

Experiential learning techniques adopted by the Department of Political Science

The Department has believed direct experience, practical activities, observation, experimentation, and reflection will complement classroom learning.

Sparking creativity, social awareness and community consciousness is another target for this model of learning.

1. **Field Visits** – Our students are regularly taken to visit museums, historical sites and workshops organised by think tanks to co-relate classroom concepts with real-life situations. They write reports on their learnings and follow up with peer discussions.
2. **Internships** – Our students have been working with HSDS, a research-based institution working closely with Lokniti for a specified period to gain practical knowledge and professional skills.
They undertook projects such as conducting a survey on voter awareness, gender equality and environmental issues.
3. **Role Play** – Students act as members of Parliament, diplomats, judges, political leaders, or administrators to understand decision-making processes.
Mock Parliament / Youth Parliament – Students debate bills and policies, learning parliamentary procedures, democratic values, and public speaking.
4. **Community Engagement** – Students participate in literacy campaigns, cleanliness drives, awareness programmes, or social-service activities organised by Roddur, Gender Studies Group and NSS of the College.
5. **Case Studies** – Students analyse real cases involving government policies, court judgments, economic problems, or social issues and suggest solutions. These are conducted for papers like International Relations and World Politics. These are simulation exercises that mimic real policy maker choices.
6. **Surveys and Interviews** – Students collect primary data by interviewing people or conducting field surveys and then analyse their findings during their internships.
7. **Problem-Solving Activities** – Students are given a real-life problem and work in groups to develop practical solutions.
8. **Debates and Group Discussions** – Students research an issue, present arguments, respond to opposing views, and reflect on what they learned.

Simple Example

Topic: Local Government

Instead of only teaching the Panchayati Raj system through a lecture, students can visit a Gram Panchayat, interview elected representatives, observe a meeting, collect information about local schemes, and prepare a report.

Experiential Learning Cycle

Experience → Reflection → Conceptualisation → Application

For example:

**Visit a Panchayat → Discuss observations → Understand Panchayati Raj concepts
→ Apply learning through a project.**

The Objective of introducing Experiential Learning Methods is to develop critical thinking, communication, teamwork, problem-solving, creativity, and practical skills.