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## **CURRICULUM AND PEDAGOGY: AN EMPIRICAL STUDY**

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# Curriculum and Pedagogy: An Empirical Study

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**Abstract – The role of education as an instrument of social change and social development is widely recognized today. It has the capability to initiate social change by bringing about a change in outlook and attitude of man. Content structure in a popular way refers to subject matter relating to each discipline. It is always framed with evolutionary perspective. Sociologically, textbooks refer to clusture of information and ideas collected and systematized by the writers or the team of writers, associated with a well-defined or organised syllabus. Syllabus is prepared on the basis of those directions and guidelines which have been expressed or indicated in the curriculum.**

**The paper reveals the frames of content structure and character of pedagogy. It also incorporates content analysis of textbooks.**

**Keywords: Curriculum, Pedagogy, Textbooks, Education.**

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## INTRODUCTION

The formation or construction of curriculum is one of the objectives of agencies like NCERT or SCERT (State Council of Educational Research and Training). Curriculum basically refers to those broader guidelines within which stage based educational development takes place. In fact curriculum is the scope of study, whereas syllabus is the subject matter of study. The broader guidelines i.e. curriculum framed by NCERT/SCERT while syllabus is framed by bodies like subject development committee. The text books are written on the basis of syllabus which must ensure that the objectives and the suggestions incorporated in curriculum are functionally observed.

The NCERT has emerged as the nodal agency for curriculum development at national level in school education. A good beginning was made by publication of The Curriculum for the Ten Year School – A Frame Work in 1975, and Higher Education and Vocationalization in 1976.

For understanding the nature of pedagogy, Pedagogic material and methods play an important role in sustaining literacy. However, there is hardly any research that enables us to understand how literacy curriculum is transacted in literacy classes and what kind of teaching and learning materials and methods are used.

Dighe's study (1995b) showed that despite the training to literacy volunteers that emphasized participatory teaching-learning process, the literacy volunteers felt more comfortable in using the formal methods of teaching literacy. Even discussions on the themes in

the literacy primers were minimal. In other words, the main emphasis remained on imparting technical skills of reading, writing and numeracy to the learners. This was because the translation of a theme (expressed in words/sentences) into sustained dialogue requires skills that the literacy volunteers shortcomings of traditional examination procedures managed by the public education authorities.

Teacher is a primary vehicle of education and must be seen substantially as an embodiment of virtues in his/her role as a teacher. Teaching should be in conversational mode rather than in mode of authoritarian monologue. It is in the conversational mode that child is likely to grow confidence and self-awareness and will more easily establish connections between the teachings and his experience. Similarly while learning discipline is an important part of education, externally imposed discipline should merge into the orderliness that children perceive as an essential part of their well-being. Enforced accountability should also therefore gradually give way to a sense of responsibility, which means that there should be more emphasis on self-assessment and shared accountability. (Position Paper National Focus Group on AIMS OF EDUCATION NCERT, 2006). Intelligence is diverse, and pedagogy and evaluation should aim at making it possible for the diversity to bloom. A child's excellence in the diverse areas should be recognized and rewarded.

Pedagogy can also be made more useful by incorporating children fresh ways of experiencing the world outside the school. For example if a child has grown up with the intimate contact with the nature around him, as most children in rural or tribal

communities do, school can enrich and enhance this intimacy by sharpening child's awareness of his own natural environment. I had an interesting encounter with a village girl. She was watering the plants in the night. I asked her why she was doing so. She replied she gave me enhanced my knowledge about nature. She said that some plants need water in the night. If we give water during daytime it soaks water very fast and later on crystals of salts are found near the parts of plants. Sometimes when they don't have anything to eat, they eat roti and salt from this plant. Thus we can say that pedagogy can draw upon from the experiences of the children with enriched observations.

Sociologically, textbooks refer to cluster of information and ideas collected and systematized by the writers or the team of the writers, associated with a well-defined or organized syllabus. This syllabus is linked with a particular standard. Text book incorporates atleast three components namely- the knowledge/information, the sets of ideas constructed by writers on the basis of knowledge and information and in third the system of language in which or by which the sets of ideas are expressed.

Researcher with this background has made analysis of the content structures associated with the text books published by National Council Of Educational Research And Training (NCERT) on the one hand and by the board of Secondary education, Rajasthan on the other hand. The books which have been examined are published for the students studying from class IXth to XIIth. These books undergo the process of regular publication, reprint and modification. As a result the content structure appears before students and teachers with latest information and knowledge.

Researcher has presented the content analysis of books of 9th, 10th, 11th & 12th standard belonging to social science, History, Political Science and Sociology. The total number of books evaluated through content analysis is

## SOCIOLOGY- CLASS XI

Textbook development committee claims that the plurality the diversity and the in equality of social system are known to the students after studying the book. The front cover of the book expresses social life of social units through three photographs. While the book cover presents the presence of collective symbolically. The book is divided into 5 chapters. The first chapter informs about the complexity of the society and of interaction by using day today conversations as examples. Chapter by using the ideas of contemporary sociologists explains how one can imagine society sociologically. The relation and differences between the public and the personal has also been explained. By using several photographs, the nature and the meaning of different policies, programmes inequalities have been presented. Authors have also made distinction and relations

between common sense, knowledge and sociology. Chapter also describes the cause of the origin of sociology. The roles of industrial revolution and the enlightenment of late 17th and 18th century in making sociology have also been discussed. In a very interesting way the urbanism as contemporary way of life is presented in the chapter through a song of Hindi film C.I.D. (Aye dil, Hai Muskil Jeena yahan). The relation of sociology with other social sciences and growth of sociology in India have also found place in the chapter. Chapter two comprises those terms and concepts which students of sociology generally use. It means with the help of the help this chapter child is able to understand the language of sociology. Concepts like groups, social stratifications society social control have been elaborated. This chapter has failed to address some of the important concepts like social institutions and social system. Secondly analytical chapter has not been incorporated significantly in describing the concepts as a result chapter two comes close to boredom. Child cannot study this chapter with interest. Chapter three (understanding social institutions) briefly presents the meaning attributes and roles of five social institutions namely 1. Family marriage and kinship. 2. Politics . 3. Economics. 4. Religion 5. Education .

Chapter comprises folk songs for elaborating the interplay between family, marriage and kinship. Certain photographs are used for defining economy. The concepts of work has also been introduced with sociological insights. Politics as institutional arrangement has been described but no photographs is used for explaining politics and religion.

Education as an institution is discussed without mentioning the views of these scholars who discuss education as apparatus used by state for legitimizing exploitative activities.

Chapter four evaluates the notions of culture and process of socialization which transmit cultures from one generation to another.

Anthropological perspective for elaborating culture has also found place in this chapter. The presentation of the process of socialization by and large conventional. Certain agencies of socialization could be presented with the help of visuals like mass media. Infact use of photographs in some chapter and absence of photographs in others make entire book unstable.

Chapter five doing sociology: research methods, introduces methodology of sociology and the problems of methodology. In researchers opinion this chapter would be taught with the students at later stage. In fact methodological understanding and be developed only when deep knowledge of the concepts in there. However field work in social anthropology, participant observing etc. could be introduce with the help of photographer. This book on the one hand makes sociology at the same time if introduces the completely of sociology at early stage.

## **SOCIOLOGY – CLASS XII**

It is expected from the student of XIIth standard that he/she should be aware about processes of social change and direction of development in Indian society. The vision of future India can be constructed only when the nature and direction of change and development are known to the students. This book is one of the sincere efforts in this direction. The cover page, the second cover page and the last cover page symbolize change and development through foot prints. These foot prints express the continuity of change and development.

The book comprises seven chapters. National Council of Educational Research and Training (NCERT) Textbook Development committee by and large linked with metropolis/ big cities/capitals of the state. Representations of school teachers in Text Book Development committee is less. As a result the social world of towns (small cities) and villages is a neutral casualty. In one sense these books are written by academic elites of upper or upper middle level. These academic elites have presented their ideas with sincerity but divide between Bharat and India and between periphery and centre become visible when one starts studying these books.

Chapter six, namely, 'globalization and social change' describes how globalizations have influenced the scope of sociological studies. New flexible labour regulations and the impact on working class, role of electronic media and impact of global market of education on knowledge centres of India are some of those issues which have been addressed in the book. The authors have examined the impact of withdrawal of several restrictions on import. In this context indications of roles of World Trade Organization and other agencies are expressed. As global interconnections globalizations make India an integrated part of move of world-wide forces. Authors accept that globalization is organically connected with liberalization and privatization chapter examines the concepts of electronic money and its association with economic/ financial sphere. Chapter points out the economic policies of liberalization, the transactional organization or corporations, the role of electronic economy, globalization of finance as those attributes which accelerate globalization at international level. The relation of globalization with international division of labour has also been examined. Homogenization of culture, globalization of culture, globalization and employment relation of globalization with political processes are discussed in the chapter. Chapter also points out that globalization in India has led to those infrastructures by which several indigenous craft and literary traditions have become the part of knowledge systems.

Chapter 7 'mass media and communications' points out how media that is T.V. , Newspapers, Films, Magazines etc. determine the standard of living, life cycles, quality of life and human development index.

Like other chapters no. of cartoons, photographs, box content and activities have been introduced in the chapter with attractive methodological insights. Authors argue that in independent India radio, T.V. , Print media etc. have initiated those seriousness termed as the turning point in Indian society. Authors state that newspapers revolution, journal and Indian language newspaper in particular have transformed the like of one people. Radio and movies have accelerated such moves. In this context authors give examples of rang de basanti and lage raho Munna bhai. This chapter does not discuss much about those structures of deprivation which India people regularly face. It can also be elaborated as dysfunctional fall out of globalization.

The eight chapters is devoted on social movements for authors, the right to vote is one of such social movements which direct democratic India. The conceptualization of social movements by introducing the features like sustained collective actions, organizations, leadership, and structure of followers, shared objectives and ideologies is one of the most attractive sets of thoughts in this chapter. By discussing the concept of relative deprivation social concept of social movements becomes problematic. Infect relative deprivation and resource globalization is theoretical constructs of thesis of social movement. Like other chapter this also incorporates photographs features and activities. Backward class movements, caste movement's dalit movements, tribal movements and women are some of the important types by which this phenomenon can be understood meaningfully.

The chapter reveals the relationship between prosperity – power divides and gender/ age specific violence in this chapter of questions are raised before students along with latest references. Glossary and Biography make this chapter significant. In fact the idea of development and change in context of society of India is produced before the students through this book in it satisfied manner.

## **SOCIOLOGY – CLASS XII**

In this book 'suggestion for use' emphasizes toward classroom discussion activities and projects. One kind which is new is called on 'Exercise'. It is based on specific text or table given in the text and requires student to answer very specific questions.

Chapter one 'introducing Indian society' introduces society from a sociological rather than common sense pointed view. It focuses on specifics of social change and development in India. A preview of the book with each chapter has been done briefly.

Second chapter 'Demographic structure if Indian society' deals with the systemic study of population. It tries to establish those aspects of population which are socially significant. The chapter tries to tackle the questions like whether our population is simply an



obstacle to development or it can also be seen as helping development in some ways? As a result the Malthusian theory of population growth has been discussed. The population of India of and its growth during the 20th century has been discussed graphically (page 17). Colorful representation of state wise birth rates in India, 2004 age pyramids, map of child, sex ratios across state, literacy rate, rural-urban difference and population policy in india have been death with.

Third chapter 'Social institutions continuity and change' focuses on the basic building blocks of Indian society in the form of institutions of caste, tribe and family. As unique feature of the Indian subcontinent caste has always attracted the attention of several such as Ayyankali (1863-1914), Jyotirao Govindra Phule (1827-1890), Savitri Bai Phule (1831-1897), Periyar (E.V. Ramaswam Naickar) (1879-1973), Sri Narayan Guru (1856-1928), M.N. Srinivas (1916-1999). It discussed that how this institution has been changing over centuries and what does the caste really mean today. It also describes the concept tribe and how do they define themselves in the contemporary India. Classification of tribes, national development versus tribal development, tribal identity has been discussed. It also emphasizes the divers from of family and kinship and changes they are going through.

Fourth chapter 'The market as a social institution' explores the socio-cultural dimensions of the market as powerful institution that has been the vehicle of change thought world history. The most sweeping and rapid economic changes were brought about first by colonialism and then by development policies. The famous economic philosophy Laissez – Faire given by Adam Smith (1723-1790) a French phrase studies economic institutions and processes within the larger social framework. In this reference A Weekly 'tribal market' in Dhorai Village, Bastar, Chhatisgarh has been discussed. Caste based markets and trading networks in pre-colonial and colonial India, Social organization of markets, emergence of new markets, commoditization consumption has been explained. It also deals with the ways in which goods and services are exchanged or circulate is rapidly changing due to the liberisation of the Indian economy and globalization i.e. circulation from the local market in a village or town right up to a global trading network. It helps the students understand that how markets are being constantly transformed in the broader social and economic consequences of these changes.

Fifth chapter 'Patterns of social Inequality and Exclusion' look at the inequality and exclusion in the context of caste, tribe, gender and the 'differently able'. Caste system as an instrument of division and injustice has been the object of concerted attempts by state and by the oppressed castes to reform or even abolish it. The chapter put forward the questions in the mind that

1. How successful have movements to resist caste exclusion been in our recent past?
2. What have been the special problem of tribal movements?
3. In what context are tribal identities reasserting themselves today?
4. To what extents is our society is responsive to the needs of the differently abled?
5. How much of an impact has the women's movement had on the social institutions that have oppressed women?

The chapter explains the fact that recognition of disability is absent from the wider education discourse as this evident from the historical practices within the educational system that continue to marginalize the issue of disability by maintaining two separated streams - one for disabled students and one for everyone else. The topic the struggles of the 'differently abled' is a significant effort made by the authors of the book to create some awareness which is building in society and to focus their attention of the complexities of the contemporary sociology.

Chapter six 'The challenges of cultural Diversity' deals with the issues of tension and difficulties associated with cultural diversity. Communities defined by cultural makers such as language, religion, sect, race or caste. When these diverse communities are also part of a larger entity like a nation, then difficulties may be created by competition or conflict between them. This chapter invites us to step outside our normal, comfortable ways of thinking. The familiar slogans about India being a land of unity in diversity have a hard and complex side to them. Despite all the inadequacies India has not done too badly on this front. The chapter raises issues like what have been strength and weaknesses, how many young adult face issue like communal conflict, regional or linguistic Chauvinism and Castism ? It depicts that it is important for our collective future as a nation that every minority in India do not feel that it is insecure or at risk.

Finally chapter 7, 'suggestion for project work' are provided for students and teachers to think practical components of the course. This is quite interesting and enjoyable and creates analytical and creative mind set.

To translate sociological understanding into action, authors in the last chapter have suggested those phenomena on which activities can be constructed. Authors have pointed out at least six activities by which sociological insights are known to own self. These project work is an evaluation of own self by own self also, besides its examination significance the chapter also suggest the students to go through books of XIth standard so that freshness about methodology could be felt by the students. Researcher feels that

content structure with the cortical and conceptional frames has become less in these books. In fact examples photographs, maps, multi color presentations have overpowered content. Through these books sociology can be understood no doubt but the output is somewhat less researcher is of opinion that the ideas of various social scientists or sociologists can be added in present context so that when student takes sociology in higher education he or she does not find much difficulty. It is hocking note that in references relating to each chapter of the book no references is made about A.R. Desai, S.C. Dubey, D.P. Mukharjee, P.C. Joshi, Yogendra Singh. It is in fact difficult to present multiplicity and diversity of thought about Indian society without incorporating the views of these scholars.

## **POLITICAL SCIENCE- CLASS IX**

Democratic polities part I is a text book on political science for class IXth student published by NCERT. The book is developed by text book development committee. Besides textbook development committee personal political science teaches from schools associate editors from newspaper have participated in the development process of text book. The book comprise 6 chapters on different. In chapter One the presence of democracy in contemporary world has been presented. It has been argued that progress, movement, roles of trade unions and other organization and continuous dialogue between leaders and citizens constitute the ethos of democracy. In all democratic orders the rules are chosen by the people, generally through the process of election. Besides this freedom of expression, freedom to organize and freedom to protest create dynamism in democratic systems. The book incorporates cartoons and photographs along with charts and blocks so that child could create interest in reading. Each chapter incorporates glossary, exercises and activities so that deeper understanding about phenomenon could come into existence. In chapter two democracy as a concept is presented in the form of a dialogue taking place between a teacher and a student. There is also a debate about merit of democracy and a series of arguments which raise questions about democratic order. In chapter three constitutioned design are discussed. Example are taken from South Africa, India so that the philosophy of constitution on could get a clarity. In this chapter, the views of several leaders who played important role in making he of India's constitution are it includes Vallbah Bhai Patel, Abdul Kalam Azad, T.T. Krishnanachari, Rajan Prasad, Jaipal Singh, H.C. Mukherjee, Durga Bai Deshmukh, Baldev Singh, Nehru, Shyama Prasad Mukherjee, B.R. Ambedaker etc. The chapter describes the importance and the meaning of the values incorporated in the preamble. It proves that the constitution of a Nation State in always a product of collective wisdoms.

The next chapter describes the necessity of elections and its relation with operative aspects of democracy. The chapter makes an interesting presentation of

election as a component of political competition. Though cartoons the misuse of powers during elections are also presented. In chapter five how policy decision are taken is revealed which incorporates functioning of various political institutions like parliament (Lok Sabha and Rajya Sabha) political executives (like Prime Minister and the President) the role of judiciary and functioning of difference offices that is institutions of becvacary. In last chapter demostric rights have been incorporated. It also reveals the roles of organization like Amnesty International, human right organization, roles of civil societies etc. so that all democratic rights are protected. However book does not hesitate in presenting those examples which go contrary to democratic structures. The book proves that democracy is a way of life but it does not create distinction between buorgeise democracy and peoples democracy in a clear cut manner. It also does not speak about roles of market in a democratic world.

## **POLITICAL SCINCE – CLASS X**

The title of the book in one sense is refreshing. Democratic politics in researchers opinion is not only a title but it also expresses the commitment of the textbook development committee toward peoples power and its sharing. In nineth class basic ideas, institutions and rules of democracy where given importance where as in class tenth the processes of polity have been introduced to the students. The book is constructed by four units comprising eight chapters (two chapter in each unit). The cover of the text book depicts parliament and common man in action while the last cover page includes photos of posters along with a bhajan/devotional songs composed by Nar Singh Mehta. In chapter one entitled power sharing the writer/ author have described political processes and nature of power sharing in Belgium and Sri Lanka. This description leads to power sharing in terms of its forms. In another chapter the logic of federalism is described. It also incorporates those features by which India as federal country appears which so many cartoons, maps, photographs and the views expressed by two caricatures. Decentralization in India can be known by these presentations. Chapter three deals with relationship between democracy and diversity. By giving examples of Mexico Olympics, Bulgaria and Rumania, the inter play between democracy and diversity is presented.

Chapter for revels the interface between gender, religion and cast and its impact on political processes. A detailed exposure of relationship between religion, communalism and politics has also been made. This relationship can be understood by child very clearly when he or she leads a poetry written by Faiz Ahmed. (Faiz on page number 48) Chapter five presents the history, nature and impact of popular struggles and movements taking place in Nepal and Bolvia. These examples lead to the understanding of concepts like mobilization and

organization pressure groups and how movement emerges in a society. The next chapter comprises the meaning of political party, two party and multi-party systems and understanding about national political parties, state political parties and other political groupings. The challenges before political party have also been discussed. Chapter seven describes the consequences of democracy. It also speaks about what accountable responsible and legitimate government is. Chapter covers the inter play between democracy, economic growth and development. With the question how dignity and freedom are needed for the citizens. Chapter eight speaks about challenges which democratic societies possess. In this chapter several countries which are facing important challenges have been indicated. This interpretation stimulates students to raise their ideas about political reforms and reforming politicians. Child after going through this sequence of content is now able enough to redefine democracy. This book as a whole introduces the logistics of democratic functioning in school space. The entire book can be communicated meaningfully only when critical and analytical pedagogy is used by the teachers child become a democratic actor after going through this book deeply. The printing is attractive and each photograph sends an effective political message to both the teacher and the pupil.

## POLITICAL THEORY-CLASS XI

A text book for class XI is like other books is also a product of text book development committee. Besides this committee several scholars also participated in creating and reproducing content structure. The book comprises ten chapters associated with introduction of political theory, freedom, equality, social justice, rights and citizenship, nationalism, secularism, peace and development. The first chapter describes the meaning of politics and of political theory. As a student of sociology one question arises are equality, freedom, social justice, right, citizenship etc. political values and political theories the book does not clarify this kind of difference and debate. Lastly a political scientists describes federalism, constitutionalism etc. as political theories. Probably the scholars constituting text book development committee avoided the complexities of political theories at this level.

In first chapter politics has been presented as multiple negotiations that go on in society through which collective decisions are made while political theory deals with the ideas and principles that shape constitutions government and social life in a systematic manner. In second chapter (freedom) the description is made about the notion of freedom. Freedom is the absence of constraint but freedom is always a relative phenomenon which gives rise to notions of positive and negative liberty. This chapter could get a new dimension if development as freedom – a view of Amartyasen could also be incorporated. The second chapter (Equality) elaborates various paradox which occur in the form of opportunities and

notion of political equality, social equality and economic equality. The chapter constructs the logic of differential treatment with the sense of objectivity. The next chapter on social justice makes a differentiation between justice and social justice. It incorporates John Rawls ideas Amartyasen who talks about a difference between with Niti Nayaya. The chapter incorporates B.R. Ambedkar news on social justice which becomes foundational logic of India's constitution. In next chapter the notion of right has been elaborated. Right can be defined an entitled or a justified claim. Its relationship with dignity has also been elaborated. The typology of rights and its relations with responsibilities have also been explained. Chapter six on citizenship elaborates how a person converts into a political being acquires the status of citizen that is a full and equal membership of a political community and functioning of a citizen in the context of rights, values and institutions of law. The chapter also describes the notion of global citizenship. The concept of nationalism has been elaborated in the next chapter a relationship between nations and nationalism has been described how a nation expresses the sum of collective identity is examined. A relationship between nationalism and plurality and how nationalism becomes dysfunctional are also elaborated and assumed in the chapter. It is followed by the notion of secularism- its western and Indian model. The separation between religion and state and equal treatment to all religions are those meanings of secularism which have been elaborated in the chapter. A simple interpretation relating to minorities and its relation with majority is also found. The chapter on peace and development reveal that no state can move toward inclusive development if peace is not there. The notion of peace begins with absence of war but it is in broader sense refers to absence of all form of violent conflict. Any structure violence goes against the idea of peace. In this sense untouchability is also a negation of peace. This chapter does not explain much about the roles of state for maintaining peace or for institutionalizing violence. If violence in there then power relationship become dynamic perpetuating more violence as a result all developmental activities experience a serious threat. The social cost of development with this perspective becomes an important issue in the last chapter. Desire for a better life constitutes development and that is a core of all political theories. The book in a lucid manner explains all costs of development, for example, the relation between development and ecological crises, the relation between development and displacement and relation of development with economic divide. This book encourages students to develop a comprehensive understanding about political values and relation between development polity and citizenship.

## POLITICAL SCIENCE – CLASS XII

The cover page of the book depicts the highest seat of Indian democracy – the parliament the book contains seven units which incorporates fifteen chapters. The first chapter describes the nature, meaning, scope and subject matter of political science along with



importance of political science. The views of various western scholars have been elaborated. It means the content of the book is appropriate to root learning. It does not encourage students to raise questions. Chapter II<sup>nd</sup> examines the traditional and the modern approach associated with political science. The authors have not made comparisons between traditional and modern approaches. Are these approaches interlinked, compliment and supplement to each other or contradictory to each other, cannot be understood clearly through this chapter. The third chapter describes the relationship of political science with other social sciences. But it is surprising that relation between political science and sociology has not been depicted with absence of clarity. Authors have also not made a clear but distinction between normative science and descriptive science. The fourth chapter provides understanding about behavioralism and post behaviouralism. The language of this chapter is complex child/student cannot understand the differences between these two schools of political thought/theory. Chapter five deals with relationship between state, society and citizens. This chapter has got success in examining how these three categories make impact with the element of reciprocity.

Chapter six and seventh elaborates the theories associated with origin of state. There is need to elaborating these theories by using narratives, stories and conversations. Chapter eight points out the scope within which state operates and its limitations. The concept of welfare state Gandhian Ideas on state have also been incorporated. In chapter ninth the impact of globalization on functioning of the states and the dimensions linked with e-governance has been described. Authors have not given much importance to how different states have been treating the process of globalization in context of own and others. The presence of globalization cannot be completed without stressing upon localization and globalization. These aspects have not been considered in the chapter. Chapter ten makes the presentation of government, its meaning and forms like other chapters authors in this chapter two have not described the views of the specialists. As a result the book makes students indifferent towards understanding of political science in general and its concepts an meaning in particular.

Chapter eleventh discusses the types of the Government, their merit and demerit. The content is rich but it supports descriptive pedagogy similarly in chapter twelfth executive logistaure and judiciary as three organs are introduced. After that the details of executive and judiciary are presented in chapter thirteen and fourteen where as in chapter are the views if Indian political scientist are not given much importance Thus it appears met these organs as well as the forms of Govts. and basically of western origin. But everybody is aware of this fact that India is the largest democratic and various Indian political scientist like Rajini Kothari have got international reputation. If these scholars are added then students will be able to accept the significance of non – western knowledge in

present era. The last chapter i.e. chapter fifteen elaborates the separation of power and theory of check and balance. In this chapter America is examined as one of the cases it expected from the authors to locate those causes also which legitimize separation or power. But in any case this book introduces a large number of political scientists before the student of class XI. The fast content of both books of class XI create burden should be here on students so that they are able to understanding that more as well as critically those realities which they find in nearby surrounding first and then beyond the nearby space.

## **POLITICAL SCIENCE- CLASS XII**

The book Politics in India since independence has been developed by National Council of Educational Research and Training (NCERT) for class XII<sup>th</sup> students. The textbook development committee comprising Chairperson (1), Chief Advisor (2), advisor (1), Member coordinator (1) and Members (16).

The text book development committee is urban centric. They belong to Kolkatta, Pune, Delhi, Guwahati, Banglore, Chandigarh, Hyderabad, Kerla, Silchar and Kolahapur. Since political science experts belonging to towns and villages and states like Uttar Pradesh, Madhya Pradesh, Bihar, Rajasthan etc. are not there, the composition of this committee remains incomplete. In these textbooks books for further reading have been suggested to the students. It means the book encourages the students to go with more interesting readings. The book incorporates rare pictures, system of dialogue, tentative questions and blocks as a result the book continuously create interest amongst students for understanding Indian political realities. The book comprises 9 chapters that cover 172 pages.

The first chapter challenges of nation building reveals what kind of situations, the state of India was facing at the time of freedom followed by India's partition. In this chapter three challenges have been identified. These challenges were (i) United accommodative and deversified India, (ii) establishment of democracy and (iii) ensuring development and well-being of the entire society. The chapter raises processes and consequences of partition. The book incorporates the observation of Saddet Hasan Manto (the nobelist) and depiction of partition through movies, Such as garam hawa. It means the book becomes interdisciplinary. It also incorporates cartoons which became point of controversy in the parliament. But the inclusion of all such content structure invite attention from the student who can make his/her study attractive as well as interesting.

The second chapter examines era of one party dominance as well as systems of voting and voting behavior. The chapter explains the dominance of congress from 1952 to 1967. It also incorporates 1957



communist victory in Kerala. Later on this government was dismissed by imposing article 356 for the first time in India. The chapter briefly presents the history and roles of Socialist Party, Bhartiya Jan Sangh, Swatantra Party which played important roles in India's Polity.

The third chapter makes a presentation of politics of planned development. It provides information about planning commission, industrialization, decentralized, planning and development based upon five years plan. Land reforms and green revolution are also important aspects of this chapter. The book incorporates extensive information about external relations and foreign policy, the roles of congress, crisis before democracy, the impact of old and new social movements, the regional aspirations and recent development in Indian Polity. In this book phenomena like communalism in Gujarat, Sikh riots coalition politics, decline of congress, impact of mandal commission etc. have been presented. The book reveals those causes by which regional identities become political realities. The social movements laid by civil society organizations. Such as Chipko movement provide understanding about state civil society interface before the students. The style of book is critical and evaluative. Information in the forms of capsule and multicolor production of the book create interests amongst students. The book is based upon constructing approach and through graphic presentation. It provides lucid understanding about Indian politics. Such book can be considered as implied, political understanding as well as consciousness which occur because of external, political process.

## CONCLUSIONS

The text books are also product of Marketization of education. Writers incorporate that system of knowledge and information in the text books which market forces wish. It simply means that what child/student is studying in the classroom through text book and through teacher pupils interaction is not a product of a wish of the students. The culture of the society, the social background of the teachers, the visible and invisible direction of the state political and economic ideologies and traditionality modernity clash linked with the mindset of the teacher as well the wishes of the market forces are some of those factors which construct the nature of text books.

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