

METHODOLOGICAL COMPARISON OF POLITICAL SCIENCE COURSES OF UNIVERSITIES IN TURKIYE AND PAKISTAN

Türkiye ve Pakistan'daki üniversitelerin siyaset bilimi derslerinin metodolojik olarak Karşılaştırılması

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ABSTRACT

This study aims to comprehensively compare political science courses offered by universities in Türkiye and Pakistan. By examining curricula, teaching practices, and research emphases, the study seeks to identify similarities and differences shaped by each country's cultural, historical, and institutional contexts. Qualitative research methodology has been used in this study. Key findings reveal that both countries share core curriculum structures and strongly emphasize research and active learning methods. However, significant differences exist, such as Türkiye's focus on secularism and European integration, and Pakistan's emphasis on Islamic political thought and regional issues. Turkish universities generally enjoy more institutional autonomy and better resources compared to their Pakistani counterparts. The study concludes that while both countries aim to foster critical thinking and analytical skills, adapting global perspectives and enhancing interdisciplinary approaches can further improve political science education. Recommendations include increasing the use of technology in teaching, strengthening international collaborations, and promoting academic freedom and innovation.

Keywords: Political Science, Pakistan, Türkiye, learning, study.

INTRODUCTION

Political science education in Türkiye and Pakistan has evolved significantly, reflecting each country's unique political, cultural, and historical contexts. In Türkiye, political science emerged as a critical discipline following the establishment of the Republic in 1923, influenced by Mustafa Kemal Atatürk's reforms aimed at modernizing and secularizing the nation. Over the decades, Turkish political science education has been shaped by its geopolitical position, aspirations for European Union membership, and the legacy of Ottoman governance. Today, Turkish universities offer comprehensive political science programs that blend Western political theories with a deep understanding of Turkish political history and contemporary issues. In Pakistan, political science education has roots in the colonial period, when British

India's educational systems laid the groundwork for modern academic disciplines. After gaining independence in 1947, Pakistan developed its higher education system to reflect its Islamic identity and socio-political realities. Political science programs in Pakistani universities emphasize the country's creation, complex federal structure, and relations with neighboring countries. The Higher Education Commission (HEC) of Pakistan plays a crucial role in regulating and standardizing political science education, ensuring that it meets national and international standards. Studying the methodologies used in political science courses is vital for several reasons. Firstly, it enhances the quality of education by identifying best practices and areas for improvement. Methodological studies help educators develop more effective

teaching strategies, fostering critical thinking and analytical skills among students. Secondly, understanding different methodological approaches ensures that political science education is contextually relevant, addressing each country's specific political realities and needs. Thirdly, methodological studies promote global competence by preparing students to engage with international political issues and perspectives. Lastly, such studies encourage innovation and adaptability in teaching, helping educators stay current with evolving political theories and technological advancements.

The primary objective of this research is to conduct a comprehensive methodological comparison of political science courses offered by universities in Türkiye and Pakistan. The specific objectives include. To identify and analyze the various methodological approaches used in political science courses in selected universities in Türkiye and Pakistan. To compare the curricula and teaching practices, highlighting similarities and differences in how political science is taught in both countries. To evaluate the effectiveness of these methodologies in achieving educational goals, such as critical thinking, contextual understanding, and analytical skills. To explore the cultural, historical, and institutional factors that influence the methodological choices in political science education in Türkiye and Pakistan. To provide recommendations for improving political science education based on the comparative analysis, to enhance educational quality and relevance in both countries.

Literature Review

Political science education has been extensively studied, with research focusing on various aspects such as pedagogy, curriculum design, student engagement, and learning outcomes. A significant body of literature highlights the evolving nature of political science education, particularly in response to global political changes and technological advancements. The Journal of Political Science Education (JPSE) is a key resource in this field, offering empirical research on best practices in political science pedagogy. Studies published in JPSE cover a range of topics, including civic education, engagement, simulation-based learning, and the

impact of teaching methods on student outcomes (Bennion & Laughlin, 2018). The journal emphasizes the importance of adapting teaching methods to enhance critical thinking and analytical skills among students. Comparative studies in political science education reveal significant differences and similarities in how the discipline is taught across various countries. These studies often focus on methodological approaches, curriculum content, and educational outcomes. For instance, research has shown that political science curricula in Western countries often emphasize empirical and quantitative methods, while many non-Western countries incorporate a mix of qualitative and normative approaches. The American Political Science Association (APSA) has documented various comparative studies highlighting how political science education varies based on cultural, historical, and institutional contexts (APSA, n. d.). A comprehensive review by Cassel and Lo (1997) examined political literacy and its impact on political participation, comparing educational approaches in different political systems. Their findings suggest that countries with robust civic education programs tend to have higher levels of political awareness and engagement among citizens (Cassel & Lo, 1997). Methodologies in political science education vary widely, reflecting the diverse nature of the discipline. Key methodologies include. Lecture-Based Teaching: Traditional lecture methods remain common, particularly for large introductory courses. However, this approach is often criticized for being passive and less engaging for students. Active learning: Methods such as group discussions, debates, and problem-based learning are increasingly popular. These approaches encourage active participation and critical thinking. Simulation and Role-Playing: Simulations of political processes and role-playing exercises are used to provide practical insights into political dynamics. Research indicates that these methods enhance student understanding and engagement (Doucouliagos & Ulubaşoğlu, 2008). Case Studies: The use of case studies allows students to apply theoretical knowledge to real-world scenarios. This method is particularly effective in courses on international relations and public policy. Technology-Enhanced Learning: The integration

of digital tools and online platforms has revolutionized political science education. Online simulations, virtual classrooms, and digital resources provide flexible learning opportunities and facilitate collaboration. The Oxford Handbook of Political Science provides an extensive review of qualitative research methodologies, emphasizing the importance of methods such as process tracing, ethnography, and qualitative comparative analysis (QCA) (Oxford University Press, n.d.). These methodologies are crucial for understanding complex political phenomena and are widely used in both academic research and teaching.

Longitudinal Studies There is a lack of longitudinal studies that track the long-term impact of different teaching methodologies on student outcomes. Most existing research focuses on short-term effects, leaving a gap in understanding the sustained impact of educational practices. **Contextual Relevance.** While many studies highlight the importance of contextual relevance, there is limited research on how political science curricula can be tailored to reflect local political realities, particularly in non-Western countries. More research is needed to develop frameworks for integrating local context into political science education. **Diversity and Inclusion** the literature on diversity and inclusion in political science education is growing, but more work is needed to address the unique challenges faced by underrepresented groups. Studies should explore how different pedagogical approaches can be adapted to create more inclusive learning environments. **Impact of Technology** while there is considerable research on the use of technology in education, its specific impact on political science education requires further exploration. Future studies should examine how digital tools influence learning outcomes and student engagement in political science courses. **Comparative Methodologies** Comparative studies between countries often focus on broad educational outcomes, but there is a need for more detailed comparisons of specific methodologies. Research should delve into how different teaching methods are implemented and their relative effectiveness in diverse educational contexts.

Research Methodology

This study utilizes a qualitative research design to examine the methodological approaches in political science courses at universities in Türkiye and Pakistan. Data collection involves primary sources from official university websites, including course syllabi and curriculum outlines. Secondary data are derived from academic books, journal articles, and reports, with significant contributions from the "Journal of Political Science Education" and the "Oxford Handbook of Political Science." The comparative method is employed to systematically analyze and identify patterns, differences, and contextual influences in the educational practices of both countries. This approach aims to provide comprehensive insights and recommendations for enhancing political science education in Türkiye and Pakistan.

Political Science Education in Türkiye

The higher education system in Türkiye is overseen by the Council of Higher Education (YÖK), established in 1981 to centralize and regulate all higher education institutions. The system has expanded significantly, with the number of universities increasing from 27 in 1981 to 186 in 2021. The structure of higher education in Türkiye includes universities (both public and private), institutes, higher vocational schools, and conservatories. Education is primarily delivered in Turkish, although some programs offer instruction in English or other languages. Türkiye higher education system is characterized by a combination of centralized control and institutional autonomy. YÖK is responsible for planning, coordinating, and accrediting higher education institutions, while universities have the autonomy to develop their curricula and manage their internal affairs. The education system is divided into undergraduate (bachelor's degree), graduate (master's and doctoral degrees), and vocational education programs. The Bologna Process, which Türkiye joined in 2001, has significantly influenced the system, promoting standardization and compatibility with European higher education standards.

Structure and Content of Political Science Courses

Political science programs in Turkish universities typically encompass a broad range of subjects, including political theory, international relations,

comparative politics, public administration, and Turkish political history. The structure of these programs is designed to provide students with a comprehensive understanding of political systems, governance, and political behavior. **Undergraduate Programs** The bachelor's degree in political science usually spans four years, comprising compulsory core courses, electives, and, in some cases, internships or practical training. Core courses often include introductory political science, political theory, Turkish political history, comparative politics, and international relations. Electives allow students to specialize in areas such as public policy, political economy, or regional studies.

Graduate Programs: Master's and doctoral programs in political science offer more specialized and research-oriented education. Master's programs typically last two years, focusing on advanced theoretical and methodological training. Doctoral programs, which can take three to five years to complete, emphasize original research leading to a dissertation. Graduate students are encouraged to engage in interdisciplinary research and may have opportunities for international collaboration.

Teaching Methodologies and Pedagogical Approaches

The teaching methodologies in political science education in Türkiye have evolved to incorporate both traditional and modern pedagogical approaches. **Lectures and seminars** traditional lecture-based teaching remains prevalent, especially for large introductory courses. Lectures are often supplemented by smaller seminar groups that encourage discussion and critical analysis of the material. **Active learning** There is a growing emphasis on active learning methods, such as group discussions, debates, and problem-based learning. These approaches foster critical thinking and allow students to engage more deeply with the subject matter. **Simulations and Role-Playing** simulations of political processes, such as mock elections or diplomatic negotiations, are used to provide practical insights into political dynamics. These experiential learning activities help students understand the complexities of political decision-making. **Case studies** the use of case studies

enables students to apply theoretical knowledge to real-world scenarios. This method is particularly effective in courses on public policy and international relations. **Technology-enhanced learning** integration of digital tools and online platforms has become more common, especially in response to the COVID-19 pandemic. Online simulations, virtual classrooms, and digital resources provide flexible learning opportunities and facilitate collaboration among students.

Key Universities and Their Political Science Programs

Several key universities in Türkiye are renowned for their political science programs. These institutions offer comprehensive curricula and are known for their contributions to political science research and education.

Ankara University: One of the oldest and most prestigious universities in Türkiye, Ankara University offers robust political science programs at both undergraduate and graduate levels. The Faculty of Political Science is particularly renowned for its research and academic contributions. **Istanbul University:** Another leading institution, Istanbul University provides a wide range of political science courses. The Department of Political Science and International Relations focuses on both theoretical and practical aspects of political science.

Middle East Technical University (METU): Known for its strong emphasis on research and international collaboration, METU's Department of Political Science and Public Administration offers comprehensive programs that integrate political theory, public administration, and international relations. **Bilkent**

University: A prominent private university, Bilkent's Department of Political Science and Public Administration is noted for its rigorous academic standards and diverse course offerings. The university emphasizes research and provides opportunities for students to engage in interdisciplinary studies. **Koc**

University: Koç University's political science program is distinguished by its interdisciplinary approach and strong focus on research. The university encourages students to participate in international exchange programs and collaborative research projects.

Political Science Education in Pakistan Overview of the Higher Education System in Pakistan

The higher education system in Pakistan is overseen by the Higher Education Commission (HEC), established in 2002 to improve the quality and accessibility of higher education across the country. The system comprises public and private universities, degree-awarding institutes, and professional colleges. The HEC is responsible for accrediting higher education institutions, developing curricula, and ensuring quality standards. Higher education in Pakistan follows a tiered structure with bachelor's, master's, and doctoral programs. Bachelor's degrees typically take four years to complete, master's programs take two years, and doctoral programs require three to five years. The medium of instruction is primarily English, although some programs are offered in Urdu and other regional languages.

Structure and Content of Political Science Courses

Political science programs in Pakistan cover a wide range of topics, providing students with a comprehensive understanding of political systems, theories, and practices. The structure of these programs varies across institutions but generally includes core courses, electives, and research projects.

Undergraduate Programs: Bachelor's programs in political science typically span four years and include foundational courses in political theory, comparative politics, international relations, and Pakistani political history. For example, the University of the Punjab offers a BS in Political Science that includes courses such as "Introduction to Political Theory," "Government and Politics of Pakistan," and "Comparative Politics" (University of the Punjab, n.d.).

Graduate Programs: Master's and doctoral programs offer more specialized and research-focused education. For instance, Quaid-i-Azam University offers an MPhil in Political Science with courses in "Approaches and Theories of International Relations," "Foreign Policy Analysis," and "Comparative Political Systems" (Quaid-i-Azam University, n.d.).

Teaching Methodologies and Pedagogical Approaches

Teaching methodologies in political science education in Pakistan are diverse, incorporating both traditional and modern approaches to enhance student learning and engagement. **Lectures and Seminars:** Traditional lecture-based teaching remains common, especially for introductory courses. Lectures are often supplemented by seminars that encourage discussion and critical analysis. For example, the University of Karachi uses a combination of lectures and seminars to cover various political science topics (University of Karachi, n. d.).

Active Learning: Active learning methods, such as group discussions, debates, and role-playing, are increasingly used to foster critical thinking and practical understanding. Government College University (GCU) Lahore emphasizes interactive learning through debates and workshops (Government College University Lahore, n. d.).

Simulations and Case Studies: Simulations of political processes and case studies are employed to provide practical insights into political dynamics. These methods are particularly effective in courses on public policy and international relations. LUMS, for instance, uses case studies extensively in its political science curriculum (LUMS, n. d.).

Technology-Enhanced Learning: The use of digital tools and online platforms has become more prevalent, especially in response to the COVID-19 pandemic. Virtual classrooms, online simulations, and digital resources provide flexible learning opportunities and facilitate collaboration.

Key Universities and Their Political Science Programs

Several universities in Pakistan are renowned for their political science programs, offering comprehensive curricula and contributing significantly to political science research and education. **University of the**

Punjab: One of the oldest and most prestigious universities in Pakistan, the University of the Punjab offers a wide range of political science courses at both undergraduate and graduate levels. The department focuses on areas such as political theory, Pakistani politics, and international relations (University of the Punjab, n.d.).

Quaid-i-Azam University: Known for its strong emphasis on research and academic excellence, Quaid-i-Azam University offers extensive programs in political science. Courses cover various aspects of political science, including comparative politics, international relations, and political theory (Quaid-i-Azam University, n.d.).

University of Karachi: The Department of Political Science at the University of Karachi is one of the largest and oldest in the country. It offers programs at undergraduate, master's, and doctoral levels, with a focus on both theoretical and practical aspects of political science (University of Karachi, n.d.). **Lahore**

University of Management Sciences (LUMS): LUMS offers a rigorous political science program that emphasizes critical thinking, research, and practical applications. The curriculum includes courses on political theory, comparative politics, and international relations (LUMS, n.d.).

Government College University (GCU) Lahore: GCU Lahore has a long tradition of academic excellence in political science. The department offers programs that combine theoretical knowledge with practical skills, preparing students for careers in academia, government, and international organizations (Government College University Lahore, n.d.).

University of Malakand: Established in 2011, the Department of Political Science at the University of Malakand provides modern knowledge and skills in political science, focusing on both national and international political systems (University of Malakand, n.d.).

Comparative Analysis Similarities in the Political Science Courses between Türkiye and Pakistan

Political science education in both Türkiye and Pakistan shares several similarities, stemming from their common objectives of understanding political systems, governance, and international relations. These similarities can be categorized into various aspects such as curriculum structure, pedagogical approaches, and overarching educational goals. Both countries offer core courses in political theory, comparative politics, international relations, and public administration. These foundational courses are essential in providing students with a comprehensive understanding of political science as a discipline. In addition to core courses, universities in both Türkiye and Pakistan provide a range of electives allowing students to specialize in specific areas such as political economy, regional studies, or public policy. Both educational systems emphasize the importance of research, with undergraduate programs often including a research project or thesis, and graduate programs requiring more extensive research work, culminating in dissertations. Traditional lecture-based teaching remains a cornerstone in both countries, supplemented by seminars that encourage discussion and critical analysis. Active learning methods such as group discussions, debates, and role-playing are increasingly used to engage students and foster critical thinking skills. There is a growing integration of technology in teaching, including the use of online platforms for lectures, virtual classrooms, and digital resources. Both Türkiye and Pakistan aim to develop critical thinking and analytical skills among students, preparing them for various careers in academia, government, and the private sector. The curricula in both countries are designed to provide students with a deep understanding of their respective political systems, historical contexts, and current political dynamics. Emphasis is placed on understanding international relations and global

political issues, reflecting the interconnected nature of modern political landscapes.

Differences in the Political Science Courses between Türkiye and Pakistan

Despite the similarities, several differences exist between the political science courses in Türkiye and Pakistan, influenced by their unique cultural, historical, and institutional contexts. Turkish political science programs often include a significant focus on the country's secularism, the legacy of Mustafa Kemal Atatürk, and its European Union accession process. In contrast, Pakistani programs emphasize Islamic political thought, the country's creation and its partition from India, and ongoing issues related to federalism and provincial autonomy. While both countries cover international relations, Turkish programs may have a stronger emphasis on European politics and Middle Eastern affairs, given Türkiye's geopolitical location. Pakistani programs, on the other hand, might focus more on South Asian politics and relations with neighboring countries like India and Afghanistan. In Türkiye, political science courses are often taught in Turkish, with some programs offered in English to cater to international students and align with global academic standards. In Pakistan, while English is the primary medium of instruction in higher education, there are also programs conducted in Urdu and regional languages. Turkish universities might incorporate more European pedagogical methods due to their closer alignment with the Bologna Process, which standardizes higher education across Europe. Pakistani universities, while also modernizing, might retain more traditional teaching methods due to resource constraints and educational policies. Universities in Türkiye often enjoy a higher degree of autonomy compared to their Pakistani counterparts, allowing them more flexibility in curriculum design and academic freedom. In Pakistan, the HEC plays a more central role in regulating and standardizing higher education. Turkish universities generally have better funding and resources compared to Pakistani institutions. This disparity affects the quality of education, the availability of research facilities, and the ability to attract and retain qualified faculty.

Factors Influencing These Similarities and Differences

The similarities and differences in political science education in Türkiye and Pakistan can be attributed to several cultural, historical, and institutional factors. Türkiye's secular and nationalistic identity, influenced by Atatürk's reforms, shapes its political science curriculum to focus on secularism, democracy, and European integration. Pakistan's political science education, shaped by its Islamic identity and the legacy of partition, emphasizes Islamic political thought and the challenges of federalism. Cultural attitudes towards education and pedagogy also play a role. Turkish education, influenced by its proximity to Europe, may adopt more Western educational practices. Pakistani education, while modernizing, is still influenced by traditional and religious values. The political histories of both countries significantly influence their political science curricula. Türkiye's transition from the Ottoman Empire to a secular republic and its EU aspirations shape its educational content. Pakistan's creation, its Islamic identity, its complex relationship with India, and its internal political dynamics are central to its political science education. Pakistan's colonial history under British rule has left a lasting impact on its educational system, including the structure and content of political science courses. This legacy is less pronounced in Türkiye, which was never colonized by Western powers but instead underwent internal reforms. Government policies and regulations significantly shape higher education in both countries. The HEC in Pakistan plays a central role in regulating and standardizing higher education, while YÖK in Türkiye provides a framework within which universities operate with more autonomy. Türkiye's aspiration to join the EU and its involvement in the Bologna Process have driven reforms in higher education, aligning its system with European standards. Pakistan's educational policies are influenced by its relationships with Western countries, international aid organizations, and its strategic geopolitical position.

The comparative analysis of political science education in Türkiye and Pakistan reveals both shared goals and distinct differences, shaped

by each country's unique cultural, historical, and institutional contexts. While both countries aim to provide comprehensive political science education that fosters critical thinking and prepares students for diverse careers, the specific content, methodologies, and institutional frameworks reflect their individual trajectories and influences. Understanding these factors can help educators and policymakers improve political science education, ensuring it is both locally relevant and globally competitive.

Case Studies

In-Depth Analysis of Selected Universities in Türkiye

Middle East Technical University (METU)

Overview and Background Middle East Technical University (METU), established in 1956, is one of the leading research universities in Türkiye. It is known for its rigorous academic programs and significant contributions to research in various fields, including political science.

Curriculum and Course Structure:

METU's Department of Political Science and Public Administration offers both undergraduate and graduate programs. The undergraduate curriculum includes core courses such as "Introduction to Political Science," "Comparative Politics," "Political Theory," and "International Relations." The program also offers a wide range of electives that allow students to specialize in areas such as political economy, European Union studies, and Turkish politics. The graduate programs at METU are research-oriented, with a strong emphasis on advanced theoretical and methodological training. Master's students are required to complete a thesis, while PhD candidates must produce original research that contributes to the field of political science.

Teaching Methodologies: METU employs a combination of traditional and modern teaching methodologies. Lectures are a fundamental component, especially for large introductory courses. These are complemented by seminars and discussion groups that encourage active student participation and critical thinking. The university also utilizes case studies,

simulations, and role-playing exercises to provide practical insights into political processes and decision-making.

Research and Publications: METU places a strong emphasis on research, encouraging both faculty and students to engage in scholarly activities. The university has several research centers and institutes that focus on various aspects of political science and public administration. Faculty members frequently publish in national and international journals, contributing to the global discourse on political science.

Effectiveness of Methodological Practices:

The effectiveness of METU's methodological practices is reflected in its high academic standards and the success of its graduates. The university's focus on research and critical thinking equips students with the skills necessary for academic and professional success. Graduates of METU's political science programs often pursue careers in academia, government, international organizations, and the private sector.

Boğaziçi University

Overview and Background: Boğaziçi University, located in Istanbul, is another prominent institution in Türkiye known for its strong academic programs and research output. Established in 1863 as Robert College, it became a Turkish public university in 1971.

Curriculum and Course Structure:

The Department of Political Science and International Relations at Boğaziçi University offers a comprehensive curriculum that includes core courses such as "Political Theory," "Comparative Politics," "International Relations," and "Turkish Politics." The program also offers a variety of electives, allowing students to explore specialized topics such as human rights, global governance, and political economy. The graduate programs at Boğaziçi University are designed to provide students with in-depth knowledge and research skills. Master's and PhD students engage in advanced coursework and conduct original research, culminating in a thesis or dissertation.

Teaching Methodologies: Boğaziçi University employs diverse teaching methodologies, including lectures, seminars, and interactive discussions. The university places a strong emphasis on critical analysis and encourages students to engage with contemporary political issues through debates, case studies, and simulations.

Research and Publications: Research is a central component of the academic experience at Boğaziçi University. The faculty is actively involved in research, publishing in leading academic journals, and participating in international conferences. The university also hosts various research centers that focus on areas such as European studies, Middle Eastern politics, and international relations.

Effectiveness of Methodological Practices: The methodological practices at Boğaziçi University are highly effective in fostering a deep understanding of political science. The university's emphasis on research and critical thinking prepares students for successful careers in academia, public service, and international organizations. Graduates are well-equipped with the analytical and practical skills needed to navigate complex political environments.

In-Depth Analysis of Selected Universities in Pakistan

Quaid-i-Azam University (QAU)

Overview and Background Quaid-i-Azam University, located in Islamabad, is one of Pakistan's leading institutions for higher education and research. Established in 1967, the university has a strong reputation for its political science programs.

Curriculum and Course Structure: The Department of Political Science at QAU offers comprehensive undergraduate and graduate programs. The undergraduate curriculum includes courses such as "Introduction to Political Theory," "Government and Politics of Pakistan," "Comparative Politics," and "International Relations." Elective courses cover specialized topics such as "Political

Systems," "Public Policy," and "Foreign Policy of Pakistan." The graduate programs are research-intensive, with master's students required to complete a thesis and PhD candidates expected to produce original research that contributes to the field of political science.

Teaching Methodologies: QAU employs a variety of teaching methodologies to enhance student learning. Traditional lectures are supplemented by seminars, group discussions, and interactive sessions. The use of case studies and simulations is also common, providing students with practical insights into political processes and decision-making.

Research and Publications: Research is a key focus at QAU. The university encourages faculty and students to engage in scholarly activities, and the Department of Political Science has a strong publication record in national and international journals. QAU also hosts several research centers that focus on areas such as governance, public policy, and international relations.

Effectiveness of Methodological Practices: The effectiveness of QAU's methodological practices is evident in the success of its graduates. The university's focus on research and critical thinking prepares students for careers in academia, government, and international organizations. Graduates are well-equipped with the analytical and practical skills needed to excel in their chosen fields.

Lahore University of Management Sciences (LUMS)

Lahore University of Management Sciences (LUMS) is a private research university located in Lahore. Established in 1984, LUMS is known for its high academic standards and innovative teaching methodologies.

Curriculum and Course Structure: The Department of Humanities and Social Sciences at LUMS offers a rigorous political science program that includes core courses such as "Political Theory," "Comparative Politics," "International Relations," and "Public Policy." The program also offers a wide range of electives,

allowing students to specialize in areas such as political economy, human rights, and South Asian politics. The graduate programs at LUMS emphasize advanced theoretical and methodological training, with a strong focus on research. Master's students are required to complete a thesis, while PhD candidates must conduct original research that contributes to the field of political science.

Teaching Methodologies: LUMS employs a blend of traditional and innovative teaching methodologies. Lectures are complemented by seminars, interactive discussions, and group projects. The university places a strong emphasis on experiential learning, using case studies, simulations, and role-playing exercises to provide practical insights into political processes and decision-making.

Research and Publications: Research is a central component of the academic experience at LUMS. The university encourages faculty and students to engage in research, and the Department of Humanities and Social Sciences has a strong publication record in national and international journals. LUMS also hosts various research centers that focus on areas such as governance, public policy, and international relations.

Effectiveness of Methodological Practices: The methodological practices at LUMS are highly effective in fostering a deep understanding of political science. The university's emphasis on research, critical thinking, and experiential learning prepares students for successful careers in academia, public service, and international organizations. Graduates are well-equipped with the analytical and practical skills needed to navigate complex political environments.

Methodological Practices and Their Effectiveness

The methodological practices employed by universities in both Türkiye and Pakistan vary, reflecting their unique educational philosophies and institutional contexts. However, there are several commonalities in their approaches to teaching political science that contribute to their

effectiveness. Both countries rely on lectures to deliver foundational knowledge, especially in large introductory courses. Seminars and discussion groups are used to facilitate deeper engagement with the material and encourage critical analysis. Active learning methods, including group discussions, debates, and role-playing, are increasingly common. These approaches foster critical thinking and allow students to apply theoretical concepts to real-world scenarios. The use of case studies and simulations provides practical insights into political processes and decision-making. These methods are particularly effective in courses on public policy and international relations. A strong emphasis on research is a hallmark of effective political science programs. Both undergraduate and graduate students are encouraged to engage in research, contributing to their academic development and preparing them for careers in academia and beyond. The integration of digital tools and online platforms has become more prevalent, particularly in response to the COVID-19 pandemic. Virtual classrooms, online simulations, and digital resources provide flexible learning opportunities and facilitate collaboration. The ultimate goal of political science education in both Türkiye and Pakistan is to develop students' critical thinking and analytical skills. This is achieved through a combination of traditional and innovative teaching methodologies, rigorous coursework, and research opportunities.

The case studies of selected universities in Türkiye and Pakistan reveal a diverse array of methodological practices aimed at providing a comprehensive political science education. Despite differences in cultural, historical, and institutional contexts, these universities share a commitment to fostering critical thinking, research, and practical skills among their students. The effectiveness of these methodological practices is evident in the success of their graduates, who are well-prepared to navigate complex political environments and contribute to their respective fields.

Discussion

Interpretation of the Comparative Findings

The comparative analysis of political science education in Türkiye and Pakistan reveals both

significant similarities and distinct differences shaped by each country's unique cultural, historical, and institutional contexts.

Similarities:

- Both Türkiye and Pakistan offer a core curriculum in political science that includes fundamental courses such as political theory, comparative politics, international relations, and public administration. This foundational structure aims to provide a comprehensive understanding of political science as a discipline.
- Both educational systems place a strong emphasis on research. Undergraduate programs often include research projects, while graduate programs require the completion of theses or dissertations. This focus on research fosters critical thinking and analytical skills.
- Universities in both countries are incorporating active learning methods such as group discussions, debates, role-playing, and case studies. These methods are designed to engage students actively and enhance their practical understanding of political processes.

Differences:

- The curriculum in Türkiye often emphasizes secularism, the legacy of Mustafa Kemal Atatürk, and European Union integration. In contrast, Pakistani programs focus on Islamic political thought, the creation of Pakistan, and regional issues such as federalism and provincial autonomy.
- In Türkiye, political science courses are primarily taught in Turkish, with some programs in English. In Pakistan, English is the main medium of instruction, although courses are also offered in Urdu and regional languages.

- Turkish universities generally enjoy more institutional autonomy compared to Pakistani universities, which are more centrally regulated by the Higher Education Commission (HEC). This autonomy allows Turkish universities greater flexibility in curriculum design and academic freedom.
- Turkish universities often have better funding and resources than their Pakistani counterparts, impacting the quality of education, research facilities, and the ability to attract and retain qualified faculty.

Implications for Political Science Education in Both Countries for Türkiye and Pakistan:

The emphasis on European Union studies and integration aligns Türkiye's political science education with broader European standards. This focus prepares students for careers in international organizations and fosters a global perspective. The relative autonomy of Turkish universities promotes a robust research culture and academic freedom. This environment encourages innovation in teaching methodologies and curriculum development.

The focus on Islamic political thought and regional political issues reflects Pakistan's unique historical and cultural context. This specialization prepares students for roles in government and regional organizations. The central regulation by the HEC ensures standardization across universities, which can help maintain consistent educational quality. However, it may also limit institutional flexibility and innovation.

Recommendations for Improving Political Science Curricula and Methodologies For Türkiye:

The focus on European integration is important, incorporating more diverse global perspectives, including those from non-Western countries, can provide a more comprehensive political science education. The encouraging interdisciplinary approaches that integrate political science with

other fields such as economics, sociology, and environmental studies can provide students with a more holistic understanding of political issues. The expanding use of technology in teaching, including online simulations, virtual classrooms, and digital resources, can enhance learning experiences and provide flexible learning opportunities.

For Pakistan:

The research is emphasized, that there should be a greater focus on developing critical thinking and analytical skills through active learning methods such as problem-based learning and interactive discussions. Investing in research facilities and resources can enhance the quality of education and research output. This includes providing access to international journals, databases, and research grants. Allowing universities greater autonomy in curriculum design and academic affairs can foster innovation and improve educational quality. This may involve revising regulatory frameworks to provide institutions with more flexibility.

General Recommendations for Both Countries:

Building stronger international collaborations through exchange programs, joint research projects, and international conferences can enhance the global relevance of political science education. Incorporating practical skills training, internships, and career development programs into the curriculum can better prepare students for the job market and enhance their employability. Providing continuous professional development opportunities for faculty members can improve teaching quality. This includes workshops, training programs, and opportunities for faculty to engage in research and publish their work. The comparative analysis of political science education in Türkiye and Pakistan highlights both common goals and distinct differences shaped by cultural, historical, and institutional factors. By understanding these factors, educators and policymakers can implement targeted improvements to enhance the quality and relevance of political science education in both countries. This includes fostering critical thinking, promoting research, and incorporating

global perspectives to prepare students for diverse careers in an interconnected world.

Conclusion

The comparative study of political science education in Türkiye and Pakistan has unveiled significant insights into the similarities and differences shaped by each country's unique cultural, historical, and institutional contexts. Key findings include. Both Türkiye and Pakistan offer comprehensive political science programs with core courses in political theory, comparative politics, international relations, and public administration. Turkish programs often emphasize secularism, Atatürk's legacy, and European integration, while Pakistani programs focus on Islamic political thought, the creation of Pakistan, and regional issues. Both countries use a mix of traditional lectures and modern pedagogical approaches such as active learning, group discussions, debates, and case studies. Turkish universities, influenced by the Bologna Process, integrate more European pedagogical methods, while Pakistani universities, regulated by the HEC, may have less flexibility in innovative teaching approaches. Research is a central component in both educational systems, with a strong emphasis on developing critical thinking and analytical skills through research projects, theses, and dissertations. Turkish universities generally enjoy more institutional autonomy, allowing greater flexibility in curriculum design and academic freedom, whereas Pakistani universities are more centrally regulated, ensuring standardization but potentially limiting innovation. Turkish universities typically have better funding and resources compared to Pakistani institutions, impacting the quality of education, research facilities, and faculty qualifications.

It offers a detailed comparative framework that highlights how different cultural, historical, and institutional contexts shape political science education. This framework can be used for further comparative studies in other regions. By examining the effective methodological practices in both countries, this study identifies best practices that can be adopted or adapted to improve political science education globally. The study highlights specific challenges faced by educational institutions in Türkiye and

Pakistan, such as resource constraints and regulatory limitations, while also identifying opportunities for enhancement through international collaborations and technological integration.

Conduct longitudinal studies to track the long-term impact of different teaching methodologies on student outcomes and career trajectories. This would provide deeper insights into the effectiveness of various pedagogical approaches over time. Expand comparative analyses to include other countries with diverse political and educational contexts. This would help in understanding global trends in political science education and identifying universal best practices. Investigate the specific impact of digital tools and online platforms on political science education. This includes studying how technology can enhance learning experiences, facilitate collaboration, and improve accessibility. Research how political science programs can be made more inclusive and how they address issues of diversity. This involves examining the representation of different political ideologies, gender, and ethnic groups within curricula. Explore the benefits and challenges of integrating interdisciplinary approaches in political science education. This includes studying the impact of combining political science with fields such as economics, sociology, and environmental studies.

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