GENDER BIASED IN TEXTBOOK’S PICTURE OF WEST BENGAL BOARD OF PRIMARY EDUCATION

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Abstract

Education prepares future generation to take their due place in the society. It becomes essential that substandard educational goal, materials and method of instruction are not retaining but up to date with the advance of social, cultural, and scientific field. Curriculum is the main root of action that can confirm the supply of effective and efficient human resource for the development of a nation and a progressive society. It helps to generate and to promote among the children’s language ability of listening, speaking, reading, writing, thinking, values, creativity, social interaction, positive attitude and create of atmosphere of co-operation, develop interpersonal relation, create to help academic and social relationship, communication skill for social living. Textbooks are the direct real and particular manifesta
tion of curriculum and it is a key instructional media which play an important role in the field of education and the child mental and social development. The sense of sight processes the most unique place of providing knowledge of information of the environment suffering us in a most comprehensive and stable way that is why the knowledge gained through a picture of the object, person or event said to be 100 times better, than mere description in word. Picture in the textbook is a one of the main instructional media which help the student to understand the topic easily, it provide the clear structure for student, it influence the student learning and imagination, strength the visual thinking and allowing kids to connect how they reason with what they observed, child link concept with word. Picture shape children mind and help the teacher discussing story and picture help should always make the reading fun and enjoyable and affect on children effective domain and also it has been understood that textbooks are a basic vehicle of socialization, conveying Knowledge, values and also play a significant role in transmitting a society’s culture; it is also a tool for Social change because it disseminates universal values. Textbooks are very needful and potential vehicle for gender equality. The main objective of the study was to describe gender bias present in the textbook’s picture. It is a descriptive study. Through the purposive sampling the text book of class-V namely “BHASA PATH” which is prescribes by West Bengal Board of Primary Education was chosen. The visual content analysis method use for conducting this research paper. The data were analyzed quantitatively though percentage shown by table and
The result of the study shows that gender is unequally presented in this textbook’s picture.

Keywords: Gender bias, Text book, Primary Education, Picture, and Content Analysis.

1. Introduction

“I am uncompromising in the matter of Women’s rights. In my opinion she should labuor under no legal disability not suffered by men. I should treat the daughter and son on a footing of perfect equality”.

*Mahatma Gandhi, Young India.*

These quoted lines of Mahatma Gandhi and the fundamental rights (Right to Equality, Right to Freedom, Right against Explosions, Right to free of Realign, cultural and Educational Right, and Right to constitutional Remedies.) of constitution of India have inspired me to choose the “Gender Bias” topic. In present scenario gender is a most popular educational and social contemporary issue. Government organization, voluntary organization, developmental organization, national and international developmental programmers, donor organization, UN organizations- all these talk about gender, analyze program from gender perspective and organized seminar, conference, debate, discussion where we talk about both male and female and relation between them not differ between them. The word gender came from Greek word Genus. In our society the word ‘gender’ and ‘sex’ are often use interchangeable. Sex can be understood as biological concept; gender can be understood as psychological or behavioral concept. We can talk about both men and women, most people think that gender issue means only women issue but many people think that gender issue means both men and women issue. It should be well understood that the issue of gender is neutral issue. Where there is no discrimination between men and women. The word gender is a society created word. Gender discrimination is based on the culture of our society. So we can say the issue of gender is a social disorder. Gender bias means a tendency to believe that some people better than others that usually result in treating some people unfairly.

This problem is also seen in education as it seen in our society. One of the important topic is gender bias in text book can be seen in various aspect like- languages, text and picture. It is a treble problem because School textbooks are the crucial tool of the curriculum. Textbooks are the basic tool of education and have enduring importance. Text books are considered as a heart of education policy. It has long been understood that textbooks are a basic vehicle of socialization, conveying Knowledge, values and also play a significant role in transmitting a society’s culture; it is also a tool for Social change because it disseminates universal values. So, textbooks are very significant and potential vehicle for gender equality.

Raina. S. (2012). Conducted a study on Gender Bias in Education. The researcher conclude that the girl and boys receiving separate and unequal education due to the gender socialization the takes place in are school and due to exits hidden curriculum the student are faced every day.
AL-Asadi.M..M.M. (2014). Conducted a study on A Gender Analysis of the English Language Textbook “English for Iraq” Used in the Fifth Preparatory classes in the Iraqi Preparatory Schools: A Evaluative Study. The study result show that the women in English language textbook are less visible than men as character and are portrayed in stereotypical roles with occupation.

Gharbavi. A, (2012) studies on A Content Analysis Of Text Books: Investigating Gender Bias as A Social Prominence in Iranian High School English Textbooks. The result of this study relevant that women were less visible than females both in text and picture, male’s works is more divers’ roles than female as represent by text books.

Manalo., Ailel Suzzet.D. (2018) conducted a research entitled on Gender Representation and Stereotypes in the K-12 English learners materials. Findings of the study is that male character who also really come first in gender pairings, male character were engage in more active role than female character.

From this study it is evident that gender biased is present in primary level, secondary level text book both male and female point of view in text, language and also in image and lack of study on West Bengal Primary Education text book

2. Objectives of the study

1. To describe qualitatively gender bias present in the text book’s picture.
2. To describe quantitatively gender bias present in the text book’s picture

3. Methodology of the study

3.1 Population and data source

In this case of researcher’s population is all text book of West Bengal Board of Primary Education. For this study primary data as well as secondary data is used. The primary data was collected by researcher conduct visual content analysis. The secondary data available in print from and various online databases are also used.

3.2 Sample and sampling

As a part of sample the researcher will consider the textbook of class -V namely “BHASA PATH’ prescribe by West Bengal Bard of Primary Education use of purposive sampling technique.

3.3 Approach of the Study

This study is a descriptive study. This study is both qualitative and quantitative in nature because qualitative and quantitative content analysis done here.
3.4 Data collection and Analysis Procedure

Data was collected and analyze using content analysis method on the textbook of West Bengal Board of Primary Education namely 'BHASA PATH' prescribe by West Bengal Bard of Primary Education which is researcher sample. The data were analyze through percentage and insightful description and presented through table and pie chart.

The study is divided into two parts, qualitative and quantitative. In the first part qualitative analysis has been conducted focusing on the textbook’s picture and result has been discussed realistic, rationally and insightfully. In the second part quantitative analysis has been conducted to count unit wise of textbook and calculate percentage number of male and female picture in textbook.

4. Delimitations of the study
The study has the following delimitations:
- This paper was confined to only on class -V textbook.
- The text book under west Bengal primary education council is confined.
- This project only focus Bengali textbook.

5. Analysis and Interpretation

5.1. Qualitative Analysis and Interpretation:

<table>
<thead>
<tr>
<th>Analysis</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Picture 5.1: Male students as active" /></td>
<td>This picture depicts that only the male characters are active in learning. But here no mention any female character but we can see the same work done by female character but this picture is not highlighted here. So it can be said that female character neglected here.</td>
</tr>
<tr>
<td><img src="image" alt="This picture depict the work of teaching only by male character but when we really attain class then we see that the female teachers are teaching but this do not highlighted in this picture. Female character neglected here. So it can be say from gender perspective that the picture is presented unequally and stereotypically in textbook." /></td>
<td>This picture depict the work of teaching only by male character but when we really attain class then we see that the female teachers are teaching but this do not highlighted in this picture. Female character neglected here. So it can be say from gender perspective that the picture is presented unequally and stereotypically in textbook.</td>
</tr>
<tr>
<td>Picture 5.2: Male is teacher</td>
<td>This picture depicts the football game played by traditionally male character but this same picture doesn’t highlighted by female character. Traditionally we know that the football game for men but in present scenario females are playing football nationally and internationally but this picture is not highlighted by picture. So it can be say from gender perspective that the picture is presented unequally and stereotypically in textbook and females are neglected.</td>
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<tr>
<td>Picture 5.3: Males students are playing football</td>
<td></td>
</tr>
<tr>
<td>Picture 5.5: Males are buyer and seller</td>
<td>This picture shown the work of buying and selling both by male character but this same picture does not highlighted by female character. But we seen in day to day living females are imparted buying and selling but this is not highlighted by picture. We the females are engage selling work in market and also our mother, sister and housekeepers are buying essential food, fruit, vegetable etc from market but this are avoided in picture. So it can be say from gender perspective that the picture is presented unequally and stereotypically in textbook and females are neglected.</td>
</tr>
</tbody>
</table>
In this picture the work of cooking by female character. Traditionally we are hearing that the housework, kitchen work done by female character. It is a fixed idea. But we see in present scenario the work of restaurant cooking done by male and also the male cook during picnic, wedding and banquet house at the ceremony but this is not mentioned. So it can be say that the work of cooking shown by gender stereotypical perspective and the conventional thinking express through this picture.

The outcome of qualitative he analysis shown the male character dominate, female in terms of appearance in the image and male and female unequally presented in the picture and also males are appear in every picture than female. Bias is presented in both male and female point of view.

5.2. Quantitative analysis and interpretation: Unit wise

Table: 1 Unit wise no and percentage of gender in textbook namely “BHASA PATH”

<table>
<thead>
<tr>
<th>Unit</th>
<th>Male picture</th>
<th>Female picture</th>
<th>Neutral or others picture</th>
<th>Total picture</th>
<th>Percentage Of male picture</th>
<th>Percentage Of female picture</th>
<th>Percentage of neutral or other picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td>14</td>
<td>64.28</td>
<td>28.57</td>
<td>7.14</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>6</td>
<td>-</td>
<td>17</td>
<td>64.71</td>
<td>35.29</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>4</td>
<td>-</td>
<td>10</td>
<td>60</td>
<td>40</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>5</td>
<td>-</td>
<td>13</td>
<td>61.54</td>
<td>38.46</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>4</td>
<td>50</td>
<td>50</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>2</td>
<td>-</td>
<td>4</td>
<td>50</td>
<td>50</td>
<td>-</td>
</tr>
<tr>
<td>7</td>
<td>14</td>
<td>4</td>
<td>-</td>
<td>18</td>
<td>77.78</td>
<td>22.22</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>9</td>
<td>3</td>
<td>-</td>
<td>12</td>
<td>75</td>
<td>25</td>
<td>-</td>
</tr>
</tbody>
</table>
Figure 1: Unit wise no and percentage of gender in textbook namely BHASA PATH

Interpretation: In the above table consider quantitatively gender bias present in the every unit of the book. In the major unit the no of male picture is greater than female picture and the biasfree picture is very low. So we can say that bias is presented from female point of view.

6 Findings of the study:

The analysis and interpretation of data revealed the following findings:

6.1 Findings of qualitative analysis:

The researcher find out from qualitative analysis that picture 5.1 depicts that only the male characters are active in learning. But here no mention any female character, picture 5.2 depict the work of teaching only by male character, picture5.3 highlighted work of buying and selling both by male character, picture5.4 depicts the football game played by traditionally male character but this same picture doesn’t highlight by female character and also picture5.5 shown the work of cooking by female character which is fixed idea. Every picture shows the particular work by particular gender no work shown by both female and female character. Most of the picture shows the high quality work by male character and traditional work cooking shown by the female character. Most of the picture highlighted by male character.

6.2 Findings of quantitative analysis: Unit wise of text book

Researcher found from quantitative analysis the gender bias is present the every unit of text book picture namely “BHASA PATH”. In unit-I male picture shown 64.28% and female picture 28.57 and biasfree picture 7.14%, in unit-2 male picture depicted 64.71% and female picture 35.29% and biasfree picture 0%, in unit-3 male picture depicted 60% and female picture 40% and biasfree picture 0%, in unit-4 male picture depicted 61.54% and female picture 38.86% and biasfree picture 0%, in unit-5 male picture depicted 50% and female picture 50% and biasfree picture 0%, in unit-6 male picture depicted 50% and female picture 50% and biasfree picture 0%, in unit-7 male picture depicted 77.78% and female picture 22.22% and biasfree
picture 0%, in unit-8 male picture depicted 75% and female picture 25% and biasfree picture 0%. In the six unit of textbook depict numerically more male picture rather than female picture out of eight units and two units depict male and female picture equal number. But major no of unit distribute numerically male and female picture unequally and female characters are ignored.

7 Conclusions of the Study

Finally the researcher concludes that qualitative and quantitative analysis shown the gender bias is appearing in textbook picture. Some picture created more emphasis on male character and some text created more emphasis on female character. Again there is some bias less picture present. However the non-partial picture is very low. Bias less text should be more inclusive in textbook. But from both qualitative and quantitative analysis shown that there are more bias on female character. Female characters are ignored in all three unit of textbook picture. When we say the all humans are equal, irrespective of gender bias it is not moral. We can say that a person can see the difference in his personality but gender bias is an immoral act. So we can conclude that a person has difference his personality but not his/her gender. In this context Rabindranath Tagore says—

“Narike apan Bhagya joy koribar
Keno nahi dibe adhikar
He Bidhata”

8 Social and educational contribution of the study:

According to the researcher the most importance significance of this research it can develop bias free attitudes of student and teacher. Co-operation between students will develop and also tolerance, empathy and a spirit of equality will develop. This study also impotence to education is that will help to create bias free text book. In the entire student can be formed as a good citizens and an ideal society will be formed. Also this study has a following significance according to the researcher, this study extension of existing knowledge of parents, students, teachers about the gender bias in text book, this study will stimulate others to carry out this type of research work in futures also this study will be able to sensate the policy makers, educational planner, administrators, teachers, parents and other member of society to the issue of effect of gender bias in text book and this study can provide baseline information to educational planner to chalk out plan for the welfare of society’s members as well as a country. This study able to shown text book male and female characters equally, this study is possible to refer to all the text male and female character in the same way that the text will be composed of human life experience, text book essays make it possible to refers work in the field of study, sports and the various activities shown male and women equally and it is possible that male and women not present in stereotypical ways etc.
References


