and the simplification of content.

**Extra Class-** An additional class is conducted on every Sunday for students who are slow learners on Google Meet. This entails providing additional assistance to students who encounter difficulty in comprehending political concepts. This class is interactive as it involves students to discuss different concepts and ideologies. Q &A sessions are conducted to help students understand complex topics.

**Identification of Slow learners-** Class tests, and their performance in exams and other assessment test.

**Group discussion and Peer Learning-** Peer learning in political science is effective for fostering critical thinking, active participation and team work. Students work together to clarify complex political theories or concepts, allowing slow learners to benefit from diverse perspectives and explanations.

**One -On -One Mentoring-** provide personalized attention to the students, addressing their specific concerns



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