

Comparative Content Analysis On Panchayati Raj System As A Topic Of Class-Vi Political Science Text Book Between Ncert And Scert, Odisha

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Abstract –

In the present study an attempt is made to do the comparative content analysis on the Panchayati Raj System as a topic of class-VI political science text book between NCERT & SCERT, Odisha. To meet the objective of this study data were collected from the Political science text book of NCERT & SCERT, Odisha by adopting qualitative content analysis method. It was found that 55% contents of NCERT textbook is not given in the textbook of SCERT, Odisha. In SCERT (75%) and NCERT (66%) of the illustrations with examples indicate gender neutrality and rest parts are biased in nature. NCERT contents emphasized to inculcate the all domains of cognitions knowledge (57%), understandings (28%), applications (14%), skills (14%) whereas SCERT, Odisha contents mostly promote the 94% knowledge aspect of the learners.

Key Words - content analysis, Panchayati Raj System, NCERT, SCERT, Odisha.

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I. INTRODUCTION –

Text book is an essential guiding instructional tool for both teacher and students. It acts as informative as well as formative tool, it provide knowledge and simultaneously enable the development of competencies, skills and values. Textbook are good topical in structure using titles, sub titles, various task, questions, illustrations with examples and summaries of new concept. Content should be design in a way that encourage students to learn and complement burden of teacher's instructions. In class-VI students are at the age of 11 this age is called early adolescence, children start to feel & think in a more mature ways. In this stage political science is very necessary subject, it's the study of politics and the power of domestic, international and comparative perspective. It entails political ideas, ideologies, institutions politics, process and behavior as well as group, class, government, diplomacy, law and war.

II. RATIONALE OF THE STUDY-

Panchayati Raj institutions plays a vital role in the development of elementary education. It's an important tool which cultivates the sense of responsibility and care among students and people's towards rural development. How to develop the rural areas? & How to sustain the rural development? Sustainable development of rural areas can be done only through healthy environment and quality education. Without quality education and healthy environment the sustainable development of rural / village's area are impossible.

For quality education formations quality textbook is very essential. "Textbook is an basic teaching & learning materials which enables the students to acquire the necessary knowledge, develop critical, creative and critical thinking and develop their mental skill."(Poljak 1983) "Textbook is a textual teaching medium and part of educational tool that aids both efficiency of teaching as well as individual learning."(Kovac et al 2005 p. 20) .Textbook is an important educational tool that mediate knowledge to new generations (Pallo, 2006). HAM & HEINZ (2018) found that topic not included in textbook are rarely discuss in class, as teacher mostly use them as a guiding instructional tool. In the process of teaching textbook functions on both didactical as well as educational level (Jurman, 1999) .

As per the researcher literature review there is no study found about the analysis between NCERT & SCERT, Odisha on the context of Panchayati Raj System. So, it's a big research gap for the researcher and one of the core interest area to analysis between NCERT & SCERT, Odisha contents, cover on this topic, pattern of organizations, number of activity boxes and kinds of illustrations.

III. OBJECTIVES OF THE STUDY –

1. To study the concept of Panchayati Raj System as a topic of class-VI NCERT & SCERT. Odisha.
2. To compare and contrast the Panchayati Raj System as a topic of class-VI prescribed by NCERT & SCERT, Odisha.
3. To study the number and types of (local ex. & global ex.) Illustrations with examples with reference to gender biased and neutrality.
4. To study the way of organization (horizontally & vertically) pattern of the same content of class-VI NCERT & SCERT, Odisha.
5. To find out the number of activity boxes on the basis of domain of cognitions like (knowledge, understanding, applications, skills) in NCERT & SCERT, Odisha political science textbook in the content of Panchayati Raj System .

IV. RESEARCH QUESTIONS –

1. How much level of intensive information given by both NCERT & SCERT, ODISHA?
2. In which way the NCERT & SCERT ODISHA are presenting the same topic?
3. What is the pattern of organization (horizontally & vertically) of the contents?
4. How many activity boxes (think & answer boxes, check your progress boxes & activity boxes) presented by both NCERT & SCERT ODISHA to make students more. Creative?
5. What kind of pictorials or illustration are given by both NCERT & SCERT ODISHA (local example & global example) for better comprehensions power of students?

V. CONCEPTUAL DEFINITION OF THE KEY TERMS –

CONTENT ANALYSIS: - It's a qualitative research tool or technique that is used widely to Analysis the content and it's features.It's an approach used to quantify qualitative information by sorting data and comparing different pieces of information to summarize it into useful information.

PANCHAYATI RAJ SYSTEM: - Panchayati Raj system as a system of government which consists of 3 levels. It's a form of government at village level where each village is responsible for its own activities.

SCERT: - It stands for *STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING*. Being an autonomous body of the government of India, it deals with school education and academic activities like curriculum formulation, textbook preparation, teacher's hand book & teacher training Analysis.

NCERT:- *NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING*, it's an autonomous organization set up in 1961 by the government of India to assist and advise the central and state government on policies & Programme for qualitative improvement in school education.

VI. DELIMITATION OF THE STUDY:-

1. The present study will be confined to the Analysis of the topic of Panchayati Raj system class-VI social & political life -I Text Book of NCERT & SCERT, ODISHA Political science textbook –Rajaniti Vigyana.
2. Further content Analysis will be confined the analysis of :
 - Intensive level of the Content present.
 - Pattern of organization of same content.
 - Types & number of illustrations & examples given for the same topic.
 - Kinds of activity boxes on the basis of cognitive domain.

VII. RESEARCH METHOD –

In the present study researcher used the *CONTENT ANALYSIS* method to analyze the content of Panchayati Raj System as a topic given in NCERT & SCERT, Odisha.

POPULATION:-

Standard-VI Political Science textbook NCERT & SCERT, ODISHA books namely "*social & political life-1*" and SCERT Odisha board namely "*Rajaniti Vigyana*" constitute the population.

SAMPLE:-

Panchayati Raj system is one of the topic taken as sample in the present study. *Purposive sampling technique* will be employed to select this topic.

TOOLS & TECHNIQUES:

Collection of data is very much important in every research study. Tools are the instrument through which the information and data are collected and techniques are the procedure and process through which tools

are used for data collection. As the present study is a qualitative content analysis research, no specified developed tool has been used to analyze the content. The researcher has simply used *document analysis* method and *logical method* to analyze the content of Panchayati Raj System of NCERT and SCERT, Odisha.

STATISTICAL TECHNIQUES USED:-

SIMPLE PERCENTAGE technique has been used to analyze the quantitative data like compare & contrast the same topic, study the number and types of examples, way of organizing the content, number of activity boxes with reference to gender bias and neutrality.

PROCEDURE OF CONTENT ANALYSIS:-

From the review related literature researcher find out multiple research work on content analysis between two countries syllabus, two states boards syllabus on the subject of Mathematics, English on various dimensions but there is less research work conducted on the subject of political science content Panchayati Raj System (PRS) which is the backbone of the Indian Political System.

So, First of all researcher selected the two books of political science prescribed by NCERT & SCERT, Odisha class-VI, secondly researcher studied both the books content properly in an in-depth way with complete understanding, thirdly researcher found Panchayati Raj System present in both the books in a different pattern. According to the objectives researcher analyzed the same content one by one, by the help of Content Analysis method by using simple percentage.

VIII. SUMMARY:-

Text-book plays an important role in bringing about continuity, orderliness, system and objectivity in teacher and student activity. Sixth class students generally are of 10 to 11 years old. This is the transitional period between childhood and adolescent period. Textbook is the most authentic medium of socialization at this stage for children. Children of this age have the common tendency to accept and utilize the ideas and values incorporated in them through teachers or textbooks. At this stage they construct the concept of gender and social roles in such way as society teaches them. They develop either positive or negative attitude towards male and female as the content of textbook teach to develop in them.

Researcher present study emphasize the concept of panchayati raj system is a topic of political science text book, it work for the rural development and protect of environment. This Panchayati Raj Institution plays a vital role in development of elementary education, which is an important tool to cultivate a scene of responsibility & care among students, how to develop the rural area and how to sustain the rural development? Without quality education and healthy environment sustainable development is impossible.

IX. MAJOR FINDINGS –

After the end of analysis of the topic Panchayati Raj System present in the both the boards namely NCERT, Delhi & SCERT, Odisha researcher conclude some findings:

1. In NCERT Book Q.R code is available for e-learning materials, but in SCERT, Odisha there is no such e-learning study materials facility available.
2. It is found that SCERT, Odisha books content is more quantitative in nature, whereas NCERT, Delhi books material is completely qualitative in nature.
3. The text book of SCERT, Odisha provide direct information, without any realistic example whereas, textbook of NCERT, Delhi book present its content with realistic example by some interactive session with H.M & Head of Zilla Parishad.
4. In NCERT Book, 57% of the boxes are provided to assess knowledge aspect of the learner, 28% of the boxes are provided for understanding aspect, 14% of the boxes are framed to enhance the applicability level & rest 14 % boxes are tried to make the learner skillful.
5. In SCERT Book- 94% boxes are given to enhance the knowledge aspect of learner, 6% boxes tried to promote application power of the learner. There is no questions on understanding and skill aspect.
6. NCERT, Delhi text-book of political science give equal emphasis on all the domain of knowledge. 57% of the content present in this textbook mainly framed to check the knowledge aspect of the learners. 28% of the contents are tried to enhance the understanding power of the learner. 14% contents are present to evaluate the learner application power, rest 14% of the contents are tried to make the the learner skillful.
7. In NCERT Text-book in-depth discussion of the content is given with full of understanding, especially it focus towards the development of the applicability power of students.
8. In NCERT Text-book in-depth discussion of the content is given with full of understanding, especially it focus towards the development of the applicability power of students.
9. Contents present in NCERT textbook is mostly emphasized to promote the learners all four domains of knowledge in an equal or balance manner.

10. NCERT textbook highly demanded for an interactive session with H.M and head of Zilla Parishad to inculcate the practical knowledge among the students.
11. In SCERT, Odisha text-book 75% pictures illustration with example indicate the gender neutrality , that means both genders participation is equally important for village panchayats development.
12. 25% examples illustrated gender biased. It's reflect participations of male member is more important for rural development.
13. In NCERT text-book 66% examples & pictures support the gender neutrality. This text-book reflect women-empowerment & equal respect with full participations.

X. EDUCATIONAL IMPLICATIONS-

1. This study will be helpful for the curriculum constructor because while they are preparing new curriculum they should emphasized **quality contents** with **realistic examples** so, that it will enhance the more knowledge about the topic.
2. This study will be helpful for the teacher as well as the learner, because from the previous research study researcher found that teacher strictly followed the textbook while they delivering the content, as a tool. When the textbook level of information is **qualitative, informative & intensive** as per the student comprehension level & interest so that teacher also teach accordingly inside the classroom with the help of their guiding tool. So, it will ultimately benefited for the student's.
3. Present study will be helpful **societal member or society** , because local self-government is the foundations of the Indian politics , when the people are aware about their roles, responsibility & functions of P.R.S., especially towards education, health, agricultural development, men, women & children development & their participations , so that it will **empower all the people** who involve in **decentralizations** planning.

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