

Article

Understanding NCERT's Rationalisation of Political Science Textbooks and its Implications for the Indian Knowledge System

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Abstract:

The rationalisation of NCERT school textbooks has recently become a subject of considerable academic and public discussion, particularly following the revisions implemented in alignment with the National Education Policy (NEP) 2020. Rationalisation involves making logical and justified modifications to curriculum content, including the removal, revision, or restructuring of existing material. NCERT undertook this process between December 2021 and June 2022 with the stated objective of reducing curriculum load, addressing content overlap, adjusting difficulty levels, and enhancing the relevance of textbooks in the present educational context. These changes also correspond with the broader educational vision of NEP 2020, which emphasises experiential learning, critical thinking, and the incorporation of the Indian Knowledge System (IKS) (Ministry of Education, 2020). The rationalisation of political science textbooks, however, has generated varied responses among educators, scholars, and academic stakeholders. While NCERT has presented these revisions as pedagogically necessary, several experts and teachers have expressed concerns regarding their academic, pedagogical, and ideological implications. The removal and modification of specific content have raised important questions about knowledge representation, inclusivity, and the role of curriculum in shaping students' understanding of political and social realities. This study examines the rationalisation of NCERT political science textbooks through a qualitative document analysis of textbook revisions, official reports, and relevant academic and media sources. It also explores the perspectives of university professors and school teachers regarding these curricular changes. The paper aims to analyse the rationale, stakeholder responses, and broader educational implications of textbook rationalisation within the framework of the Indian Knowledge System.

Keywords: Rationalisation, NCERT, Political Science Textbooks, Curriculum Reform, Indian Knowledge System, NEP 2020

1. INTRODUCTION

Education and curriculum development are closely linked with political, social, and ideological contexts (Apple, 1993; Ball, 2015). Curriculum and textbooks play a crucial role in shaping students' understanding of knowledge, society, and national identity. In India, national educational priorities, curriculum frameworks, textbook content, teaching methods, and assessment practices are influenced by policy decisions taken at national and institutional

levels (Ministry of Education, 2020). These decisions reflect broader social, political, and cultural objectives and have significant implications for educational processes and outcomes.

Political influence on curriculum development has been widely discussed in educational scholarship. Michael Apple (1993) introduced the concept of “official knowledge”, highlighting how curriculum content reflects dominant social, cultural, and political ideologies. According to Apple, educational knowledge is not neutral but shaped by power structures, institutional priorities, and ideological perspectives. Curriculum decisions determine which knowledge is included, excluded, or emphasised, thereby influencing students’ understanding of history, politics, and society. This perspective is particularly relevant in analysing textbook revisions and curriculum reforms.

In India, the National Council of Educational Research and Training (NCERT) plays a central role in developing curriculum frameworks and textbooks used in schools affiliated with the Central Board of Secondary Education (CBSE) and other educational boards. Over the years, NCERT textbooks have undergone periodic revisions to align with changes in national education policies and curriculum frameworks (NCERT, 2005). These revisions have often generated academic and public debate, particularly regarding representation, inclusivity, and ideological orientation.

Recently, NCERT initiated a process of textbook rationalisation following the introduction of the National Education Policy (NEP) 2020 (NCERT, 2022). This process, conducted between December 2021 and June 2022, aimed to reduce curriculum load, eliminate overlapping content, adjust difficulty levels, and enhance the relevance of textbooks. NCERT stated that rationalisation was intended to make textbooks more learner-friendly and aligned with contemporary educational needs. The integration of the Indian Knowledge System (IKS), as emphasised in NEP 2020, has also influenced curriculum revisions.

However, the rationalisation of political science textbooks has generated diverse responses among educators, scholars, and academic stakeholders. While some support the revisions as necessary for improving curriculum efficiency and relevance, others have raised concerns about the removal of specific topics, representation of historical and political perspectives, and implications for critical thinking and academic integrity. These debates highlight the complex relationship between curriculum reform, knowledge representation, and educational policy.

Understanding the rationalisation of political science textbooks is important for analysing its academic, pedagogical, and ideological implications. It also provides insight into how curriculum reforms influence knowledge construction, teaching practices, and students’ learning experiences. In this context, examining textbook rationalisation through the framework of the Indian Knowledge System offers an opportunity to explore how traditional knowledge perspectives are integrated within contemporary educational reforms.

2. LITERATURE REVIEW

Curriculum and textbook development are shaped by broader social, political, and ideological forces. Scholars in curriculum studies have emphasised that textbooks are not merely neutral sources of information but reflect dominant perspectives and institutional priorities. Michael Apple (1993) introduced the concept of “official knowledge”, arguing that curriculum content represents the values and interests of dominant social groups. According to this perspective, curriculum decisions determine which knowledge is legitimised and which perspectives are marginalised. This framework is important for understanding curriculum reforms and textbook revisions, particularly in contexts where political and ideological considerations influence educational content.

In the Indian context, NCERT textbooks have historically been subject to periodic revision in response to changes in national curriculum frameworks and education policies. One of the most significant phases of textbook revision followed the introduction of the National Curriculum Framework (NCF) 2000, which generated widespread academic and public debate. Critics argued that revisions in textbooks reflected ideological influences, particularly in the representation of historical events, political developments, and cultural identities. Concerns were raised about the selective inclusion and exclusion of content, which some scholars believed could influence students’ understanding of national history and social realities.

Scholars and educators have also highlighted concerns regarding representation, inclusivity, and academic integrity in textbook revisions (Chaudhury, 2019; Farooqui, 2023). Critics have argued that curriculum changes may sometimes prioritise specific ideological or political narratives, potentially limiting the diversity

of perspectives presented in educational materials. Issues related to the representation of religious, cultural, and regional diversity have also been central to debates on textbook reform. These concerns emphasise the importance of maintaining academic objectivity, inclusivity, and scholarly rigour in curriculum development processes.

The recent textbook rationalisation process initiated by NCERT following the National Education Policy (NEP) 2020 has similarly generated significant academic discussion. NCERT justified rationalisation on the grounds of reducing curriculum load, eliminating redundant content, and improving pedagogical effectiveness (NCERT, 2022). The policy emphasis on integrating the Indian Knowledge System (IKS) into the curriculum has further influenced textbook revisions. Proponents argue that rationalisation helps streamline content, improve clarity, and make learning more accessible and relevant for students.

However, several scholars, teachers, and academic stakeholders have expressed concerns regarding the academic and pedagogical implications of these changes. Some experts have questioned the rationale behind the removal of specific topics, arguing that such changes may affect the comprehensiveness and depth of students' learning. Media reports highlighted academic concerns regarding the removal of specific topics (Banerjee, 2023). Concerns have also been raised regarding transparency, consultation processes, and the involvement of subject experts in curriculum revision. Critics emphasise that textbook revisions should be guided by academic considerations, pedagogical needs, and scholarly consensus rather than ideological or political motivations.

At the same time, other scholars and academic stakeholders have supported the rationalisation process, arguing that curriculum updates are necessary to align textbooks with contemporary educational goals and policy priorities. They emphasise that reducing excessive content load can improve student engagement, enhance conceptual understanding, and support effective teaching practices. Supporters also argue that curriculum revision is a normal and essential part of maintaining relevance and quality in educational systems.

Overall, the existing literature highlights that textbook rationalisation is a complex process involving pedagogical, academic, and ideological dimensions. It reflects broader debates about knowledge representation, curriculum priorities, and the role of education in shaping students' understanding of society. Some critics described the revisions as ideologically motivated rather than pedagogically necessary (Chogule, 2023). These discussions underscore the importance of examining textbook rationalisation from multiple perspectives, including policy objectives, academic considerations, and stakeholder responses.

3. NEED OF THE STUDY

Textbooks play a central role in the teaching–learning process, as they serve as primary sources of knowledge for both teachers and students. Changes in textbook content can significantly influence students' understanding of academic subjects, social realities, and national identity. Therefore, any revision or rationalisation of curriculum content requires careful academic scrutiny and analysis. The recent rationalisation of NCERT textbooks, particularly in political science, has generated widespread academic discussion and debate, highlighting the need for systematic examination of these changes.

The rationalisation process initiated by NCERT following the National Education Policy (NEP) 2020 was officially justified on pedagogical grounds, including reducing curriculum load, eliminating redundant content, and improving the relevance of textbooks. While these objectives align with broader educational reforms aimed at enhancing learning outcomes, the removal and modification of specific topics have raised concerns among scholars, educators, and academic stakeholders. These concerns relate to issues of knowledge representation, academic integrity, inclusivity, and the potential impact of curriculum changes on students' critical understanding of political and social concepts.

Political science, as a subject, plays a crucial role in developing students' understanding of democratic values, constitutional principles, governance, and citizenship (Apple, 2004). Rationalisation of political science textbooks, therefore, has important implications for how students engage with key political concepts and develop analytical and critical thinking skills. Changes in curriculum content may influence not only what students learn but also how they interpret political and social realities. This makes it essential to examine the nature, rationale, and implications of textbook rationalisation in this subject area.

Furthermore, the integration of the Indian Knowledge System (IKS), as emphasised in NEP 2020, adds another dimension to curriculum reform (Ministry of Education, 2020). While incorporating indigenous knowledge

traditions can enrich educational content, it also raises important questions about how such integration is implemented and balanced with modern academic knowledge and constitutional values. Understanding how rationalisation relates to the incorporation of IKS is necessary for evaluating its broader educational significance.

Despite the ongoing debates and discussions surrounding textbook rationalisation, there is limited systematic academic research examining the perspectives of key stakeholders, including university professors and schoolteachers, who are directly engaged with curriculum implementation. Concerns were raised regarding limited teacher participation in the rationalisation process (Hedge, 2023). Their perspectives are essential for understanding the academic, pedagogical, and practical implications of these changes. Therefore, this study seeks to analyse the rationalisation of NCERT political science textbooks and examine stakeholder perspectives to better understand their educational significance and implications within the broader framework of curriculum reform and the Indian Knowledge System.

4. RESEARCH QUESTION

How is the rationalisation of NCERT political science textbooks understood and interpreted in terms of its academic and pedagogical implications within the framework of the Indian Knowledge System?

5. OBJECTIVES OF THE STUDY

1. To examine the nature and rationale of rationalisation in NCERT political science textbooks.
2. To analyse the perspectives of university professors and schoolteachers regarding the academic and pedagogical implications of textbook rationalisation in the context of the Indian Knowledge System.

6. METHODOLOGY

Research Approach and Design:

This study adopts a qualitative research approach to examine the rationalisation of NCERT political science textbooks and their academic and pedagogical implications (Bowen, 2009). A qualitative approach is appropriate for this study, as it enables an in-depth understanding of curriculum changes, policy decisions, and stakeholder perspectives within their broader educational and socio-political context. The study is based on document analysis, which allows systematic examination and interpretation of textual data to identify patterns, themes, and meanings relevant to the research objectives.

Data Sources:

The study primarily relies on secondary data collected from multiple sources. These include NCERT political science textbooks for classes VI to XII, official NCERT documents related to textbook rationalisation, and relevant policy documents such as the National Education Policy (NEP) 2020 (NCERT, 2023). In addition, newspaper articles, academic publications, and media reports discussing textbook rationalisation were analysed to understand the broader academic and public discourse surrounding the issue. These sources provide insights into the rationale behind curriculum changes as well as the responses of various academic stakeholders, including university professors and schoolteachers.

Method of Data Collection:

The data were collected through systematic review and examination of textbooks, official reports, and published articles related to NCERT textbook rationalisation. Relevant sections, revisions, and reported changes in political science textbooks were identified and examined. Media reports and academic discussions were also reviewed to understand differing perspectives on rationalisation and its implications. The selection of these documents was guided by their relevance to the research objectives and their contribution to understanding the nature and implications of textbook rationalisation.

Method of Data Analysis:

The collected data were analysed using qualitative document analysis. This involved careful reading and rereading of the selected documents to identify key themes, patterns, and recurring arguments related to textbook rationalisation. The analysis focused on understanding the stated rationale for rationalisation, the nature of content modifications, and the perspectives of academic stakeholders. The findings were interpreted within the broader framework of curriculum reform and the Indian Knowledge System to understand the educational and

pedagogical implications of these changes.

7. FINDINGS

Nature and Scope of Textbook Rationalisation

The findings indicate that NCERT initiated textbook rationalisation following the introduction of the National Education Policy (NEP) 2020 and subsequent revisions to the National Curriculum Framework (NCERT, 2022; Ministry of Education, 2020). This process was undertaken between December 2021 and June 2022, with the stated aim of aligning textbooks with contemporary educational priorities. NCERT has revised and rationalised textbooks across multiple subjects and grade levels, including political science, as part of broader curriculum reform efforts.

Rationalisation was officially described by NCERT as a process intended to reduce curriculum load, eliminate overlapping content, adjust difficulty levels, and enhance the relevance of educational material. According to NCERT officials, these revisions were necessary to make textbooks more learner-friendly and aligned with the pedagogical goals of NEP 2020. The rationalised textbooks were subsequently implemented for the academic session 2022-2023 and continued in the following academic year (Porecha, 2023).

However, the analysis shows that rationalisation primarily involved the removal of certain chapters, sections, and topics from textbooks. These included discussions related to specific historical periods, political developments, and social themes. While NCERT described these changes as rationalisation, some academic stakeholders argued that the process involved substantial content reduction rather than pedagogical restructuring.

Rationale Provided by NCERT

NCERT provided multiple justifications for textbook rationalisation. One of the primary reasons cited was the need to reduce excessive curriculum load on students, which was considered essential for improving learning outcomes and supporting student well-being. The rationalisation process also aimed to remove redundant and overlapping content across different subjects and grade levels.

Another important rationale was to update textbooks in accordance with the objectives of the National Education Policy (NEP) 2020, which emphasises experiential learning, conceptual understanding, and integration of the Indian Knowledge System. NCERT also stated that some previously included content was no longer relevant in the contemporary educational and social context and therefore required revision or removal.

In addition, NCERT emphasised the importance of improving the clarity, accessibility, and pedagogical effectiveness of textbooks. The organisation stated that the rationalisation process involved consultation with subject experts and academic reviewers to ensure that curriculum revisions were academically appropriate and educationally beneficial.

Perspectives of Academic Stakeholders

The findings reveal diverse and sometimes contrasting perspectives among academic stakeholders regarding textbook rationalisation. Several university professors, textbook contributors, and scholars expressed concerns about the removal of specific topics and sections. Some experts questioned the academic rationale behind these changes and argued that the removal of certain content could affect the comprehensiveness and depth of students' understanding.

Concerns were also raised regarding transparency and academic consultation in the rationalisation process. Some scholars emphasised the importance of involving subject experts, educators, and academic communities in curriculum revision to ensure academic integrity and scholarly rigour. Critics argued that textbook revisions should maintain balance, inclusivity, and representation of diverse perspectives.

At the same time, other academic stakeholders expressed support for the rationalisation process. While some scholars supported the reforms, others expressed concern about content removal (Sharma, 2023). Supporters argued that curriculum revision is a necessary and ongoing process that helps maintain the relevance and effectiveness of educational content. They emphasised that reducing excessive content load can improve student engagement, facilitate better conceptual understanding, and enhance teaching effectiveness. The rationalisation process generated varied reactions among academic stakeholders (Yadav, 2023).

Educational and Pedagogical Implications

The findings indicate that textbook rationalisation has significant academic and pedagogical implications. Changes in textbook content influence not only what students learn but also how they understand political concepts, democratic values, and social realities. Rationalisation therefore plays an important role in shaping knowledge construction and educational experiences.

The analysis also highlights the relevance of the Indian Knowledge System in the context of curriculum reform. The integration of indigenous knowledge traditions into educational content represents an important educational objective. However, the findings suggest that effective integration requires careful academic planning, transparency, and balance to ensure that curriculum reforms support critical thinking, academic integrity, and inclusive knowledge representation.

Overall, the findings demonstrate that textbook rationalisation is a complex process involving pedagogical, academic, and policy dimensions. While rationalisation aims to improve curriculum effectiveness and reduce student burden, it also raises important questions regarding knowledge representation, curriculum priorities, and the broader goals of education.

8. DISCUSSION

The findings of this study highlight that the rationalisation of NCERT political science textbooks is not merely a technical or administrative process but a significant curriculum reform with broader academic, pedagogical, and ideological implications. While NCERT has officially justified rationalisation on pedagogical grounds, including reducing curriculum load, eliminating redundancy, and improving content relevance, the responses of academic stakeholders indicate that the process has generated diverse interpretations and concerns.

From a curriculum theory perspective, these findings align with the argument that curriculum and textbook content reflect broader social, political, and institutional priorities. Michael Apple (1993) emphasised that educational knowledge is socially constructed and influenced by dominant ideological and institutional frameworks. The process of selecting, modifying, or removing textbook content involves decisions about what knowledge is considered important and legitimate. In this context, the rationalisation of political science textbooks can be understood as part of a broader process of curriculum restructuring influenced by changing educational policies and national priorities.

The findings also indicate that NCERT's rationale for rationalisation is closely aligned with the objectives of the National Education Policy (NEP) 2020, which emphasises reducing content load, promoting conceptual understanding, and integrating the Indian Knowledge System. These objectives reflect a shift toward making education more learner-centred and contextually relevant. Reducing excessive curriculum load may contribute to improved learning outcomes, as students are able to focus more on conceptual understanding rather than memorisation of large volumes of information (Ministry of Education, 2020).

However, the concerns raised by academic stakeholders highlight the importance of academic transparency, scholarly consultation, and inclusive decision-making in curriculum reform. The removal of specific topics and sections from political science textbooks has raised questions about knowledge representation, inclusivity, and academic balance. Political science education plays a critical role in developing students' understanding of democratic principles, constitutional values, and social diversity (Apple, 2004). Therefore, changes in curriculum content can influence students' perspectives, analytical abilities, and engagement with political and social issues.

The integration of the Indian Knowledge System (IKS) into the curriculum represents an important educational objective aimed at recognising indigenous intellectual traditions and knowledge systems. However, the findings suggest that the effectiveness of this integration depends on how it is implemented within the broader curriculum framework. Integrating IKS in a balanced and academically rigorous manner can enrich educational content and promote a deeper understanding of India's intellectual heritage. At the same time, it is important to ensure that curriculum reforms maintain academic objectivity, critical inquiry, and inclusivity.

The findings also demonstrate that textbook rationalisation involves balancing multiple educational priorities, including pedagogical effectiveness, academic integrity, policy objectives, and stakeholder perspectives. While curriculum reform is a necessary and ongoing process, it requires careful academic planning, transparency, and engagement with educational stakeholders. This helps ensure that curriculum changes support meaningful

learning, critical thinking, and comprehensive knowledge development.

The rationalisation of NCERT political science textbooks reflects broader trends in curriculum reform influenced by educational policy, pedagogical considerations, and evolving national priorities. Understanding these changes within the framework of curriculum theory and the Indian Knowledge System provides important insights into the relationship between education, knowledge, and policy in contemporary India.

9. IMPLICATIONS OF THE STUDY

The findings of this study have important implications for curriculum development, educational policy, academic practice, and future research. Textbooks serve as foundational tools in the teaching-learning process, and changes in textbook content directly influence students' knowledge, understanding, and critical engagement with academic subjects (Apple, 1993). Therefore, the rationalisation of political science textbooks has significant implications for how political knowledge, democratic values, and social realities are presented and understood in educational settings.

One of the key implications relates to curriculum development and policy implementation. The rationalisation process reflects broader efforts to align textbooks with the objectives of the National Education Policy (NEP) 2020, particularly in reducing curriculum load and promoting conceptual learning. While these goals are pedagogically valuable, the findings suggest that curriculum reforms should be implemented through transparent, academically rigorous, and consultative processes involving subject experts, educators, and academic stakeholders. This helps ensure that curriculum revisions maintain academic integrity, inclusivity, and balanced knowledge representation.

The study also has implications for teachers and classroom practices. Teachers rely heavily on textbooks to guide instruction, and changes in textbook content may influence teaching approaches, classroom discussions, and students' learning experiences. Understanding the nature and rationale of textbook rationalisation can help teachers adapt their pedagogical practices and support students in developing critical and analytical perspectives. This highlights the need for teacher awareness, professional development, and academic engagement in curriculum reform processes.

Another important implication relates to the integration of the Indian Knowledge System (IKS) into the curriculum. The inclusion of indigenous knowledge traditions offers opportunities to enrich educational content and promote a broader understanding of India's intellectual heritage. However, the findings suggest that effective integration requires careful academic planning to ensure that such knowledge is presented in a balanced, inclusive, and academically rigorous manner. This is essential for promoting critical thinking, intellectual diversity, and meaningful learning.

The study also contributes to academic research on curriculum reform, textbook analysis, and education policy. It highlights the importance of examining curriculum changes from multiple perspectives, including policy objectives, academic considerations, and stakeholder responses. Future research can build upon this study by exploring the long-term educational impact of textbook rationalisation on students' learning outcomes, critical thinking skills, and understanding of political and social concepts.

Overall, the implications of this study emphasise the importance of ensuring that curriculum reforms are guided by pedagogical principles, academic integrity, and inclusive knowledge representation. A balanced and transparent approach to textbook rationalisation can support effective teaching, meaningful learning, and the broader goals of educational development.

10. CONCLUSION

The rationalisation of NCERT political science textbooks represents a significant development in curriculum reform within the Indian education system. Officially, this process has been justified as a pedagogical measure aimed at reducing curriculum load, eliminating redundant content, and aligning textbooks with the objectives of the National Education Policy (NEP) 2020 (NCERT, 2022). These reforms reflect broader efforts to improve the relevance, accessibility, and effectiveness of educational content while promoting learner-centred approaches and conceptual understanding.

The findings of this study indicate that textbook rationalisation is a complex process involving academic, pedagogical, and policy dimensions. While NCERT has presented rationalisation as a necessary step to enhance

curriculum quality and support student learning, the responses of academic stakeholders reveal diverse perspectives regarding its implications. University professors, teachers, and scholars have expressed both support and concern, highlighting issues related to academic integrity, knowledge representation, and transparency in curriculum reform. These differing perspectives underscore the importance of examining curriculum changes critically and comprehensively.

The study also highlights the significance of understanding textbook rationalisation within the framework of the Indian Knowledge System (IKS). The integration of indigenous knowledge traditions into the curriculum represents an important educational objective aligned with national policy priorities. However, effective implementation requires careful academic planning to ensure that curriculum reforms promote balanced knowledge representation, critical thinking, and intellectual inclusivity. Curriculum changes should support not only policy objectives but also broader educational goals, including academic rigour, democratic values, and meaningful student learning.

Furthermore, the study emphasises that textbooks play a crucial role in shaping students' understanding of political concepts, social realities, and democratic principles. Changes in textbook content therefore have long-term implications for educational processes and knowledge construction. Ensuring transparency, academic consultation, and scholarly rigour in curriculum reform processes is essential for maintaining the quality and credibility of educational systems.

The rationalisation of NCERT political science textbooks reflects ongoing efforts to align education with contemporary pedagogical and policy priorities. While rationalisation aims to improve curriculum effectiveness and integrate the Indian Knowledge System, its success depends on maintaining academic integrity, inclusivity, and pedagogical balance. A transparent and academically grounded approach to curriculum reform can contribute to meaningful educational development and support the broader goals of the Indian education system.

11. LIMITATIONS OF THE STUDY

Despite providing valuable insights into the rationalisation of NCERT political science textbooks, this study has certain limitations that should be acknowledged.

First, the study is based primarily on qualitative document analysis of textbooks, official reports, policy documents, and published media and academic discussions. While document analysis enables an in-depth understanding of policy intentions and textual changes, it does not provide direct empirical evidence regarding how these changes are experienced in classroom practice. The absence of primary data collected through interviews, surveys, or classroom observations limits the scope of stakeholder perspectives.

Second, the study focuses specifically on political science textbooks within the NCERT framework. Therefore, the findings cannot be generalised to other subjects such as history, sociology, or science, which may have undergone different forms of rationalisation. Curriculum reforms may vary in nature and impact across disciplines.

Third, the study examines rationalisation within a particular time frame following the implementation of the National Education Policy (NEP) 2020. As curriculum reform is an ongoing process, future revisions and policy developments may alter the scope and implications of textbook rationalisation.

Fourth, while the study analyses stakeholder responses as reflected in published discussions and reports, it does not include systematic empirical engagement with a large and diverse sample of teachers, students, policymakers, or curriculum developers. Therefore, the findings represent interpretative analysis rather than statistically generalisable conclusions.

Finally, the study is limited to the Indian educational context and specifically to textbooks developed by NCERT. The conclusions may not directly apply to state board textbooks or international curriculum systems.

12. SUGGESTIONS FOR FUTURE RESEARCH

In light of the above limitations, several directions for future research may be considered. First, future studies may adopt empirical research methods such as interviews, surveys, focus group discussions, and classroom observations to examine how teachers and students perceive and experience textbook rationalisation in practice. Such studies can provide deeper insights into the pedagogical impact of curriculum changes.

Second, comparative research may be conducted across different subjects to analyse whether the nature and implications of rationalisation differ between disciplines such as political science, history, sociology, and science. This would contribute to a more comprehensive understanding of curriculum reform.

Third, longitudinal studies could examine the long-term impact of textbook rationalisation on students' conceptual understanding, critical thinking skills, and civic awareness. Such research would help assess whether curriculum reforms achieve their intended educational objectives.

Fourth, future research may explore the integration of the Indian Knowledge System (IKS) in greater depth, analysing how indigenous knowledge traditions are incorporated into textbooks and how this integration influences knowledge representation, inclusivity, and academic balance.

Fifth, comparative international studies could examine curriculum rationalisation processes in other countries to situate the Indian experience within a broader global context of education reform. This may provide useful insights into best practices and policy approaches.

Finally, interdisciplinary research combining curriculum studies, political science, sociology of education, and policy analysis could further enrich understanding of the relationship between education, ideology, and knowledge construction.

DECLARATIONS

Author(s) Contribution

The author solely conceived, designed, analysed, and prepared the manuscript. All aspects of the research work and writing were carried out independently by the author.

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I used AI-based assistance was used for language refinement, structuring, and improving clarity of expression.

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Availability of Data and Materials

The data supporting the findings of this study are available from the author upon reasonable request.

Declaration of Conflict of Interest

The author declares that there are no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Clinical Trial Registration (if applicable)

Not Applicable

Human Ethics and Consent to Participate

This study is based on qualitative document analysis of publicly available materials and did not involve human participants, clinical interventions, or experiments requiring formal ethical approval.

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