GENDER BIASED IN THE TEXTBOOK OF WEST BENGAL BOARD OF PRIMARY EDUCATION: A CONTENT ANALYSIS

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Abstract

The word gender came from Greek word Genus. Gender bias means a tendency to believe that some people better than others that usually result in treating some people unfairly. 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 and communication skill for social living. Textbooks are the direct real and particular manifestation of curriculum. Primary education is the first stage of child education and it is the first introduction to mental deployments and socialization of child. We believe a child’s mental growth starts since their childhood. Co-operation helps boys and girls to grow themselves up with mutual helps, involvement and contributions. This time helps them to grow bias-free, co-operative attitudes. This helps them to be a great citizen in future. So that is gender bias in education helps to build bias in children’s mind and gender neutral textbook helps them to a creative mind as well as which helps to reduce dishonest quality of human development like inequality, insensitivity etc. So, we should include bias less item qualities in children education in textbook. The main objective of the study was to describe gender bias present in the textbook. It is a descriptive study. Through the purposive sampling the text book of class-I namely “AMAR BOI” which is prescribes by West Bengal Board of Primary Education was chosen. The content analysis method use for conducting this research paper. The data were analyzed though percentage, description in the form of tables and pie-charts. The result of the study shows that gender is unequally presented in this textbook.

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

“I am uncompromising in the matter of Women’s rights. In my opinion she should labour 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.

This paper attempt to discuss the issue of gender bias in the textbook on the basis of basis of text. This paper also looks at the changes can be made to create more equitable learning materials for all children. 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. Gender is a popular issue in the present day’s society, because in issue, 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 is a matter of culture; it refers to the social classification of men and women in to “Masculine” to “Feminine”. – Ann Oakley.

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 the text book is a main tool of education that helps student gain knowledge and insight. In most cases this is a scary problem at the elementary level because the elementary level is child’s first introduction to formal education stage. This time child’s mind is like a white paper, at that time child learns what is taught to be child. Text books are the direct real and particular manifestation of curriculum. I believe a child’s mental growth starts since their childhood. Co-operation helps boys and girls to grow themselves up with mutual helps, involvement and contributions. This time helps them to grow bias, co-operation etc. This helps them to be a great citizen in future. So that is gender bias in education helps to build bias in children’s minds and helps them to a creative mind as well as which helps to reduce dishonest quality of human development like inequality, insensitivity etc. So, we should include bias less item qualities in children education in text book.

Darni and Abida.F.I.N. (2017) “Gender Bias in Elementary School Language Textbooks”. The research found the gender biased images remain strongly present in elementary textbook. The materials differentiate between men and women in the form of job types and attitude. The text book reinforces the stereotypical image that men dominate the public sphere and women the private sphere.

Sharma, B. (2016) An attempt of Gender Sensitizing Through Analysis of School Textbooks. The researcher finds out that the makers of the text should put some effort to provide in. Dewar.

T., Anand, S.,(2013) “Analysis of Primary Level textbooks from gender lens”. formation, this is the only area where the role of women is still is missing. The researcher finds that the gender biases already existing in our society. Such portrayals can be detrimental to the construction of gender identity of young minds since they do not expose them to the diversity of roles that women and men play or can play in their real lives.

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 enumerate gender bias present in the text book.
2. To describe qualitatively gender bias present in the text book.
3. To describe quantitatively gender bias present in the text book.

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 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 namely AMAR BOI’S (part- I, II, III) prescribe by West Bengal Bard of Primary Education use of purposive sampling technique.

<table>
<thead>
<tr>
<th>Board</th>
<th>Book Name</th>
<th>Part</th>
<th>Version</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.B.B.P.E</td>
<td>AMAR BOI</td>
<td>1</td>
<td>2019</td>
</tr>
<tr>
<td>W.B.B.P.E</td>
<td></td>
<td>2</td>
<td>2019</td>
</tr>
<tr>
<td>W.B.B.P.E</td>
<td></td>
<td>3</td>
<td>2019</td>
</tr>
</tbody>
</table>
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 Instrument and tool for data collection and analysis

Data was collected and analyze using content analysis method on the textbook of West Bengal Board of Primary Education namely AMAR BOI’S (part- I, II, III) 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.

3.5 Procedure of data analysis

The study is divided into two parts, qualitative and quantitative. In the first part qualitative analysis has been conducted focusing on the text, excises, dialogue, and caption has been analyzed qualitatively on five dimensions and result has been discussed. In the second part quantitative analysis has been conducted to count number of male and female character.

4. Dimensions of text book analysis

The following three dimensions have been chosen to carry out the study.

- Activity dimension
- Educational dimension
- Cultural dimension
- Play dimension
- Biasfree or neutral dimension

5. Delimitations of the study

The study has the following delimitations:

- My project is confined to only on class -I textbook.
- The text book under west Bengal primary education council is confined.
- This project only focus Bengali textbook.

6. Analysis and Interpretation

6.1. Qualitative Analysis and Interpretation: Dimension Wise

6.1.1 Activity dimension

"Dada bajeregechensaka, macha, phalaanaben
Ar nana rakamaanaja.”
This quoted text is taken from the part –II of class-I text book of West Bengal Board of primary Education namely “AMAR BOI” prescribe by West Bengal Board of Primary Education. This text biased towards work. The marketing work shown by a male character namely ‘DADA’. But we actually see woman doing the marketing works but it was not mention in this text. Female characters are neglected here. So it is a biased text.

“Moitakhutitehelanadiyerekkeche

PaseKaludadamriya ache bijir tar sharaihoba”

This quoted text is taken from the part –III of class-I text book of West Bengal Board of primary Education namely “AMAR BOI” prescribe by West Bengal Board of Primary Education. This text is a bias text because besides the lighting, this work is shown by a male character namely ‘KALUDA’. Also bias can be seen in various activities like watching the playing shown by a female character namely ‘REBA’. Work in the tea shop is shown by a male character namely ‘ASZAR CHACHA’ and also the work of peon shown by the male character. In some cases female have been given more importance, male character has been neglected. However it most important cases that male character is given more emphasis and female character is neglected. So we can say it is a bias text. In this text male is given more priority and female character has been neglected. As stated -

“Sameramathecholche football khela.

Reba dekhearatadideya,

Opera Azgarchachardokana

Dokanachchar mon nei, cycle chapepeondaascha ja….”

6.1.2 Educational dimension

“Chotokhoka bola aa

Sakhenisakothakaoya”

This quoted text is taken from the part-Iof class-I text book of West Bengal Board of primary Education namely “AMAR BOI” prescribe by West Bengal Board of Primary Education. In this text a child learn Bengali vowel. This task shown by a male child character namely’ KHOKA’ it is a male character but this text do not mentioned female character. But just a male character name KHOKA learn vowel is not in real situation female character name KHUKI also learn but that is not mentioned here and female characters are neglected here. So this text is biased text.

6.1.3 Playing dimension

“Ajrabibarchutir din LaluaiTuliai

Cholmathagiaghurioraya….’’
This quoted text is taken from the part –II of class-I text book of West Bengal Board of primary Education namely “AMAR BOI” prescribe by West Bengal Board of Primary Education. There is a summer time figure depicted throughout in this text. This text both male and female character have been given shown through sports as a positive aspect, as a negative aspect in this text male is given more priority and female character has been neglected. As stated –

“Garamkaljalaanaama par
Rahim ar Kanai aihaichaikorisna……”

“Naditenaukachalachemajhibaithabai, tire
DaureaschacheCaitali, Baisakhi, Maiynak,
Orakheladhulaikhub expert.”

This quoted text is taken from the part –III of class-I text book of West Bengal Board of primary Education namely “AMAR BOI” prescribe by West Bengal Board of Primary Education. In this text mentioned both male and female character. However there is a lack of gender equality here. There are two female characters namely ‘BAISHAKHI’ and ‘CHATALI’ but only one male character mentioned namely ‘MOINA’. So here male character has been neglected here. So we can say it is a biased text.

6.1.4Cultural dimension

“This quoted text is taken from the part –II of class-I text book of West Bengal Board of primary Education namely “AMAR BOI” prescribe by West Bengal Board of Primary Education. This text is a bias text because there is more emphasis on the female character and male character is mentioned here but equality not seen but there is a biased somewhere.

“Melayakhubdhumdhamhoba,
Ghritadhamdhamkaredastabajla
ChatpatabariyaparloBisu, satheAsmaaraBahamoni”

This quoted text is taken from the part –II of class-I text book of West Bengal Board of primary Education namely “AMAR BOI” prescribe by West Bengal Board of Primary Education. In this text all the family members are describe. A family was formed through mutual support of both male and male character, so
this text is highlighted. This text is mentioned male character like ‘DADA’, ‘KAKU’, ‘BABA’, ‘VAI’, and ‘THAKURDA’ as a female character like ‘DIDI’, ‘BON’, ‘THAKUMA’, ‘MA’, ‘PISI’ etc. But this text was used a biased term ‘MAMABARI’. This is traditional cultural term. In this case only the male character is given preference. Female characters are neglected here. So it is a biased text.

6.1.5 Bias free dimension or Neutral Dimension

“Twinkle, twinkle little star

How I wander what you are
Up above the world so high
Like a diamonds in the sky”

This quoted text is taken from the part-I of class-I text book of West Bengal Board of primary Education namely “AMAR BOI” prescribe by West Bengal Board of Primary Education. This text is bias less because this text do not mentioned any specific character namely male and female. So we can called it is a bias less text.

“Two little hand to clap, clap, and clap
Two little feet to tap, tap, tap”

This quoted text is taken from the part one of class-I text book of West Bengal Board of primary Education namely “AMAR BOI” prescribe by West Bengal Board of Primary Education. Through this text students are taught to perform various organs but in this text is no specific mention of any male or female character. So we can call it is a bias less text.

7 Quantitative Analysis and Interpretation: Part wise of text book

7.1. Part-I

Table1: Part wise percentage of gender bias present in the textbook namely *Amar Boi’s Part-I*

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Gender</th>
<th>% of bias in text used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Male</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Female</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>
Figure 1: Part wise percentage of gender bias present in the textbook namely Amar Boi’s Part-I

Interpretation: In the above table consider gender bias is present only female point of view, we can say that proper gender bias occupies in the form of text 100% totaling in to 100% of gender bias.

7.2 Part- II

Table 2: Part wise percentage of gender bias present in the textbook namely Amar Boi’s Part-II

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Gender</th>
<th>% of bias in text used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Male</td>
<td>77.78</td>
</tr>
<tr>
<td>2.</td>
<td>Female</td>
<td>22.22</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

Figure 2: Gender bias in text of class I textbook namely Amar Boi’s (Part-II)
**Interpretation:** In the above table consider bias is present both male and female point of view. So we can say from above table that proper gender bias is occupies from male point of view 77.78% and female point of view 22.22 % totaling in to 100% gender bias. Male character has given importance and female character has been neglected here.

### 7.3 Part- III

**Table 3:** Gender bias in text of class I textbook namely *Amar Boi’s Part-III*

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Gender</th>
<th>% of bias in text used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Male</td>
<td>69.70</td>
</tr>
<tr>
<td>2.</td>
<td>Female</td>
<td>30.30</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

**Figure:** Gender bias in text of class I textbook namely *Amar Boi’s Part-III*
Interpretation: In the above table we consider bias is present both male and female point of view. So we can say from above table that proper gender bias is occupies from male point of view 69.70% and female point of view 30.30% totaling in to 100% gender bias. Male character has given importance and female character has been neglected here.

7.4 Total (Parts I, II, III)

Table 4: Total Gender bias in text of class I textbook namely Amar Boi’s part-I, II, III

<table>
<thead>
<tr>
<th>Sl No</th>
<th>Gender</th>
<th>% of bias in text book namely “Amar Boi” Part-I text</th>
<th>% of bias in textbook namely “Amar Boi” Part-II text</th>
<th>% of bias in textbook namely “Amar Boi” Part-III text</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>100</td>
<td>77.78</td>
<td>69.70</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>0</td>
<td>22.22</td>
<td>30.30</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Figure: 4 Total Gender bias in text of class I textbook namely Amar Boi’s part-I, II, III

Interpretation: Now if we consider gender bias is present the every part of text book namely “AMAR BOI”. Three part of this text book has given importance on male character than female character. Female characters are ignored in all three parts.
8 Findings of the study:

The analysis and interpretation of data revealed the following findings:

8.1 Findings of qualitative analysis: Dimension Wise

1. Activity Dimension: The researcher finds out from quoted line of activity dimension that male character has given impotence and female characters' are neglected here. In the activity dimension various activity like marketing, lighting are done by the male character. All of those acts have completely ignored female’s character.

2. Educational Dimension: The researcher finds out from quoted line of playing dimension that male character has given impotence and female characters’ are neglected here. Because the task of learning vowel in this dimension only shown by the male character here no female characters are mentioned.

3. Cultural Dimension: The researcher finds out from quoted line of cultural dimension that the female character is given more importance than male character. Two female characters are mentioned here and one male character mention on this quoted line. So male characters are neglected here.

4. Play Dimension: The researcher finds out from quoted line of playing dimension that the female character is given more importance than male character. Those quoted line no male character is mentioned in the play and it is said that the females are expert in the game.

5. Biasfree or Neutral Dimension: The researcher found from quoted line of bias less dimension that male and female are not specifically mentioned here.

It can be summarized from the findings of the above five dimension that somewhere the male character is given more importance than female character and somewhere female character is given more importance than male character. All over given importance on male character and female characters are neglected.

8.2 Findings of quantitative analysis: Part wise of text book

Researcher found from quantitative analysis the gender bias is present in every part of text namely “AMAR BOI”. In the part-I males are given impotence 100% and females are given importance 0%, in the part-II males are given importance 77.78% and females are given importance 22.22% and in part-III males are given importance 69.70% and females are given impotence 30.30%. Three part of this text book has given importance on male character than female character. Female characters are ignored in all three parts.
9 Conclusions of the Study

Finally the researcher concludes that qualitative and quantitative analysis shown the gender bias is appearing in text. Some text created more emphasis on male character and some text created more emphasis on female character. Again there is some bias less text present. However the non-partial text 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 parts. 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—

“NarikeapanBhagya joy koribar
Keno nahidibeadhikar
He Bidhata”

10 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


