### Contents

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgements</td>
<td>iii-iv</td>
</tr>
<tr>
<td>List of Tables</td>
<td>x-xi</td>
</tr>
<tr>
<td>List of Pictures</td>
<td>xii</td>
</tr>
</tbody>
</table>

**Chapter 1: Introduction**

1.1 Status of Women in India: A Glimpse through History 2
   - Women in the primitive period 2
   - Women in the Vedic age 3
   - Women in the Buddhist society 5
   - Women in the medieval period 5
   - Women in the Muslim period 7
   - Women in the British rule 9
   - Women in the Independent India 10

1.2 Significance of the Education of Girls and Women 12
   - Barriers to girls' education 14
   - Government efforts to improve girls' education 16

1.3 Understanding Sex and Gender 18
   - Sex differences and gender differences 19
   - Gender stereotypes 20
   - Male and female roles 20
   - Gender identity 21
   - Socialisation of gender differences 21

1.4 What is Sexism? 22

1.5 Sexism in Curriculum 23

1.6 Sexism in Textbooks 24
   - Through language 24
   - Through sex-role stereotyping 26
   - Unwritten code of conduct 27

1.7 Rationale of the Study 28

1.8 Statement of the Problem 31

1.9 Objectives of the Study 31

1.10 Chapterisation 31
### Chapter 2: Review of literature 33-58

**Introduction** 33

2.1 Studies Conducted Abroad 34

2.1.1 Sex differences in academic achievement and creative ability 34

2.1.2 Sex differences in vocational attitudes and career aspirations 36

2.1.3 Sex role socialisation and differential treatment 37

2.1.4 Sex stereotyping in curriculum and textbooks 40

2.2 Studies Conducted In India 43

2.2.1 Gender disparities in education 43

2.2.2 Sex differences in academic achievement and creative ability 47

2.2.3 Sex differences in vocational attitudes and career aspirations 50

2.2.4 Sex role socialisation and differential treatment 50

2.2.5 Sex stereotyping in curriculum and textbooks 51

2.3 Implications of the Review on the Present Study 54

### Chapter 3: Methodology 59-65

**Introduction** 59

3.1 Study Design and Research Methods 59

3.1.1 Content analysis 59

3.1.2 Observation 60

3.1.3 Interviews 60

3.2 Sample 60

3.3 Study Tools 61

3.4 Data Collection Procedure 63

3.4.1 Content analysis 63

3.4.2 Observation 64

3.4.3 Interviews 64

3.5 Data Analysis 65
Chapter 4: Results and Discussion 66-265

4.1 Content Analysis of Lower Level English Textbooks 66
   4.1.1 Representation of women among text architects 67
   4.1.2 Sex bias in titles and themes of lessons 73
   4.1.3 Number of male and female characters in pictures and illustrations in the lessons 91
   4.1.4 Roles of male and female characters in the lessons 97
   4.1.5 Detailed lesson wise content analysis of lower level English textbooks
      4.1.5.1 Analysis of English textbook of standard VIII 100
      4.1.5.2 Analysis of English textbook of standard IX 140
      4.1.5.3 Analysis of English textbook of standard X 173

4.2 Observation of Sexist Elements in Various Settings in Schools 204
   4.2.1 In the classroom 205
      4.2.1.1 Classroom participation 209
      4.2.1.2 Evaluation 210
      4.2.1.3 Assignment of tasks, roles and responsibilities 210
      4.2.1.4 Illustrating 212
      4.2.1.5 Control and punishment 213
   4.2.2 In the corridors and prayer ground 214
   4.2.3 At the playground 215
   4.2.4 In extra curricular activities 220
   4.2.5 Interpersonal interactions
      4.2.5.1 Between students 224
      4.2.5.2 Between teachers and students 225

4.3 Sexism in Education: Views of Principals and Teachers 226
   4.3.1 A brief background of the principals and teachers 226
   4.3.2 Education of boys and girls 227
   4.3.3 Provision of facilities to boys and girls in schools 227
   4.3.4 Provision of facilities to boys and girls at home 228
4.3.5 Need for attention among boys and girls 229
4.3.6 Need to control boys and girls 231
4.3.7 Assignment of tasks and responsibilities to boys and girls 232
4.3.8 Participation in academic, non-academic, and co-curricular activities 233
4.3.9 Sex differences perceived in competence of teachers and administrators 235
4.3.10 Sexism in schools 237
4.3.11 Suggestions for eliminating sexism in schools 239

4.4 Sexism in Education: Views of Parents 240
4.4.1 A brief background of the parents 240
4.4.2 Education of boys and girls 240
4.4.3 Provision of facilities to boys and girls in schools 243
4.4.4 Provision of facilities to boys and girls at home 243
4.4.5 Need for attention among boys and girls 244
4.4.6 Need to control boys and girls 245
4.4.7 Assignment of tasks and responsibilities to boys and girls 247
4.4.8 Participation in academic, non-academic, and co-curricular activities 248
4.4.9 Sex differences perceived in competence of teachers and administrators 249
4.4.10 Sexism in schools 250
4.4.11 Suggestions for eliminating sexism in schools 252

4.5 Gender bias in School and at Home: Students’ Perspective 253
4.5.1 Career aspirations of boys and girls 254
4.5.2 Leisure time activities of boys and girls 255
4.5.3 Education of boys and girls 256
4.5.4 Differences in the treatment of boys and girls by teachers 256
<table>
<thead>
<tr>
<th>Section</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5.5 Preference for teachers of a specific sex</td>
<td>260</td>
</tr>
<tr>
<td>4.5.6 Perceptions about English textbook</td>
<td>260</td>
</tr>
<tr>
<td>4.5.7 Gender differentiation by parents</td>
<td>261</td>
</tr>
<tr>
<td>4.6 Conclusion</td>
<td>262</td>
</tr>
<tr>
<td>Chapter 5: Summary</td>
<td>266-282</td>
</tr>
<tr>
<td>Introduction</td>
<td>266</td>
</tr>
<tr>
<td>5.1 Review of Related Literature</td>
<td>271</td>
</tr>
<tr>
<td>5.2 Rationale of the Study</td>
<td>272</td>
</tr>
<tr>
<td>5.3 Statement of the Problem</td>
<td>275</td>
</tr>
<tr>
<td>5.4 Objectives of the Study</td>
<td>275</td>
</tr>
<tr>
<td>5.5 Methodology</td>
<td>275</td>
</tr>
<tr>
<td>5.5.1 Research methods</td>
<td>275</td>
</tr>
<tr>
<td>5.5.2 Sample</td>
<td>276</td>
</tr>
<tr>
<td>5.5.3 Study tools</td>
<td>277</td>
</tr>
<tr>
<td>5.5.4 Data collection procedure</td>
<td>277</td>
</tr>
<tr>
<td>5.5.5 Data analysis</td>
<td>278</td>
</tr>
<tr>
<td>5.6 Major Findings</td>
<td>279</td>
</tr>
<tr>
<td>5.7 Suggestions for Future Research</td>
<td>281</td>
</tr>
<tr>
<td>Bibliography</td>
<td>283-290</td>
</tr>
<tr>
<td>Appendices</td>
<td>291-306</td>
</tr>
<tr>
<td>Appendix A Questionnaire for Principals and Teachers</td>
<td>292</td>
</tr>
<tr>
<td>Appendix B Questionnaire for Parents</td>
<td>298</td>
</tr>
<tr>
<td>Appendix C Questionnaire for Students</td>
<td>304</td>
</tr>
</tbody>
</table>