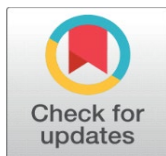


METHODOLOGY OF TEACHING POLITICAL SCIENCE: AN ANALYTICAL STUDY

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ABSTRACT

Teaching methods are the way through which learning experiences or the messages are organized and sequenced and also different bits of learning experiences are integrated. There are several methods like lecture, discussion, question-answer, debate, seminar, project work, field work, computer-assisted learning, etc. These methods can be classified into three broad categories. These are teacher-controlled methods, learner-controlled methods and group-controlled methods. A classroom-learning environment is generally characterized by teacher, learner and their interaction through transaction of learning experiences with the help of appropriate methods and media. Different lessons or units demand different approaches of teaching. If a teacher uses the same methods or socialized recitation, it can be very monotonous indeed. A tremendous increase in equipment, materials, means and teaching procedures has been witnessed in the past few decades. It is necessary to be able to utilize all those to provide variety and colour to teaching political science. Today, with modern technology, a whole range of such devices are available which are commonly referred to as instructional aids or communication aids. Since these aids are presented through certain medium, these are also termed communication media. These aids supplement the methods used in curriculum transactions. In order to make the teaching-learning of political science effective, a teacher is required to be aware of the various methods of teaching political science. He should equip himself with the growth and development of technology, new teaching-learning resources so that he can use these in the process of teaching in need of the hour.

Keywords: Child Centricism, Role Play, Pedagogy, and Instruction

1. INTRODUCTION

The human society is a complex structure. For the existence and maintenance of human society, individuals, who are a part of it, are required to be aware of its basic elements and its functioning. In order to maintain the essence of a particular society, individuals are also required to follow certain rules and regulations and submit to an authority which can be trusted. The subject of political science makes an individual aware of how some of the essential functions in/ of the society are performed and how people govern and are governed in the societal set-up. Not only this, there are several other aspects which fall under the domain of the discipline of political science which will be explained in this paper. Curricular activities constitute teaching learning activities organized in subject areas like political science. Learning experiences in the curricular areas are provided through

imparting of content knowledge to the learners. In order to impart knowledge to the students a teacher adopts several methods.

Political science is a multifaceted field that delves into the complexities of governance, power structures, and societal interactions. In the realm of academia, the effective transmission of knowledge in political science relies heavily on the methodologies by educators. Through this analytical study, the researcher aims to contribute to the ongoing dialogue surrounding pedagogical practices in political science education. By delving into the nuances of various teaching strategies, attempts have been made to offer practical recommendations for educators looking to optimize their instructional approaches and create dynamic learning environment that stimulate critical thinking, foster student engagement, and ultimately, cultivate a deeper appreciation for the intricate dynamics of political science.

1.1. RESEARCH OBJECTIVES AND SCOPE

This research paper aims to intricately examine various teaching methodologies in the field of political science through an analytical lens. By exploring, evaluating, and comparing different approaches to teaching political science, this study seeks to shed light on the most effective strategies for engaging students and fostering a deeper understanding of the subject matter. The research objectives of this study on teaching methodologies in political science are twofold:

- 1) To examine and analyze the various teaching methodologies employed in political science education: This includes investigating traditional lectures, seminars, case studies, simulations, experiential learning, online platforms, and other innovative approaches. By evaluating the strengths and weaknesses of each methodology the study aims to provide insights into their effectiveness in enhancing student learning outcomes.
- 2) To identify best practices and challenges in teaching political science: By conducting a comprehensive analysis of different teaching methodologies, the study aims to identify successful practices that promote student engagement, critical thinking, and knowledge retention. Additionally, the research will highlight the challenges faced by educators in implementing various teaching strategies and suggest ways to overcome these obstacles.
- 3) The scope of this research includes a review of existing literature on teaching methodologies in political science and an analysis of current practices in academic institutions. The study focuses on undergraduate and graduate levels of political science education in diverse settings, including traditional classroom settings, online courses, and blended learning environments. The research aims to provide practical insights and recommendations for educators looking to enhance their teaching practices and improve student learning experiences in the field of political science.

2. SIGNIFICANCE OF THE STUDY

Studying teaching methodologies in political science is of paramount importance due to several key factors. Effective teaching methodologies play a crucial role in engaging students and enhancing their understanding of complex political concepts and theories. By employing innovative and engaging teaching techniques, educators can create a stimulating learning environment that fosters critical thinking, analytical skills, and a deeper insight for the political landscape.

The study also helps educators tailor their approaches to meet the diverse needs of students. By which methods work best for different learning styles and preferences, instructors can ensure that all students have the opportunity to excel in their studies. Furthermore, analyzing teaching methodologies in political science can lead to the identification of best practices and the dissemination of successful pedagogical strategies within the academic community. This collaborative approach to teaching can help to elevate the overall quality of education in political science and contribute to student success and retention rates. Ultimately, by studying teaching methodologies in political science, educators can continuously refine their approaches, adapt to changing educational landscapes, and ultimately empower students to become informed and active citizens in an increasingly complex and interconnected global society.

Approaches to Teaching-Learning Political Science:

Teaching-learning in political science takes place with the use of certain approaches which make it effective. These approaches are as--

- 1) Inductive Approach
- 2) Deductive Approach
- 3) Constructivist Approach
- 4) Interdisciplinary Approach

1) Inductive Approach:

Inductive Approach to teaching- learning focuses on moving from particular instances to general conclusion. While adopting these approach students are provided with concrete examples and with their help they are able to arrive at certain conclusions or principles.

2) Deductive Approach:

Deductive Approach to teaching-learning involves providing students with principles and generalizations and asking them to verify these with the help of particular examples.

3) Constructivist Approach:

Constructivist Approach to teaching-learning is based on the principle of learning which emphasizes constructing knowledge by linking with previous knowledge. In this approach knowledge and learning are acquired together by both teacher and learners and emphasis is shifted from teaching to learning.

4) Interdisciplinary Approach:

Interdisciplinary Approach to teaching-learning aims at creating connections between the subject of political science with other disciplines such as, history, geography, economics, sociology, mathematics, natural sciences, languages, art, etc.

3. PROCESS OF TRANSACTION OF CURRICULUM

In order to facilitate learning, teachers and learners in the formal, non-formal education set up meet and engage in the transaction of knowledge which is defined through the curriculum. The transaction takes different forms depending upon the roles that teachers and learners play. In some transactions, it is observed that teachers dominate the teaching learning context; they are doing most of the talking, they are leading etc. Here the learners have to be followers. Perhaps they are

listening quietly and accepting everything said by the teacher. These are teacher centered transactions.

There may be other situations where, in the process of transaction, the learner is active, engages in a variety of activities which leads to his learning, the teacher is more of a guide. These can be described as learner centered transactions. Finally, there are also learning situations in which learners function as groups, they can carry out activities as members in the group and through such cooperation they learn under the guidance of the teacher. They are group centered transactions. For curriculum transaction to be effective there are certain aspects which need to be worked out right at the beginning, irrespective of what methods or media are being used.

- 1) The curriculum which is to be transacted, generally available as learning content is to be organized. The main criterion for such organization is the logical presentation of the subject matter. This can be worked out by what is called content mapping which will comprehensively indicate what are all the aspects which will be covered at a particular grade of learning in a particular topic.
- 2) Ideas are linked together in sequence and the content should have a logical flow. This imparts meaningfulness to the content and it facilitates smooth learning and retention. No definite and fixed procedure can be prescribed in this regard. A teacher's command over the subject matter and his depth of understanding of the concepts will enable him to see the linkage between ideas.
- 3) After the logical sequencing of content is worked out the teacher has to arrange the presentation keeping the psychological requirements of learners. In this regard, content needs to be presented by moving from what the learner already knows to what he does not know.
- 4) The process or learning itself should be rewarding. The learner should be motivated to go further ahead with his learning. For this, the learning experience has to be sequenced in such a way that every step of learning gives a feeling of success. In a class on adding fractions, the teacher may present very simple examples which the students are able to solve correctly which gives a success experience and then gradually increase the complexity. Besides these major guidelines, each method of curriculum transaction will have certain steps which need to be adhered to for maximizing effectiveness.

4. METHODS OF CURRICULUM TRANSACTION

In order to impart knowledge in different subject areas, a teacher adopts several methods. A method refers to the way learning experiences or the messages are organized and sequenced, the manner in which the different bits of learning experiences are integrated. In teaching-learning context, a teacher uses several methods which are classified as learner centred methods, teacher centred methods and group centred methods

5. LEARNER CENTRED METHODS

In a classroom teaching-learning environment, both the teacher and the learners interact as well as control the teaching-learning environment. When a teacher adopts a particular teaching method, the degree of control is more either

with the teacher or the learners. When the degree of control over the teaching-learning environment is more with the teacher, the teaching method being used by the teacher is called teacher-controlled method.

1) Lecture Method:

This method of curriculum transaction is most popular in the class room context of the secondary and higher education levels. In fact, in our country, due to the large classrooms where a good number of learners have to be taught at a time, it is convenient to use the lecture method. Before the delivery of the lecture it is important to plan and prepare the lecture. At the planning stage, the teaching points to be dealt with in the lecture are to be arranged. In this regard flow charting guides the teacher in effective presentation of the lecture. It is preferable to have the main transition points of the lecture written separately on cards which can be used in the classroom. Indications can be made on the cards to show what specific aids/activities will be put in at particular junctures of the lecture. The actual curriculum transaction takes place at presentation stage. The plan prepared at stage is put into action. The lecture is to begin in a smooth manner firstly by ascertaining the entry behavior of the learners which is presumed at the preparatory stage. Depending upon the ingenuity of the teacher, examples, teaching aids, like charts, diagrams, models etc. and a variety of stimuli can be used in developing the lecture. All through the lecture the teacher may raise questions to which the students may respond. Besides ensuring whether learning is taking place it helps the learner to progress through the lesson. Towards the close of the experience, the teacher helps learners to summarize what has been learned. Such summarization is done through a review of the learning generally by raising relevant questions to which, answers are given by the students. A blackboard summary is developed which reinforces the learning. Assignment questions are given which further strengthens the learning.

2) Demonstration:

At all levels of education, this method is employed by teachers handling curriculum transaction in various subject areas. A teacher may carry out the demonstration himself or he may use certain other aids like films, diagrams or charts to demonstrate the concepts. Planning is the first step before a demonstration is executed. The task to be demonstrated is to be broken down into a series of steps. The materials required at each step are to be listed out and assembled after procuring these. Procedural steps in the order of being executed should be listed out in the blackboard. The seating arrangement of learners should be worked out so that everyone can see and hear what is being explained. When everything is ready for the demonstration the teacher may introduce the theme in such a manner as to motivate the learners and arouse their interest in the demonstration. The verbal explanation during the demonstration and the practical steps being demonstrated are to be clearly communicated and synthesized. Questions may be raised by learners while the demonstration is going on. These should be encouraged and clarifications should be provided immediately. Sometimes a certain step of the demonstration may have to be repeated to clarify the query and provision for such interruptions should be made at the planning stage itself. The demonstration should be well placed and not hurried through or dragging. Although largely the role of the learners will be to observe and record, their active participation wherever possible should be encouraged. After a few logical steps of the demonstration the procedures conducted until then need to be summarized. Hand outs are to be given at the close of the demonstration so that a record of the procedures is available to the learners.

3) Team Teaching:

Instead of a single teacher either giving a lecture/demonstrate, a group of teachers may impart instruction through a process called team teaching. It is based on the conclusion that 2/3 persons who are specialists on their field can plan, execute and evaluate learning of groups of students effectively. Like every other teaching approach team teacher requires planning. The members constituting the team need to meet and work out how the instructional activities are to be executed. Since team teaching can be organized in quite a few ways, it needs to be decided which approach to team teaching will suit the topic on hand and the learners. Depending on the topic, resource persons available, facilities and the learners, the approach to team teaching can be selected. After planning systematically, the team of teachers shall go about the task of executing teaching. Each approach is fruitful from the learners' point of view. When teachers are present in the same class period and explain different aspects of the theme, learners develop a comprehensive understanding and a holistic picture of the theme under consideration. During the team teaching it is very important that learners are encouraged to take notes and summarize the presentation of the team members. After team teaching is completed the learning accrued needs to be evaluated, Evaluation is done by the team members by formulating a testing situation which measures knowledge / skills learned through the team teaching.

4) Questioning:

Questioning is a powerful technique which can be used in teaching any subject areas. It makes teaching-learning process more interactive and meaningful. Through this technique, the teacher transacts a lot of learning experiences. The teacher asks questions, and the students respond to the questions. The teacher provides feedback-both positive and negative on the responses of the students. Questions can be used to find out how well students understand a particular block of information, to shift student's attention from one point to another, to increase retention of important points by isolating and emphasizing them, and to put students in the right direction before starting assignments. Questioning facilitates high order thinking skills like analysis, synthesis and evaluation in the students. Questioning can be used to develop a concept, to understand a principle, or to arrive at some conclusions.

6. LEARNER CENTRED METHODS

In a classroom teaching-learning environment, both the teacher and the learners interact as well as control the teaching-learning environment. When a teacher adopts a particular teaching method, the degree of control is more either with the teacher or the learners. When the degree of control over the teaching-learning environment is more with the teacher, the teaching method being used by the teacher is called teacher-controlled method. Similarly, when the degree of control over the teaching-learning environment is more with the learner, the teaching method used is called learner-controlled method. When the degree of control is more with a group of learners, the teaching method being used is called group-controlled method.

1) Self Learning Method:

In self learning methods the onus of learning is on the individual learner. He will take responsibility for his learning and the teacher's role is that of a facilitator of learning. Besides keeping the learner active the main advantage is that the learning is paced out according to the needs of the learner and his readiness to learn.

At various stages of the learning, in fact, at every step the learner is given feedback about his progress in learning. Based on the feed back the next step in learning is defined. Thus, through continuous monitoring the learner achieves the instructional objective outlined at the planning stage of curriculum transaction. Self learning methods may be presented through the various approaches. There may be self study materials, personalized system of instruction, computer assisted instruction etc. In self study materials subject matter organized and presented as self learning material where the learner takes responsibility to study and work in the materials. Such material may be presented as programmed learning material or as systematized content with provision of feedback as you are reading now. A learner studies the materials and is guided to work in different ways as he progresses through the materials. SLM is prepared taking into consideration the psychological aspects of the learning process. There is a built in mechanism which enables a learner to check if he is learning. Unlike a classroom learning experience in the face to face mode which is a onetime experience, in SLM the learner can return to the SLM and read it several times to learn the content. He can also learn whenever he wishes to enrich any learning. This built in flexibility enable the learner to pace his own learning.

2) Personalised System of Instruction (PSI)

PSI is another self-learning method. As the term itself indicates the curriculum transaction under the method is highly personalized. The needs and ability of the learner are the prime considerations. At the outset, well planned assignments are given to individual learners which comprise study materials relevant to the theme to be transacted. Written content, laboratory work, projects in the field situation etc are also included in the assignment. Students take their own time to work on these activities. When they have completed, they report to the teacher (generally under PSI, the teacher is called as proctor). The proctor is more of a facilitator. He evaluates the learner to check if he has mastered the learning. If he is not satisfied with the attained level, he directs the learner to re-learn. Remedial packages may also be given to learner, if available. If satisfied, he directs the learner to proceed with further learning.

3) Computer Assisted Instruction (CAI)

Self Learning method has been modernized using technology of computers. This input is used to record, and react to student responses. It can be used to store and manipulate content, manage the learning of a huge number of learners. Curriculum is transacted by the learner while using the computer. He can go through the contents of a topic, react to the queries built into the computer on the topic, get feedback to his responses. Just as if a teacher were interacting with him. Instruction can be programmed depending upon the entry level of the learners. It is quite possible that different learners give varied responses to queries. However, curriculum transaction using computers is designed in such a manner that each response given is dealt with separately and the learner is directed through a particular path to achieve his learning. Drill and practice, tutorials, games, etc. are scrutinized and presented to learners for transacting the curriculum.

4) Project Method:

Project method is a self learning method which is used for curriculum transaction. Here the student works on a specific aspect/theme/problem in focused and systematic manner. Projects may require that the learners work in the real context of a society or it may require laboratory work or library work. To study the quantum of fat content in the food taken by people requires laboratory work. To develop a write up on various musical instruments prevailing during a certain period of history, one may have to engage in library work. Such studies are planned

meticulously under the guidance of a teacher and executed by the learner in the real life situation. Most of the project work is done independently by the learner. He develops knowledge, skills and quite a few personality attributes through this realistic experiment. The project revolves round a theme, gaining knowledge of the aspect being studied. Skills of various kinds are also developed. Besides planning how he will go about the project, he picks up skills of arranging and manipulating resources available to him, skills of experimenting, observation, etc. Also, he develops attributes like cooperation, patience, social sensitivity, cooperation. A project may not even go according to the strategy planned by the learner at the outset. In the process of working on the project; he develops critical thinking and the ability to evolve alternative ways of coping with situations. On the completion of field work/library work, and the collection of data a report of the project will have to be prepared by the learner.

7. GROUP CENTRED METHODS

Curriculum transaction can also be executed in group situations. When the degree of control is more with a group of learners, the teaching method being used is called group-controlled method. The group centred methods are as

1) Discussion:

The simplest mode of transaction through group centred situation is discussion. The teacher may initiate discussion giving introductory remarks. Thereafter, learners contribute their views by building up on each others opinions. It is very important that while the discussion is in progress, the teacher should guide the direction of the discussion so that it does not spill over to an altogether different area. Care should be taken to see that no remarks which will stifle the thinking of the learners or make them afraid or diffident to express their thinking. Generally, inputs in a discussion begin slowly as ideas come in, then, the tempo builds up wherein views which are supportive of each other as well as contradictory pour in and towards the end the discussion tapers off. At this stage, a teacher collates views and emerges with conclusive remarks. Discussions have the potential to develop higher cognitive abilities besides enhancing knowledge in any specific area.

2) Buzz Session:

At suitable stages in the course of curriculum transaction buzz sessions can be organized. These sessions essentially means focused discussions in small groups for working out specific problems. The teacher may place before the learners' samples of substances and divide the class into small groups which will be given the samples of mixtures. The students are asked to discuss among themselves for a short while and come out with suggestions as to how to separate the mixtures. These small groups discussing specific focused themes for a short while are described as buzz sessions. Innovative solutions to problems are sometimes reached through buzz sessions. In buzz sessions participation by almost all learners is assured. It gives opportunity for divergent views to be expressed there by promoting the creativity of the learners. After the buzz the leader makes a presentation of the points discussed in the group. The teacher summarises the points of each group and gives his judgement. While the buzz is in progress, the teacher takes rounds to just monitor what discussions are going on. At no point, he interferes with the discussions going on within the buzz groups.

3) Tutorial Session:

A form of curriculum transaction which particularly facilitates guidance of learners is the tutorial. Generally it is an informal interaction between teacher and

the learner in which the learners share the specific problems with the teacher and the teacher examines these deeply and solutions are provided on individual basis. Depending on the extent of rapport, the range of problems shared and discussed may vary. It is flexible and can be adjusted to suit the needs of the learner.

4) Debate:

An important aim of curriculum transaction is to encourage learners to sharpen their analytical thinking skills. The most important basic requirement for using debates in curriculum transaction is that the learners should have capacity to gather relevant information and process this information to support and justify their stand in the controversial issue. Besides gaining information, learners learn the skill of argumentation as they react to their opponents. The teacher guides the learners in gathering information. Chairing the proceedings he helps the group reach conclusions through a post-debate discussion.

5) Seminar:

Another method of curriculum transaction where learners need to engage in extensive reading and concentrated study is seminar. The students pursue a detailed study of the concern aspect of the seminar through library work. They develop a paper reflecting their study and analysis of the aspects studied. Preparation of the seminar paper is a serious task requiring rigorous information processing. Information gathered is studied, analyzed, and a standpoint with justification is presented before the group. The group members listen to the presentation and benefit by gaining information. Also they may raise questions seeking clarification or questions related to aspects not adequately covered in the presentation. The teacher moderates the discussions of the seminar and finally puts the motion for vote in the house.

6) Symposium:

When a topic of study is varied, has multiple dimensions, or is controversial, the teacher may arrange for a symposium. In a symposium, speakers make detailed presentations of various dimensions of the topic. Such individual presentations will enable the participants to get a holistic perspective of how a number of factors can threaten national security. It presumes that the speakers have substantial knowledge of the theme.

7) Panel Discussion:

A panel discussion is a form of transaction in which a topic which is complex or controversial is examined. Questions related to the theme may be collected in advance and handed over to the members of a panel. The panellists come prepared with answers. The questions are arranged in a predetermined order by the moderator and these are raised sequentially. The panellists give their reactions. Later, they may react to the views presented by the co-speakers. They may also answer any new queries which are posed to them. Higher cognitive skills particularly critical thinking is developed through this kind of transaction.

8) Brain Storming:

A mode of curriculum transaction which keeps learners very active is brain storming. Students express themselves freely on the topic. They are encouraged to express their views. These are accepted without any kind of criticism or doubt. All the views expressed by the learners are noted down. In a brain storming there is ample opportunity for the learners to express their creativity. After all the views are collected, the teacher along with group evaluates the ideas and takes in those which are feasible to address the problem being confronted. In many practical problematic situations in higher education, brain storming can be used to encourage a

participatory approach in the solution of the problems and in making students responsible for the decisions taken.

9) Role Playing:

Curriculum transaction is effective if real life situations can be simulated in the class room. A real situation may be simulated in the class in order to understand the role of community health worker in a rural area. The teacher may set the background of the situation and students may enact the roles without any inhibition.

10) Cooperative Learning Method:

Cooperative learning method is a group-controlled learning method in which students learn in cooperative groups. These groups are assigned learning tasks that are to be performed by the members collectively. The groups comprise usually four or five members working together towards the learning task. Each member of the group is accountable and responsible for the attainment of the learning objective. The essence of the cooperative group is the development and maintenance of positive interdependence among team members. The group member is to be engaged in team building activities and acquire social skills like cooperation, fellow feeling, leadership etc. for effective teamwork. Cooperative learning also leads to development of interpersonal skills among group members. It also helps group members transcend the gender, racial, linguistic and other differences they may have among themselves.

8. DISCUSSION AND ANALYSIS

Transaction of curriculum is a complex task which is associated with teaching approaches, methods, techniques and strategies. Teaching approaches are supplemented by a number of methods, techniques and strategies of teaching-learning. Method determines the procedure which a teacher follows to organize teaching-learning and make learning easy and effective and also determines the process of planning, guiding, sharing and evaluating learning with a group of students. It is composed of several important steps which are logically and systematically arranged by the teacher. It recognizes the importance of the learners in the teaching-learning process, considers their interests individually and lays stress on education as being a constant process of reorganizing and restructuring experiences. The various methods of teaching political science have been elaborated which may be employed in curriculum transaction, viz. teacher centred, learner centred and group centred methods.

Lecture method of curriculum transaction is most popular in the class room context of the secondary and higher education levels. In fact, in our country, due to the large classrooms where a good number of learners have to be taught at a time, it is convenient to use the lecture method. There is a general assumption that lecture is easy and one can just talk to a group of learners on a theme anytime. This however, is not true. Delivering a lecture is a serious task. For an effective lecture the following aspects need to be taken care of: Learners are expected to observe the skills being displayed. A teacher may carry out the demonstration himself or he may use certain other aids like films, diagrams or charts to demonstrate the concepts. Any amount of lecturing cannot lead to effective learning of the above skills. Almost every teaching learning situation contains skills to be learned and mastered by the learners which cannot be taught through verbal lectures. Demonstration by the teacher followed by practice by students will be the correct approach to curriculum transaction in these situations. It is important that demonstrations are systematically conducted so that procedure and skills of executing the activity are

clearly understood by the target group. Therefore it is necessary to prepare for the demonstration. Demonstration in curriculum transaction gives scope for teacher pupil interaction and also enables learners to learn how some skill or activity is / executed. It is learning by modelling and also by doing. While watching the demonstration, students develop the skill of observation too. Team teaching gives an opportunity for each teacher to contribute his best towards learning in that particular course. When a variety of methods are used by the theme lecture, demonstration, panel discussion etc explain the issue, then also the understanding of the concept is enhanced. If argumentative approaches used, then too the students exercise higher cognitive abilities in understanding the argument and thereby begin to get analytical perspective of the topic. There is no chance for any prejudiced knowledge being imposed upon learners. Question-answer procedure develops the pupil's insights into the lesson and leads to the understanding and comprehensive of the subject matter presented. It is a quiet a good method of teaching social studies as it ensures active participation of the pupils. It is essential that the method is supported by different visual aids like pictures, charts, films, filmstrips, etc., and devices like dramatization in different forms. They all can go a long way in sustaining of the pupils. It can be used to develop a concept, to understand a principle, or to arrive at some conclusions.

In self-learning method there is a built in mechanism which enables a learner to check if he is learning. Unlike a classroom learning experience in the face to face mode which is a onetime experience, in SLM the learner can return to the SLM and read it several times to learn the content. He can also learn whenever he wishes to enrich any learning. This built in flexibility enable the learner to pace his own learning. In personalised system of instruction (PSI) even if a class has a large number of learners, the transaction of the curriculum are done in a personalized way where every learner gets individual attention. In project method, besides planning, the students pick up skills of arranging and manipulating resources available to him, skills of experimenting, observation, etc. Also, he develops attributes like cooperation, patience, social sensitivity, cooperation. A project may not even go according to the strategy planned by the learner at the outset. In the process of working on the project; he develops critical thinking and the ability to evolve alternative ways of coping with situations.

Curriculum transaction can also be executed in group situations. Such situations besides developing higher cognitive abilities in the learners also contribute to the development of certain affect attributes. Working in groups, they learn from each other, exchange of views and discussion which takes place in the group clarifies concepts and enables learners reach a clear cut understanding of the topics through analyses of the ideas and it synthesis. It keeps the learner active. It facilitates learning through cooperation. Group situations may be varied.

Discussion method is the simplest mode of transaction through group centred situation. Discussions have the potential to develop higher cognitive abilities besides enhancing knowledge in any specific area. Buzz Session gives opportunity for divergent views to be expressed there by promoting the creativity of the learners. Debate is an important aim of curriculum transaction is to encourage learners to sharpen their analytical thinking skills. The most important basic requirement for using debates in curriculum transaction is that the learners should have capacity to gather relevant information and process this information to support and justify their stand in the controversial issue. Besides gaining information, learners learn the skill of argumentation as they react to their opponents. Panel discussion develops higher cognitive skills particularly critical thinking through this kind of transaction. In a brainstorming there is ample

opportunity for the learners to express their creativity. After all the views are collected, the teacher along with group evaluates the ideas and takes in those which are feasible to address the problem being confronted. In many practical problematic situations in higher education, brain storming can be used to encourage a participatory approach in the solution of the problems and in making students responsible for the decisions taken. Cooperative learning also leads to development of interpersonal skills among the group members. It also helps group members transcend the gender, racial, linguistic and other differences they may have among themselves.

The political science teacher must be conversant with the theory and practices of different methods of teaching the subject. There is no royal road to successful learning. There are many roads—highways and byways; royal roads and narrow lanes, delightful paths and rough ones which need to be tried for meeting particular needs and situations. The teacher should be able to use any permutations and combinations of methods, devices, and techniques to make the subject interesting, vital and living, for example, he could use lecture or discussion method or a combination of these two, to lend colour to class-teaching. The point which needs emphasis is the urgency of the teacher to be convergent with a variety of methods of political science.

Different lessons or units demand different approaches of teaching. If a teacher uses the same methods or socialized recitation, it can be very monotonous indeed. A tremendous increase in equipment, materials, means and teaching procedures has been witnessed in the past few decades. It is necessary to be able to utilize all those to provide variety and colour to teaching political science. No single method can be advocated as the best for all situations, and with all teachers and pupils. The method the teacher adopts should emerge out of the abundance of information and skill of the teacher and, to it all, should harmonize with the content to be taught. Method is the means through which teacher of political science becomes familiar with different means for reckoning the desired ends.

Today, with modern technology, a whole range of such devices are available which are commonly referred to as instructional aids or communication aids. These aids supplement the methods used in curriculum transactions. In order to make the teaching-learning of political science effective, a teacher is required to be aware of the various methods of teaching political science and modern devices of teaching-learning. A political science teacher is required to keep her/his knowledge upgraded about the various teaching-learning resources that make teaching-learning of political science more interesting. He should equip himself with the growth and development of technology and new teaching-learning resources.

9. CONCLUSION

In conclusion it can be said that this research paper has provided a comprehensive analysis of methodologies in teaching political science, highlighting the diverse approaches available to educators in the field. From traditional lecture-based methods to active learning strategies, technology-enhanced teaching, and experiential learning opportunities, each methodology brings unique benefits and challenges to the table. Through this analytical study, it becomes evident that a combination of approaches tailored to the specific needs of students and learning is essential for effective political science instruction. While traditional lecture-based methods offer a structured overview of the subject matter, active learning strategies promote critical thinking and engagement. Technology-enhanced teaching opens up

new possibilities for interactive learning experiences, while experiential learning opportunities bridge the gap between theory and practice.

Moving forward, educators in political science must continuously reassess and adapt their teaching methodologies to keep pace with changing educational landscapes and student needs. Embracing a holistic approach that incorporates a blend of traditional and innovative methods can help create dynamic and engaging learning environments that foster a deeper understanding of political science concepts and principles. By leveraging a diverse range of teaching methodologies and staying attuned to best practices in pedagogy, educators can cultivate a new generation of informed and empowered individuals who are equipped to navigate the complex world of politics with critical thinking skills, analytical acumen, and a deep-seated appreciation for the social and political dynamics that shape our world.

This research paper serves as a foundation for further exploration and debate on the methodologies of teaching political science, inviting educators and researchers to continue enhancing and refining their instructional approaches to meet the evolving needs of students in the field. By fostering a culture of continuous improvement and innovation in political science education, we can pave the way for a more informed, engaged, and active citizenry capable of shaping a better future for generations to come.

CONFLICT OF INTERESTS

None.

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