

Gender Bias in Textbooks: an Analytical Study

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Abstract: School textbook takes an important role to affect the students' attitudes towards gender. It is always the main teaching and learning materials adopted by teachers. Also, apart from the teaching and learning during lessons, students also spend a lot of time on reading textbooks for revision after school which is consisting of text and illustrations with reviews, structures and renders accessible the state of knowledge in a given subject for a given age group in order to lay the foundations for standard learning and a shared culture. It thus transmits a society's cultural capital to its youngest citizens at a particular moment. Therefore it allows access to all sorts of information. Not only do they develop the ability to read and write but they also encourage critical thinking, independence and creativity. For many pupils and their families, textbooks are the only introduction to the written word in homes where there are no books, whatever the reason: the culture, distribution or supply problems cost etc. Because the poorest children do not have access to teaching aids, they often face the greatest difficulties in learning.

Introduction

Thus access to textbooks is usually one of the first recommendations made by policy-makers. For teachers, textbooks have been the basic and sometimes only teaching resource, extending their means of instruction, since textbooks contain the general components of the curriculum, structure the teaching sequence and form the basis of assessment. In fact, they may play a part in self-education and compensate for lack of teacher qualifications. In this respect, the teacher's handbook is a valuable contribution which strengthens the textbook's impact on pupils. Textbooks are still the cheapest of available media, and they are easy to carry and use. Nevertheless, a number of problems have yet to be solved. Producing a good textbook is a long and difficult task; it involves a set of substantial costs from manufacturing to transporting to the monitoring of its technical and educational qualities. More importantly, students tend to consider textbook as authority. They rarely challenge the knowledge and values embedded in textbooks. Since textbooks are such influential to students, it is worth to investigate the gender representation in textbooks, analyzing if there are underlying gender messages or values embedded which contribute to the formation of gender stereotype.

So textbooks and gender are always the interests of researchers. In fact there is a pile of studies done by different researchers and parties before which emphasises on the link between language and gender. But this study aims to fill the research gap, examining and comparing current textbooks of WBBSE¹ and CBSE² in terms of gender representation. This study is going to look at the texts, photos and illustrations in the textbooks.

Statement of the problem

Keeping the foregoing rationale in view the present study is proposed, titled '**Gender Bias in Textbooks: an Analytical Study**'

Rationale of the Study

Textual materials are one of the pivotal sources of knowledge. It is important to include issues of equity and equality, as children both boys and girls from all segments of society access them. The present study attempts to suggest to the authors ways to make content portrayal and visual depiction gender inclusive. It focuses on the coverage part and content analysis. This will help to understand the bad effect of stereotype behaviour and help to reduce the gender bias in textbooks.

Objectives of the study

To obtain the answers of the above stated research questions, following objectives are deduced:

- To analyse the concept of Gender Bias.
- To find out the presence of gender bias in primary level Text book of WBBSE and CBSE.
- To compare the textbooks at the primary level of WBBSE and CBSE with regard to gender bias.
- To suggest measures to removal of gender bias from the text book

Research questions

In tune with proposed study, the following research questions ought to be answered:

- What is the concept of gender bias?
- What are the findings of gender bias in primary level textbook of WBBSE and CBSE?
- What are the differences in the WBBSE school primary textbook and CBSE?
- What are the measures to removal of gender bias from the textbooks

Delimitations of the study

The present study is delimited in the following dimensions:

- i) The study is concerned with the primary level textbooks of WBBSE and CBSE.
- ii) Only the studies carried out the textbooks during 2017-18 sessions

¹ West Bengal Board of Secondary Education

² Central Board of Secondary Education

Review of related research literature and studies

The existence of the present always rests on the foundation of the past. A view of history always ascertains the firmness of our present situation. Hence, a summary of writing of recognised authorities and of previous researches prove evidence what is still unknown and yet to be testified. Since effective research is based upon past knowledge, review helps to eliminate the duplication of what has already been done and provide useful directions and helpful suggestions for significant investigation.

For initiating any research in Educational sphere, it is indispensable task for the researcher to carry out the 'Review of related Literature' over topic of research which enlightens the researcher about the existing status, as also the already completed studies. This obviously enlightens the researcher to find out the 'gap' of knowledge, which in tune enlightens the researcher with a view to fulfil the same. In the process the following documents has been reviewed to gain insight of preparation of 'Gender Bias' in Textbooks.

Baldwin, P., & Baldwin, D. (1992) wrote on the topic *The Portrayal of Women in Classroom Textbooks*. This paper examined the images of women and men, fitness and stereotyped roles for females and males. For each category, they found that the materials reflected sexist attitudes and values. Women were under represented in the textbooks; the worst ratio of males to females was 73 percent to 27 percent. Occupational roles for women were traditional and limited, with very limited number of token professionals; on the other hand, those for men were quite varied. Hartman & Judd also found that masculine generic construction were used more often than feminine generic constructions in the textbooks. In general, throughout the textbooks, stereotyped sex roles were rampant, including the over-emotional female; house work and child care as female-exclusive domains; passive, weak female children; and active, bold male children. Women were generally portrayed as selfish and superficial, while men were cast as helpful and patronizing.

Bernabe-Villodre, M. & Vladimir E. (2018) worked on the topic *Analysis of gender, age and disability representation in music education textbooks: A research update*. This work is on International and European Law, teachers are encouraged to analyse, challenge and to help to eliminate sexist stereotypes and distortions in curricular materials. We aimed to characterize and compare the efficacy of implementation of the gender equality-based approach in the Spanish educational system. The major findings were: female characters were under-represented in both time periods studied; the stereotype of women as amateur but not professional musicians is not perpetuated in the current primary music education textbooks; both children and adults independently of gender were portrayed interacting with others; despite the fact that women teachers are actively participating in schools, these textbooks do not faithfully reflect that reality; and the virtual absence of females and males with disabilities suggests that this aspect of inclusion is still pending.

Benavot, A. (2006) worked on the topic on *Improving the Provision of Quality Education: Perspectives from Textbook Research*. This work focuses on the enrolment and completed schooling to learning, skills acquisition and teacher quality. It involves a narrowing of the conceptualization of quality education, with learning outcomes and skills acquisition becoming the core constructs. This article argues that both shifts are problematic as they disregard emergent insights about the contested nature of the intended and implemented curriculum especially as viewed through textbooks and official guidelines. Context-specific knowledge about textbooks and the curriculum is crucial, if policy makers are to identify effective ways to improve the provision of quality education. This enhance the understanding of the development, revision and use of textbooks; examine the cultural and political dynamics of curricular processes; and address important research and policy concerns concerning textbooks and the curriculum.

Blumberg, Lesser R. (2008) worked on this topic *Gender Bias in Textbooks: a Hidden Obstacle on the Road to Gender Equality in Education*. This paper contends that though gender bias in learning materials is less dramatic an issue than getting girls into schools for the first time, it is consequential: textbooks take up the lion's share of class time for both teachers and students and reflect a nation's curricula. Yet the gender bias in textbooks is hidden in plain sight. Their stereotypes of male and female are camouflaged by the taken-for-granted system of gender stratification and roles. Thus far, the biggest surprise is not finding any impact studies of the effects of this form of sexism on girls' and boys' patterns of educational and subsequent occupational achievement. This paper has examined the relentlessly similar picture revealed by studies of gender bias in textbooks (curricula) all around the world.

Chung, Pui-ching (2014) worked on the topic *Textbooks and Genders : Gender Representation in Teaching Materials of Liberal Studies in Hong Kong*. This research work focuses on five liberal studies on textbooks. It might make the results not representative enough, as there are also textbooks published by other publishers available in the market. And this research only focuses on the content and coverage parts. Actually there are still many aspects that could be analyzed, such as the linguistic aspect which refer to the use of language within the written text.

Gharbavi, Abdullah and Mousavi , Seyyed Ahmad (2012) worked on the topic *A Content Analysis of Textbooks: Investigating Gender Bias as a Social Prominence in Iranian High School English Textbooks*. This paper aims to look at language gender bias in textbooks. The paper points to the areas that remain problematical in the design of textbooks. Four English textbooks were taught in the Iranian high schools were chosen as a sample of this study. Three categories in these textbooks were examined: male and female visibility in illustrations, texts and the male/female occupational roles. This content analysis is conducted on the data, and then the frequency of each category was calculated and compared with one another. The results of chi-square test indicated that there is a significant difference between the frequencies of male and female for different categories of this study. The findings are followed by analysis and interpretation with special attention given to the relationship between language and ideology. Pedagogical implications of the study have been discussed.

Mani , Amruthraj (2006) worked on the topic *Gender bias in school textbook*. This paper explores the English language textbook taught in government primary school in Tamil Nadu through gender sensitive perspectives. It is quite clear from the analysis of the textbooks that despite an explicit policy of gender sensitization of school curriculum, gender stereotype and gender bias still exists. It point to the need of preparing gender sensitive textbook material based on feminist knowledge base.

NCERT (2013-2014) wrote a report on *Gender Analysis of NCERT Primary Textbooks of Classes I to V: Overall Analysis*. The paper shows that the NCERT textbooks at the primary stage of Classes I to V are mostly gender inclusive. The content and the visuals in all textbooks depict a joyful learning experience. Visuals and themes in the textbooks can be broadly classified as gender inclusive, gender neutral and

those that are specifically related to different characters drawn from established Classics in English language and literature, historical events and from contemporary times. The themes in all the textbooks encourage creativity, imagination and attempt to engage children in activities related to Mathematics, Languages and Environmental Studies. The textbooks have attempted to highlight gender concerns there are elements of stereotypes in some textbooks. Men are shown mainly in a variety of professions whereas women are mainly shown as homemakers, teachers, nurses and doctors. In the English textbooks a large number of characters are men/boys. Animals in the different themes of the textbooks are gendered. The language used promotes stereotypical qualities of femininity and masculinity. Men and Women are shown in relational category in all textbooks.

Nawani, Disha (2012) worked on *School Textbooks: Understanding Frameworks for Analysis*. This paper endeavours to make sense of the various ways in which textbooks have been analysed in India, and the manner in which their goodness or worth is ascertained, based on an exhaustive review of published and unpublished studies. It examines the evolution of criteria for textbook analysis and some of the concerns raised by important policies documents. This is classified into three broad type: text, text and psychological world of the learner, text and context based on the extent to which they move beyond the text itself, to include the additional dimension of learner characteristics, classroom and social context. A conceptual framework is presented which could serve to enable future researchers in this field to locate their particular approach as well as relate it to other dimensions while determining 'goodness' of text and its pedagogic significance.

Risley- Curtiss, Christiana & Heffernan, Kristin (2003) wrote on *Gender Biases in Child Welfare*. This work shows Gender biases are pervasive in child welfare research and practice. Although these biases have been addressed to some extent in the literature, there continues to be a lack of information on fathers and an overrepresentation of information on mothers, and thus the biases continue. This article explores how these biases are currently manifested in both research and practice and makes recommendations for changes in research, policy, and practice.

Smith, Lois J. (2009) worked on the topic *A Content Analysis of Gender Differences in Children's Advertising*. This content analysis of children's advertising examined the differences between television advertisements featuring only one sex of actors. The advertisements that were studied aired during a week of after-school and Saturday morning children's programming. Advertisers featured more boys than girls and placed boys in settings outside their homes more often. The sex of announcers corresponded to the sex of the characters in the ads. Overall, the advertisements exhibited stereotyped behaviour for traditional sex roles.

Srivastava, Gouri (2016) worked on the topic *Analysis of the Textbooks of Assam, Bihar, Chattisgarh, Gujarat, Hariyana, Himachal Pradesh, Odisha, Maharastra, Manipur and Rajasthan: an overall Report*. This project work on Textbook analysis from a Gender Perspective focused on examining school textbooks in the domain of all subjects from the view point of gender bias and stereotypes. Each theme was studied in-depth by looking into the manner in which content was portrayed and illustrations were depicted from a gender lens. The textbooks were analyzed in-house and in a workshop mode by utilizing tools for evaluation developed by the Department of Gender Studies in four languages i.e. Hindi, English, Urdu and Sanskrit. Positive aspects reflected in themes were highlighted and suggestions were made wherever required for making the presentation of the content and visuals gender inclusive.

Knowledge gap

Reviewing several studies researcher found that there is a knowledge gap in the area of gender bias in textbooks. There were no. of studies conducted on gender bias in textbooks and occasionally stakeholders and textbook write or publishers shows their concern on textbooks. That's why after reviewing the studies researcher found that there may be no such studies were conducted on textbooks of WBBSE and CBSE. So researcher decided to carry out an educational research on the gender bias in textbooks between WBBSE and CBSE board to fulfil the knowledge gap in this area which is vacate in the field of gender bias.

Method of the study: Considering the demand and nature of the proposed study, a documentary analysis carried out over the primary level textbooks of WBBSE and CBSE in the 2017-18 sessions.

Population: Population for the present study comprises all the primary textbooks of WBBSE and CBSE in the 2017-18 sessions. Estimated population size for the present study is around 106.

Sample and sample size: It is neither humanly possible nor it is desirable for any researcher to deal with the population within a given short span of time. It is mostly the time factor which is compelling the researcher to deduce the sample from population. Estimated sample of the study accords primary level textbooks and sample size is around 35.

Sampling Technique: The study is following a convenient and logical sampling technique whereby such textbooks are taken into consideration, which is in the syllabus of WBBSE and CBSE in the 2017-18 sessions. This technique is adopted with a view to make the sample handy and thereby to complete the study by the time extended by the department for the purpose of submission the dissertation. A simple numerical analysis depicts in this study.

Tool : Books were analyzed in house and in a workshop mode. Bilingual approach has been adopted in the analysis and in the writing of reports.

Data and its nature : By nature the collected data is basically qualitative in nature. However the same would also appear as quantitative when the characters of the textbooks are attempted to be explored following numerical approach.

Data analysis

The concept of Gender Bias

In many cultural contexts, the differences between girls and boys, and between men and women, are regarded as natural. Children are classified at birth – usually by observing their genitals – into two categories: male and female. On the basis of the category to which they belong, society will consider them qualified to do certain things and expect certain attitudes and behaviour of them. Their rights and duties and their social, economic and political roles will be different during their childhood and throughout their adult lives. All societies are

organized around this basic social differentiation, which dominates the life of individuals to a considerable extent. These categories have been pondered by philosophers, anthropologists and sociologists, who have shown that “femininity” and “masculinity” have no universal definitions: a certain quality ascribed to men in one context will be ascribed to women in another; a particular task patently considered to be female in one place will be regarded as male in another. In many contemporary societies, these assertions could be reversed: women are considered more talkative than men, they are supposed to be naturally maternal and they are also thought to be better qualified to do domestic work. In some cultures, women carry a heavy load or maintain the roads (in Russia), whereas in others, they are believed to be physically too weak for such work. This calls into question the naturalization of gendered identities. Differentiation between boys and girls and between men and women is based on anatomical differences, but it is also a social construct.

The concepts of “sex” and “gender” lead to a clearer understanding of the two elements in gendered identities. “Sex” refers to the biological differences between males and females. It relates to the observable difference between their genitals and to their physiological functions in procreation. “Gender” is related to culture and the social division into “masculine” and “feminine”. Gender therefore pertains to the qualities, tastes, aptitudes, roles and responsibilities associated with men and women in a society. Definitions of masculine and feminine vary enormously demonstrating their social origin since every society develops its classification on the basis of its own criteria and principles. The concepts of masculinity and femininity are not developed independently of each other but are mutually dependent. It is common for sex and gender to be confused. Biological differences between the sexes are the basis on which social differentiation of masculine and feminine is naturalized, and this is then considered beyond question.

The fact of being born male or female is, therefore, not sufficient in itself for a person to become a girl or a boy and, subsequently, a woman or a man within the social roles laid down by the society in which that person lives. For this to happen, a learning process must take place from the moment that he or she is born. The person will be confronted with expectations and requirements and also experience treatment, opportunities and events that will differ according to that person’s sex. This experience will enable the person to assimilate all characteristics and roles assigned to both genders. The daily learning process begins in the family and is continued by the institutions and members of society as a whole. The gendered constraints imposed by society are thus internalized as natural. As Simone de Beauvoir said, “One is not born a woman, one becomes one”; similarly, one is not born a man but one becomes one.

These internalized gendered constraints provide a new understanding of the inequalities which exist between men and women. These inequalities lead to a male/female bipolarization in all societies which is accompanied by the construction of a hierarchy. Like social differentiation between the sexes, this hierarchy ought not to be legitimized by biological differences. It is not natural; it is a social construct. Unequal relations between men and women – male domination, female subordination – are therefore neither predestined nor immutable. They are the outcome of a society’s “gender relations”. These relations are usually unfavourable to women and detrimental in economic, social, legal, health and cultural terms. Consequently, gender-sensitive policies and measures are designed to promote women in all spheres. It should be noted that gender relations and gender identities can also have adverse effects on men: excess male mortality, for example, can be explained in part by types of social behaviour associated with masculinity: drinking, smoking, speeding, and so on.

Schools and textbooks are fundamental to the learning of gendered roles. Representations of male and female are legitimized here by a high-status medium. Once assimilated by children, the “gender system”, that is the set of norms, beliefs, practices and knowledge that organizes relations between men and women, will have repercussions on girls’ academic achievement and choices as well as on their experience as a whole. It is from this angle that textbooks may be investigated as potential vehicles for gender equality.

❖ Presence of Gender Bias in Textbooks

The methodology was applied to study 35 textbooks used in primary education in WBBSE and CBSE. The findings presented below relate to individual characters counted in the text of Textbooks from the primary level. The characters are numerous: 903 from WBBSE and 830 from CBSE.

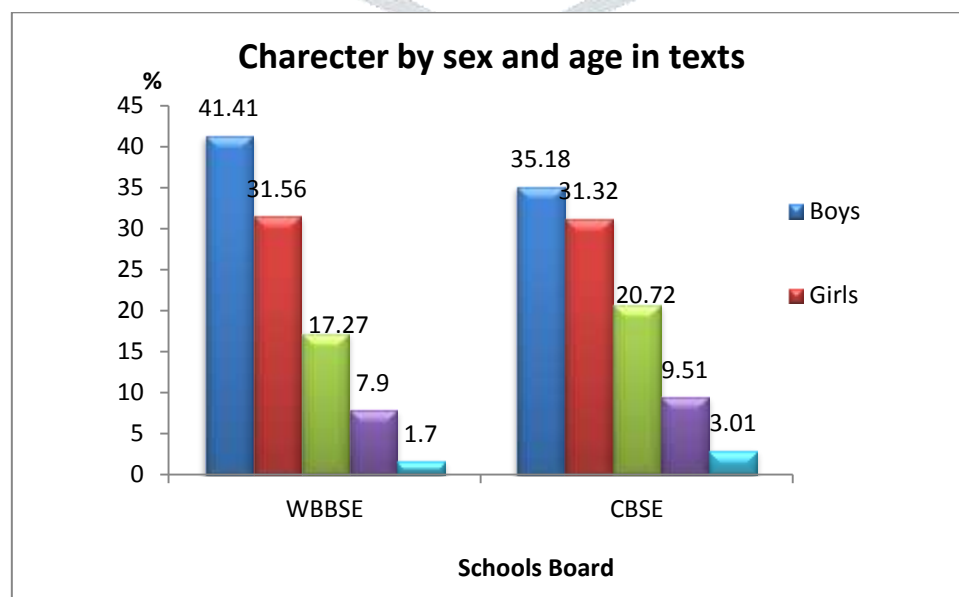
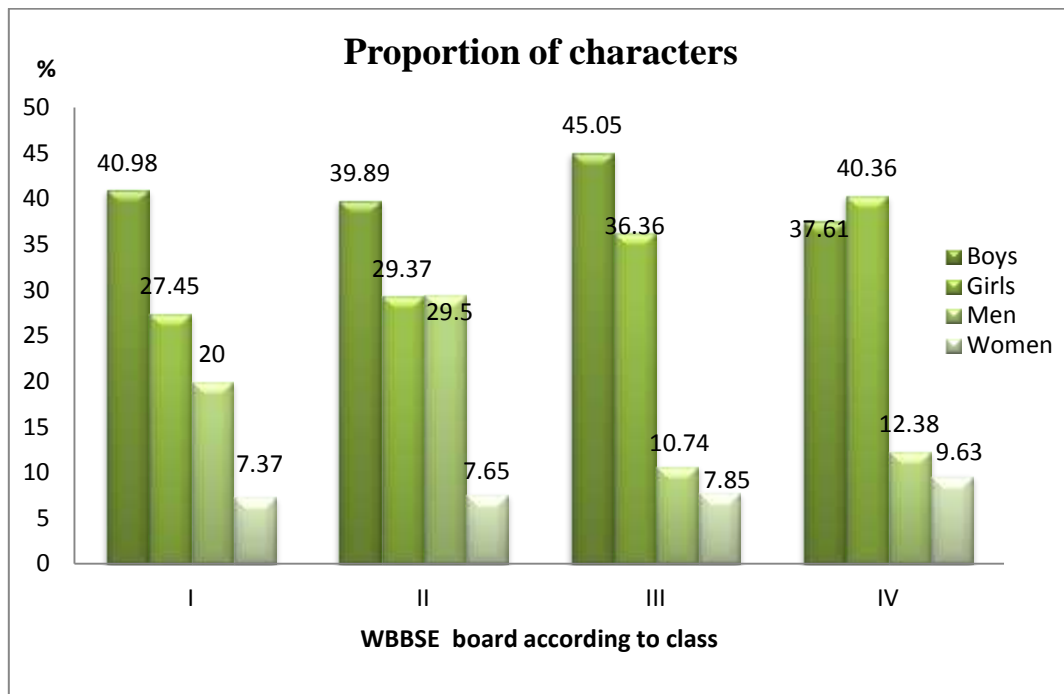


Figure 1: Breakdown of characters by sex and age in the Text

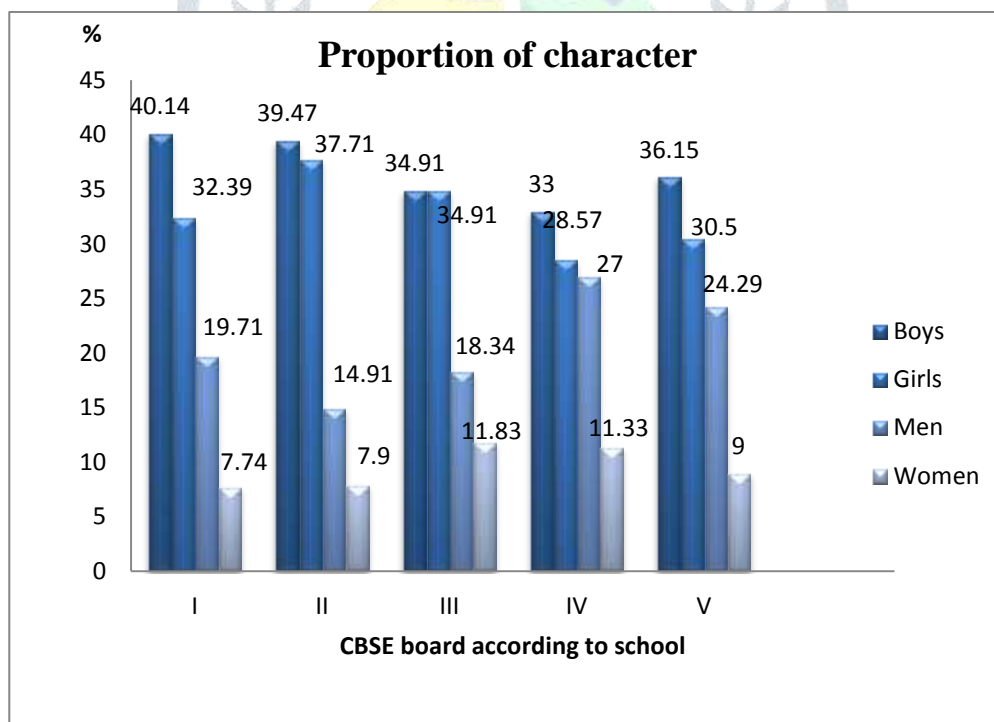
Almost all the characters are male or female: there are very few ungendered or sex unspecified, such as “child” or “pupil”, or characters whose sex cannot be determined. There are also relatively few characters of unknown age. Boy characters are substantially overrepresented: between 41.41% in

WBBSE textbooks and 35.18% in CBSE textbooks. There is a girl characters: between 35.18% in WBBSE and 31.32% in CBSE. The men and women characters are 17.27% and 7.9% in WBBSE textbooks and 35.18% and 9.51% in CBSE textbooks respectively. Female role models are rare. Most of the stories are boys centred. But there is also a changing mindset that girls are playing football, boys are playing with teddy.



WBBSE Board

Figure 2: Proportion of Boys, Girls, Men, Women by according to class in WBBSE Board



CBSE Board

Figure 3: Proportion of Boys, Girls, Men, Women by according to class in CBSE Board

Whatever the board or classes, male characters are always the majority: the combined proportion of men and boys tends to remain the same. The trend for men and the trend for boys diverge: the proportion of men characters tends to increase over the curriculum, while the proportion of boy characters decreases. The proportion of girls follows a similar trend to that of boys, declining in number over the curriculum. Proportion of boys, girls, men, women according to class in WBBSE shows the male proportion is around 60% and female is

around 40%. On the other hand the board of CBSE proportion has been analysed. The proportion of male character is about 55% and female is 45% .

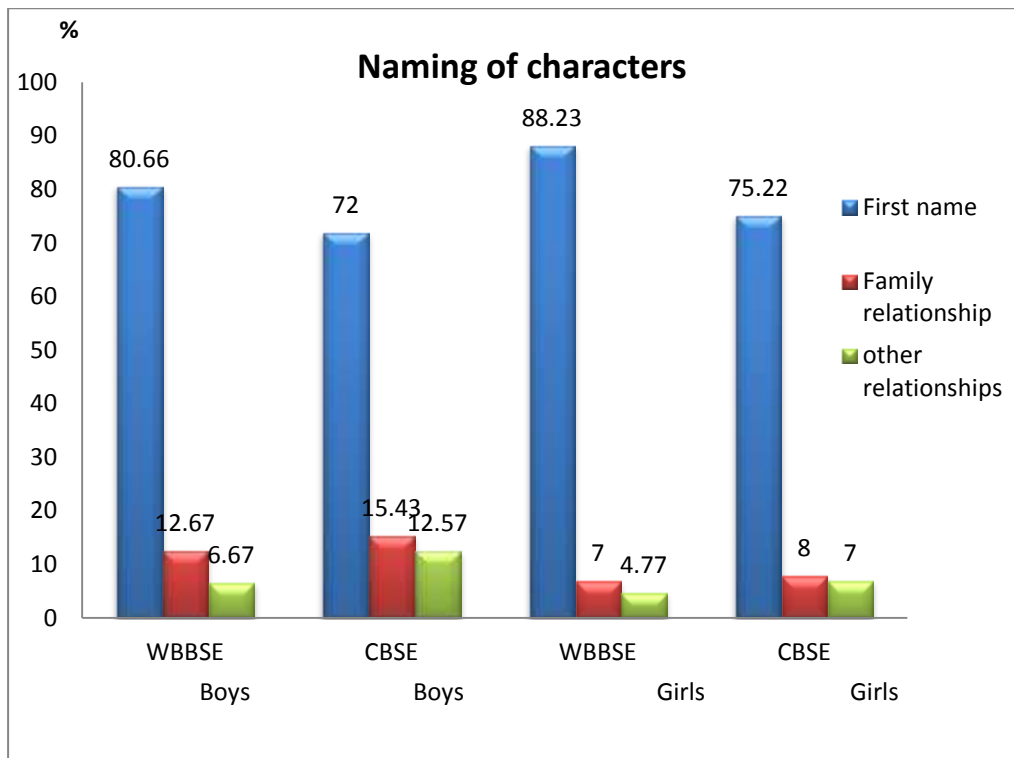


Figure 4: Naming of Boys and Girls in the Text of WBBSE and CBSE.

Irrespective of boards or sex, the great majority of children are designated by their first names. Other designations are less frequent in all textbooks. Designation by surname, such as “Mr.Roy”, “Mrs. Mukherjee” remains uncommon and is more frequent for boys and girls. Family relationship is increased than other relationship. The first named character higher than family relations. The first named characters are between 72- 43 % . The family relationship like brother, sister is between 8-12% and the characters of other relationships are around 4-6%.

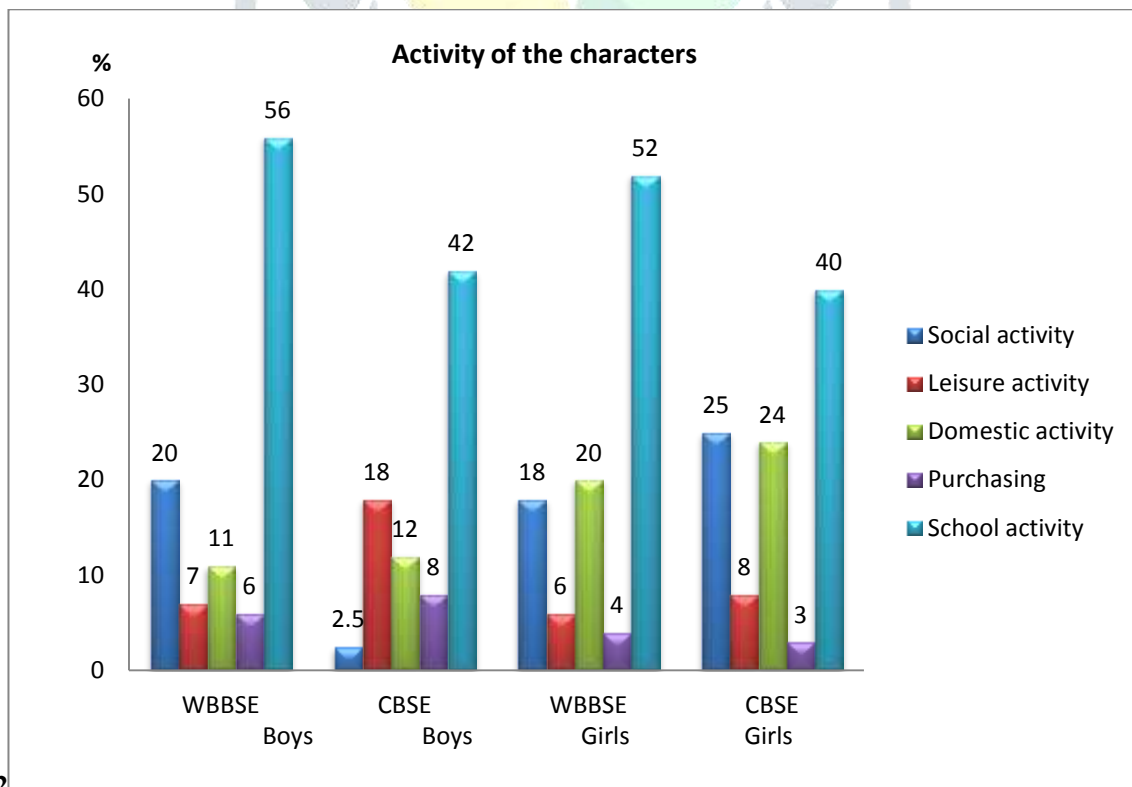


Figure 5: Activity of Boys and Girls in the Text of WBBSE and CBSE

School activities predominate in all textbooks: at least a quarter of the children are enrolled in a school activity. There is little difference between girls and boys, but school activities are slightly more frequent among boys. Domestic activities are still more frequent among girls. The school activities among the boys are higher than girl characters. The boys are involved 56-42%. The domestic activity

among the girls is higher than the boys.the 20-25% girls are involved in domestic activity where as the boys are around 10-12 %. Purchasing activity mostly surrounded by boys characters.

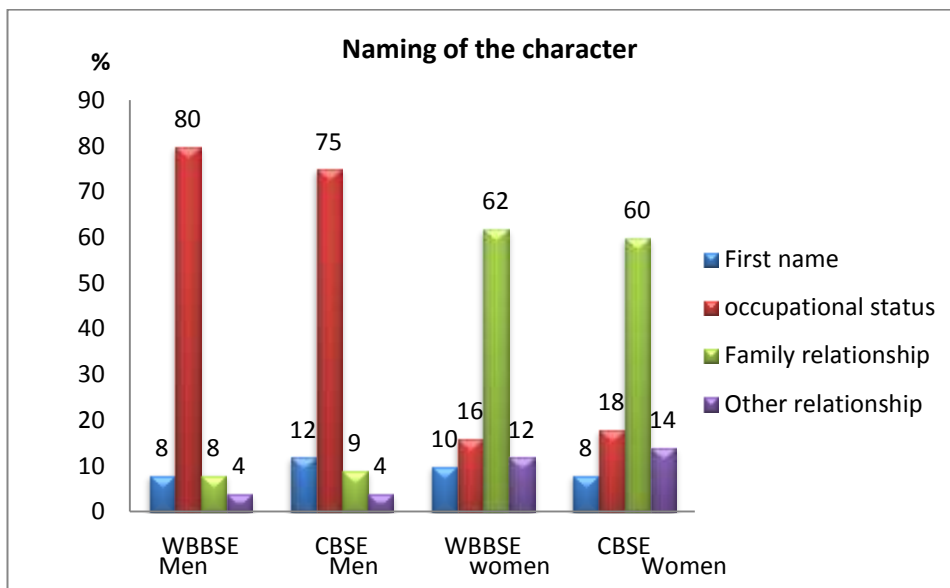


Figure 6 : Naming of Men and Women in the Text

Two forms of designation predominate among adults: occupational status and family relationship. They are distributed very unequally on the basis of sex. Men are for the most part designated by occupational status. On the other hand, very few are designated by their family relationship. While designation by occupational status is not ruled out for women, use of the family relationship is much more common. The naming by the first name is lower than the occupational status.the occupational status is around 75-80% in men character and around 15-20 % in women characters.but in the women characters the family relationships is higher, it is about 60-65% where men are around 10%.

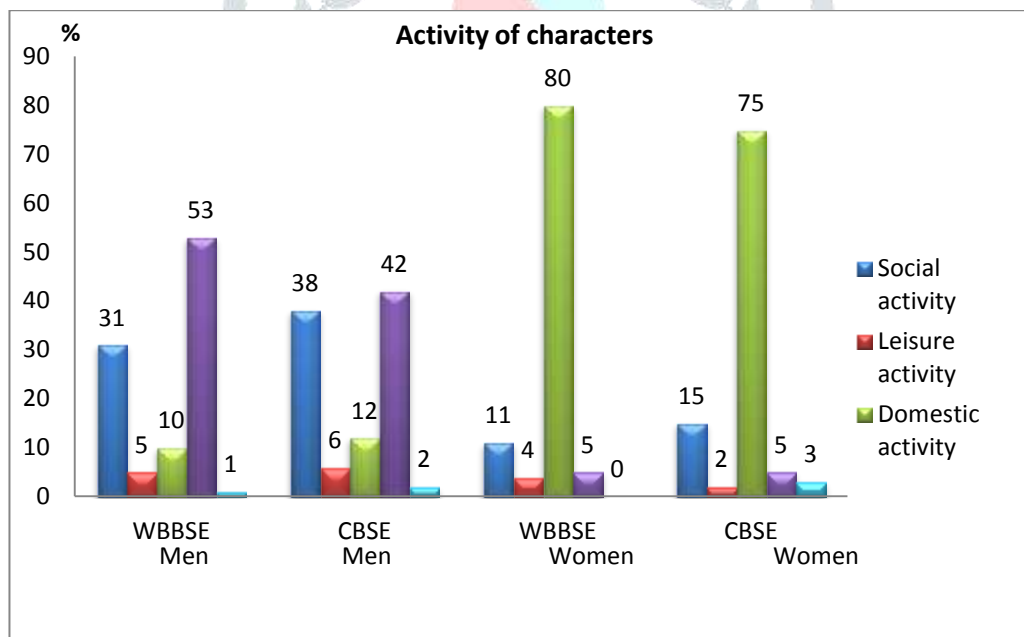


Figure 7: Activity of Men and Women in the text

Two activities dominate - occupational activities and purchasing. As with designations, distribution varies according to the character’s sex. Men are engaged in occupational activities while they may participate in domestic chores by making purchases; their involvement in housework is minimal. Women most of the part takes participate in domestic activities.

Role models for girls are women in the domestic and family spheres, while for boys, they are independent men relieved of domestic tasks. Reading between the lines, the descriptions of women reveal that less importance is attached to the academic performance of girls. This can have an impact on girls’ motivation to study, on their self-confidence and on the legitimacy and value ascribed to girls’ education by boys, teachers and parents.

❖ **Difference between WBBSE and CBSE textbooks in the perspective of gender bias**

The researcher finds out the difference in the perspective of gender bias in WBBSE board and CBSE board. Both boards try to include male and female characters as same importance. The researcher presented below relate to individual characters counted in the text of Textbooks from the primary level. The characters are numerous: 903 from WBBSE and 830 from CBSE.

Breaking down the character in the text by sex and age, the boy characters are substantially overrepresented: between 41.41% in WBBSE textbooks and 35.18% in CBSE textbooks. There is a girl characters: between 35.18% in WBBSE and 31.32% in CBSE. The men and women characters are 17.27% and 7.9% in WBBSE textbooks and 35.18% and 9.51% in CBSE textbooks respectively. Proportion of boys, girls, men, women according to class in WBBSE shows the male proportion is around 60% and female is around 40%. On the other hand the board of CBSE proportion has been analysed. The proportion of male character is about 55% and female is 45%. In both the board textbooks a great majority of children are designated by their first names. Other designations are less frequent in all textbooks. Designation by surname, such as “Mr.Roy”, “Mrs. Mukherjee” remains uncommon and is more frequent for boys and girls. Family relationship is increased than other relationship. The first named character higher than family relations. The first named characters are between 72- 43 %. The family relationship like brother, sister is between 8-12% and the characters of other relationships are around 4-6%. . Men are engaged in occupational activities while they may participate in domestic chores by making purchases; their involvement in housework is minimal. Women most of the part takes participate in domestic activities.

❖ Suggestion for removal of gender bias in textbooks

On the basis of existing work and this analytical study, a number of suggestions have emerged for developing textbooks that can promote egalitarian gender relations.

- The elimination of stereotypes and the most blatant sexism is insufficient. All representations of men, women, boys and girls must be monitored.
- Characters embody representations of male and female, and it is on characters that action must be taken.
- All characters form part of the gender system presented in a textbook, but the system is not present in the same way throughout the textbook. All gendered representations of males and females must therefore be monitored accordingly, taking into account: every part of the textbook such as passages of text, lessons, exercises and appendices; both texts and illustrations.
- There is no obligation to use characters. Abstract ideas (such as distance and speed) and examples drawn from various subjects (life sciences, technology, geography) for the purpose of teaching and demonstrating the usefulness of mathematics can be used without recourse to a human being and can still enrich the pupils' world.
- It is possible to use an “ungendered” character, such as “pupil”, “child” or “person”, or to include an element of uncertainty, for example, by using a first name that could belong to either sex.
- Use the masculine and feminine forms in the case of a masculine plural, for example, “sportsmen” and “sportswomen”.
- Use a neutral or feminine form of titles and functions if one exists, for example, chairperson.
- Pay attention to the meaning of the words employed, which must not ridicule, demean or imprison a character in a role.
- Emphasize features that both sexes have in common – rather than their differences – by developing identical ranges of characteristics with no exclusions or preferences.
- Highlight the inter changeability, rather than the complementarities, of roles.
- Introduce characters with multiple identities, combining a number of characteristics such as a mother who is a doctor, a father who is a builder, and so on.
- As to characters' physical and psychological characteristics, do not draw portraits that: ascribe gender-specific psychological features, defects or moral qualities. On the contrary, show, for example, boys who are afraid or who cry, girls who are brave, and so on
- Link certain intellectual abilities to one sex. It seems very important to present cultivated female characters who have mastered not only traditional but also the most up-to-date techniques and technology
- Emphasize the importance of dress and external appearance to female characters.⁴⁴
- As far as their economic situation is concerned, all characters must be shown to be financially independent and self-sufficient and to have access to resources and property.
- In the domestic sphere, promote equal, and joint, involvement of men and women in domestic work and in their children's upbringing.
- In the employment sphere: show men and women in a variety of similar occupations; do not confine women to employment that is an extension of their domestic and maternal activities. The lowest-status and poorest-paid traditional female occupations are those which demand the qualities/skills most closely related to the domestic sphere
- Emphasize the occupational status of women and the payment of their work: for the same work, they must receive the same pay as men. Women's lack of occupational status and their unpaid or underpaid work is a factor of their lower status.
- Opportunities to engage in non-occupational and non-domestic activities (leisure, sports, etc.) must be equal, whatever the character's sex.
- In illustrations, do not reproduce the common association between certain types of space and gender. For example, female characters are often associated with private, enclosed, interior spaces and male characters with public, open, exterior spaces.
- Present as many male as female characters on their own, that is, not in a relationship. The fact of occupying a “space” (text or illustration) on his or her own strengthens a character's independence.
- Pay attention to the age and sex of the characters interacting: ensure that there is gender diversity in relationships; do not place male characters solely, or mainly, in relationship to other male characters; do not introduce, or define, female characters solely in relation to male characters; do not place women solely, or mainly, in relationship to children.
- Pay attention to the nature of relationships between characters of both sexes: show situations in which both sexes cooperate and assist each other on an equal footing in various fields; reverse the skills traditionally ascribed to a particular sex: show female characters advising male characters on scientific matters, for example; avoid competition and rivalry between the sexes (especially through comparisons); do not confine women and girls to positions of obedience, dedication to others and deference to men and boys.

- Distribute speaking and listening roles equally, as well as the various types of speech (imperative, argumentative, interrogative, etc.).
- Explicit incorporation into school curricula of references to citizenship, human rights and democracy and action to combat all forms of discrimination, including sexism.
- Promotion of a positive image of women by emphasizing their contribution to a country's history and to its economic, social, scientific, cultural and artistic wealth: women politicians, symbolic figures of history etc.
- Exposure and correction of gender inequality and discrimination against women in textbooks.
- The most common sexist stereotypes – women are gentler, more sensitive and better than men at taking care of children and the home; they are weaker than men; they are not clever; they have no authority, etc. – may be countered by portraying positive female role models and men in non-traditional situations, thus contradicting such assertions.
- Present situations that learned ideas are at variance with social norms (childless women, for example) and run counter to certain proverbs and popular songs that discriminate against girls and women.

Conclusion

The textbooks at the primary stage of Classes I to V are mostly gender inclusive. The content and the visuals in all textbooks depict a joyful learning experience. Visuals and themes in the textbooks can be broadly classified as gender inclusive, gender neutral and those that are specifically related to different characters drawn from established Classics in English language and literature, historical events and from contemporary times.

The themes in all the textbooks encourage creativity, imagination and attempt to engage children in activities related to Mathematics, Languages and Environmental Studies. All the authors have tried to link the themes with the lived reality of the learner. Human values related to learning to live together, respecting diversities and differences, sharing and caring, valuing women's work, preservation and conservation of environment, religious tolerance and developing a critical perspective are all woven in the content portrayal and visual depiction.

Inspirational stories of women role models are specially mentioned in Environmental Studies Textbooks and few are also stated in language textbooks. A significant aspect of some of the textbooks is the questioning of customary practices such as child marriage, showing men/boys as emotional and boys/men sharing household chores, and in child rearing and caring practices. The visuals in nearly all the textbooks focus on continuity and change in terms of dresses, new and emerging roles of men and women and briefly also on use of communication technology. Culture and festivals as well as local games have also been referred to in the books related to Mathematics, Environmental Studies and Languages.

The Teacher's Pages attempt to develop inclusive environment in the Classroom by suggesting group work, project work, discussion and learning together.

While all the textbooks have attempted to highlight gender concerns there are elements of stereotypes in some textbooks. Men are shown mainly in a variety of professions whereas women are mainly shown as homemakers, teachers, nurses and doctors. In the English textbooks a large number of characters are men/boys. Animals in the different themes of the textbooks are gendered. The language used promotes stereotypical qualities of femininity and masculinity. Men and Women are shown in relational category in all textbooks

5.10 Educational implication

- Content allocation to male and female should be equal in textbooks.
- More examples of women's contribution need be added in content and examples of their personality which are a socio cultural and historical reality in a given period of time.
- More and more women must be shown in professional roles. Gender bias examples of professions should not be given in textbooks.
- Language stereotypes about women should be avoided in the content of textbooks developed for the students at any stage of education.
- Stereotypes about the personality of men and women must be avoided consciously.
- The number of male and female authors in textbook development team should be proportionate to avoid one sided construction of gender images.
- Textbook writer and publication team must know the gender perspectives and try to inculcate gender inclusive and gender neutral material.
- Equal representation of female and male characters in the content and also in the visual because 'add women and steer' approach leads to illustration of equality. So this approach should be avoided in planning visuals and illustrations for the textbooks. It should be relevant and meaningful where in women should be shown as equal counter part of male.
- Author and publishers should be trained through gender sensitization programme and workshops for a smooth transaction of gender perspective through textbooks.

5.11 Suggestions for the further study

Research never ends, one research opens the various doors of new research topic and investigates new directions for further researches and this way knowledge expands. Research is like a chain reaction. The present investigation also abided by the same rule. This study gives us many new problems for further researches. It is suggested to undertake the following study with wider approach in order to being into focused the variables and area which are not study. Few new suggestions are outlined in this section.

- A Study of Gender Stereotypes in Representation of Female and Male Attributes in English Textbooks
- Content Analysis of Gender Disparity in Language Textbooks of Primary School
- Gender Sensitivity in Higher Education
- A Comparative Study of Equity in the Public School Classroom and Public School Classroom
- The Effectiveness of Gender Discrimination
- A Study of Gender Inequality in West Bengal

- The Impact of Race and Gender on Graduate School Socialization.
- Content Analysis of Women and Men Professional Activities Portrayed in Environmental Studies Textbooks.
- Content Analysis of Patriarchal Culture Reflected in the Story Books of Primary Children.
- A Study of Gender Stereotypes and Representation of Male and Female Characters in Children's Picture Books.
- A Study of Gender Disparity in Titles and Central Characters of Primary Children Textbooks.
- A Study on Gender Balance in Illustrations of Selected Textbooks for Upper Primary Level.
- Content Analysis of Representation of Masculinity and Femininity in in Social Science Textbooks
- Content Analysis of the Image of Man and Women in Illustrations of History Textbook.

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