5.1 Introduction

The purpose of the Discussion is to state the interpretations and opinions, explain the implications of Researcher’s findings, and create ideas for future research. Its chief task is to answer the problem for which purpose the research has been done. The Discussion is considered the heart of the paper and it tells “what this thesis findings might represent”, how important they are and why.” Every thesis demands to have discussion like elements.

In this chapter Researcher described the framework, concepts, and relationships shown by each major finding/result and then put them in perspective. In the writing of the Discussion, Researcher discussed everything in a concise, brief, and specific manner. Usually the discussion consider these parts :-

1. It should state the main findings of the study in one or two sentences.
2. The discussion should reflect on the methods, and address possible inadequacies.
3. Identifying potential weaknesses, and comment the relative importance of these to the interpretation of the results and how they may affect the validity of the findings.
4. Support the answers with the findings. State why they are acceptable and how they are consistent with previously published knowledge on the topic.
5. Discuss any unexpected findings. When discussing an unexpected finding, begin the paragraph with the finding and then describe it.
6. Explain how the results and conclusions of this study are important and how they shape our knowledge or understanding of the problem being examined.

The present study is conducted to know that whether the gender bias exists in the Textbooks of Social Science of class IX for C.B.S.E, U.P and I.C.S.E Boards.
5.2 FINDINGS

$H_0(1)$ : There is no significant difference between male and female picturization in the textbook of Social Science of class IX in U.P Board.

Researcher found that there is significant difference between male and female picturization in the textbook of Social Science of class IX in U.P Board. In this book the total number of Pictures are 22. Among which the male pictures are 19 and female pictures are 3 in “Samajik Vigyan” Book. Researcher investigated that Picturization of males greatly outnumbered Picturization of females.

Researcher noted that males were more likely to be pictured in outside places than females. As there are very less pictures of female in the textbook. The female picturization could easily be given where general things are described for example :-

In the book “Samajik Vigyan” page 374 picture no. 2 titled “Dhwani Pradushan” there could be female picture also.

In khand kha(II)- Nirbal varg evam mahila ka vikas :- In this lesson there could be the pictures of women but there is not.

In ka(ii) – Gram panchayat, shetra panchayat, jila panchayat and in ka (iii) Nagar prashashan : Nagar panchayat, nagarpailka parishad, nagar nigam

In these lessons neither any picture is given nor in the text it is mentioned that Government has declared 33% reservation of women in the Panchayat Samiti.

Although females comprise slightly over half the population of the India, they are represented much more less as often as males in picturization.

This finding is also supported by Erinosho S.Y (1997). Gender-Stereotypes Belief and Practices in the Classroom. Nigeria
\( H_0(2) \): There is no significant difference between male and female picturization in the textbooks of Social Science of class IX in C.B.S.E Board.

Researcher found that there is significant difference between male and female picturization in the textbooks of Social Science of class IX in C.B.S.E Board. In these books the total number of Pictures are 3048, among which the male pictures are 2655 and female pictures are 393 in “Arthashastra”, “Bharat Aur Sum KaaleenVishya -1”, “Loktaantrik Rajneeti-1” and “Samkaleen Bharat-1” Book.

Researcher concluded that in the Book Arthashastra” there are total 93 pictures among which male pictures are 60 whereas female pictures are 33. In “Bharat Aur Sum Kaaleen Vishya -1”, there are total 2641 pictures in which male pictures are 2369 and female pictures are 272. In the Book “Loktaantrik Rajniti-1” there are total 295 pictures in which male pictures are 223 and female pictures are 72 and in “Samkalikin Bharat-1” total pictures are 19 in which Male pictures are 3 and female pictures are 16.

From the above data Researcher concluded that only in the geography book female picturization is more and in all other three books males were pictured much more as often as females in picturization. In these pictures the spaces occupied by men include public places like roads, markets, police station, play ground etc. while women and girls are mostly seen in the private domain of the household and rarely in public places.

As Pictorial representations have stronger influence on the schema formation of young children. The content that is depicted in pictures is highly internalized and the impressions are long lasting so there is a need to go for changes for empowering the women of our Country.

This study was supported by Ansary and Babaii (2003). Status of sexism in current ESL/EFL textbooks: Iran
$H_0(3)$: There is no significant difference between male and female picturization in the textbooks of Social Science of class IX in I.C.S.E Board.

Researcher found that there is significant difference between male and female picturization in the textbooks of Social Science of class IX in I.C.S.E Board.

There are two books of Social Science in I.C.S.E Board, in which the Researcher investigated that total number of pictures are 389 and from which there are 337 male pictures and female pictures are 52 in the books “History & Civics: and “Total Geography”. In the book “History & Civics” there are total 385 pictures in which male pictures are 334 and female pictures are 51 and in book “Total Geography” there are total 4 pictures in which male pictures are 3 and female picture is only 1.

Researcher concluded that there is much more picturization of males as compare to females in these books.

There are some pictures in the History & civics book of I.C.S.E Board in which there could be females also but these pictures lack the representation of females. The examples from this book are :-

Page C-16 – Picture No. 1 Titled “Fundamental Rights Enjoyed by Citizens”, there are 11 males and 3 females.

Fundamental Rights are given to the citizens in uniformity, thus, the picture that depicts this could have featured women in a larger number.

Page C-18- Picture No. 2 Titled “People worshipping in their own ways”, there are four boys of different religions worshipping their respective God but the picture is devoid of a girl engrossed in an act of worship. Both, males and females worship god but the picture does not portray the devotion of women.

Page C-45 – Picture No. 1 Titled “The Panchayat Samiti at work”, this picture does not feature even a single female character is shown while Government has declared 33%
reservation of women in the Panchayat Samiti and the picture does not portray the Panchayat Samiti in the true essence.

Page H-15 Picture no. 2 & 3 Titled “A past time of the Aryans”, in this there are males only. Women have had an enormous impact on the ancient history but the illustration does not demonstrate this, which leaves an impression on the readers that women were not outgoing during the ancient times.

Page H-16 Picture number 4 & 5 Titled “Nature Worship and Performing of Yajnas”, the picturization shows men performing religious activities and worshipping the natural forms of nature, In ancient times there were female scholars like Vidushi and Apala who performed spiritual activities but their role has not been portrayed in these books. In modern times women are way more empowered than they were in the ancient times, yet their roles are not portrayed at par with their male counterparts.

This study was supported by Gandhi,( 1991), A study of the sexist bias in primary school textbooks.(Ph. D. Edu. Alagappa Univ.,).

**H₀(4)**: There is no significant difference between the number of times references were made of each male and female in the textbook of Social Science of class IX in U.P Board.

For this hypothesis the finding indicated that there is significant difference between the number of times references were made of each male and female in the textbook of Social Science of class IX in U.P Board.

Researcher investigated that total number of references are 5073 and from which there are 4608 male pictures and female pictures are 465 in the book “Samajik Vigyan” Researcher concluded that there are much more references of males as compare to females in this book.
Equality is an amalgamation of two concepts, parity and quality. The concept of equality in education is significant and implies the percentage of boys and girls, relative to their respective age groups who enter the education system and participate in the full elementary and secondary cycles. Gender parity goes further, to offer the boys and girls similar opportunities to go to school and comprehend the teaching procedure and curriculum, free from Stereotyped educational orientation. The quality of the curriculum becomes the catalyst to attain and retain parity. The indicators of equality include length of schooling, importance of core curriculum, learning accomplishments, and the perception and outlooks of educators regarding the treatment of boys and girls in the schooling process.

This study was supported by Nischol, K.,(1976) “Prakriti Vihin Purush”, – Delhi Prashasan Ke Shiksha Vibhag Dwara Prakashit Hindi Bhasha Ki Pathya-Pustakon Men Nari Aur Balika Ke Chitrana Ka EkAdhyayana.

$H_0(5)$: There is no significant difference between the number of times references were made of each male and female in the textbooks of Social Science of class IX in C.B.S.E Board.

Researcher revealed that there is a very significant difference between the number of times references were made of males and females in the textbooks of Social Science of class IX in C.B.S.E Board. It culminated that there are much more number of times references of males as compare to females.

In all the four books of C.B.S.E the total number of references are 6684. Among which the male references are 5477 and female references are 1204 in “Arthashastra”, “Bharat Aur Sum Kaaleen Vishya -1”, “Loktaantrik Rajniti-1” and “Samkalin Bharat-1” books. Researcher concluded that in the Book Arthashastra” there are total 792 references in which 585 are male references where as female references are 207. In
“Bharat Aur Sum Kaaleen Vishya-1”, there are total references 4827 in which male references 4161 and female references are 666. In the Book “Loktantrik Rajniti-1” there are total references 1011 in which male references are 712 and female references are 299 and in “Samkal Bharat-1” Total references are 51 among which Male references are 19 and female references are 32.

In the book of “Arthashastra” there are examples of some stories in four lessons. There are nine examples of men stories while only one example of women story is there.

In this book on page no. 34 in picture 3.3 story of shivraman is there. In this picture male member of the house is saying that he can’t earn enough money in the city also. In this limited income he is worried for his son that how he will send him to the school while for his niece who are dependent on him he makes the statement that he has to do marriage of them so this time he does not want to spend money on their education. So this type of statements refer the low condition of women and the Stereotype conventional thought is carrying on in this modern era also.

Male characters were much more as prevalent as females, and masculine pronouns were used much more as often as feminine pronouns. The Constitution of India, has proclaimed that men and women are equal citizens in the eyes of law and hence have uniform entitlement to all state amenities. However, the social, economic and cultural bias prevalent in the society has impeded this resolution from transforming into actuality.

This finding is also supported by Chandran, Sanda Kumari (2002) “Gender Bias in Malaysian English Language Textbooks Used in Secondary Schools”
\textbf{H}_0(6): \text{There is no significant difference between the number of times references were made of each male and female in the textbooks of Social Science of class IX in I.C.S.E Board.}

Researcher investigated that there is significant difference between the number of times references were made of each male and female in the textbooks of Social Science of class IX in I.C.S.E Board.

There are two books in I.C.S.E in which total number of references are 2596 and from which there are 2352 male references and female references are 244 in the books “History & Civics” and “Total Geography”. In the book “History & Civics” there are total 2551 references among which there are 2312 male references and 239 female references and in book “Total Geography” there are total 45 references in which 40 male references and female references are only 5.

It shows there are much more number of times references of males as compare to females in I.C.S.E Board Books.

This study is also supported by Karen L. Porreca (1984) Sexism in Current ESL Textbooks.

\textbf{H}_0(7): \text{There is no significant difference between Stereotype and Non-Stereotype activities indicated in the textbook of Social Science of class IX in U.P Board.}

Researcher found that there is no significant difference between Stereotype and Non-Stereotype activities indicated in the textbook of Social Science of class IX in U.P Board.

The total number of Stereotype activities are 47 and Non-Stereotype activities are 31 in “Samajik Vigyan” Book. It reveals that there is almost equal amount of Stereotype activities and Non-Stereotype activities of class IX in U.P Board book.
It depicts that there is no significant difference between Stereotype activities of male and female. Though the figures, 47 for male and 31 for female suggest otherwise, but seeing it from the statistical standpoint, this depicts the changing gender roles in at least in a subject book. The conclusion derived from this study was one of a kind as all the studies undertaken in the review literature do not support it.

This is not supported by David A. Anderson and Hamilton Mykol, (2005) ,Gender Role Stereotyping of Parents in Children’s Picture Books.

\( H_0(8) \): There is no significant difference between Stereotype and Non-Stereotype activities indicated in the textbooks of Social Science of class IX in C.B.S.E Board.

Researcher found that there is significant difference between Stereotype and Non-Stereotype activities indicated in the textbooks of Social Science of class IX in C.B.S.E Board. It reveals that there are more Stereotype activities as compare to Non-Stereotype activities.

The total number of Stereotype activities are 28 and non-Stereotype activities are 10 in “Arthashastra”, “Bharat Aur Sum KaaleenVishya -1”,“Loktaantrik Rajniti-1” and “Samkalin Bharat-1” books. Researcher concluded that in the Book Arthashastra” and in “Samkalin Bharat-1” there were no such type of text is found and in the book ““Loktaantrik Rajniti-1” there are total number of Stereotype activities are 13 and Non-Stereotype activities are 2 and in “Bharat Aur Sum Kaaleen Vishya -1” total number of Stereotype activities are 15 and non-Stereotype activities are 8.

It reveals that there are considerably more Stereotype activities as compare to Non-Stereotype activities. It portrays women in modernistic roles or as leading characters, but does not portray men in non-traditional roles. Most of the adult males were not
observed doing household work or child rearing activities, although a few males were categorized under non-stereotypical activities. Stereotyped representation of the gender and marginalization of female characters contribute negatively to children’s development, constraint their career hopes, form their perspectives about their future roles as parent. it is often perceived as acceptable for girls to show masculine traits but not for boys to show feminine traits.

In the C.B.S E book “Bharat aur SamkalinVishwa-1” total Eight chapters are there and in all the chapters total references of women are very less as compare to men but strange fully only in the chapter “Poshak aur khubsurati ke paimane” women citations are five times more than men and from the name of chapter one can easily conclude that if the things are coming in terms of dress and beauty women are much more present only in these type of chapters.

This study was supported by Valliammai, (1990), A study of sex-stereotyping in primary school language textbooks. (M. Phil., Edu., Alagappa Univ.,1990). In M. B.Buch, Fifth Survey of Educational Research Volume II p. 786. NCERT

H₀(9) : There is no significant difference between Stereotype and Non-Stereotype activities indicated in the textbooks of Social Science of class IX in I.C.S.E Board.

Researcher found that there is significant difference between Stereotype and Non-Stereotype activities indicated in the textbooks of Social Science of class IX in I.C.S.E Board.

Researcher investigated that total number of Stereotype activities are 49 and Non-Stereotype activities are 12 in the book “History & Civics” and there is no text is found for such type of activities in “Total Geography” book.
It shows there are much more Stereotype activities as compare to Non-Stereotype activities.

The Stereotype activities indirectly promoted benevolent sexism; that is, a woman was depicted in a very favourable manner as a caring mother, or loving wife. Even though well-meaning, such depictions still reinforce traditional gender concepts.


\[ H_{0(10)} : \text{There is no significant difference between male and female total number of Occupational activity indicated in the textbook of Social Science of class IX in U.P Board.} \]

Researcher found that there is significant difference between male and female total number of Occupational activity indicated in the textbook of Social Science of class IX in U.P Board..

The total number of Occupational activities 3476 among which the number for male occupational activities are 3370 and for female it is 106 in “Samajik Vigyan” Book. It shows there are much more occupational activities of males as compare to females in U.P. Board textbook. Males were shown in a much wider variety of roles than women. This study depicts that right from the beginning women have been cast in homely roles due to which their dominance in the worldly occupational role was neglected.

This finding is supported by Hartman, P.L and Judd E.L (1978); “Sexism and Tesol Materials”. *Journal TESOL Quarterly Vol 12(4)*. San Diago state University, San Diego, California.
\( H_0(11) \): There is no significant difference between male and female total number of Occupational activity indicated in the textbooks of Social Science of class IX in C.B.S.E Board.

Researcher revealed that there is significant difference between male and female total number of Occupational activity indicated in the textbooks of Social Science of class IX in C.B.S.E Board. Researcher discovered that males were much more times as likely to have an occupation as females.

The total number of occupational activities are 2884. among which the male references are 2741 and female references are 143 in “Arthashastra”, “Bharat Aur Sum Kaaleen Vishya -1”, “Loktaantrik Rajniti -1” and “Samkalinn Bharat” Books. Researcher concluded that in the Book Arthashastra there are total 186 occupational activities in which 167 are for male and for female it is 19. In “Bharat Aur Sum Kaaleen Vishya -1”, there are total 2417 occupational activities in which male occupational activities are 2342 and female occupational activities are only 75. In the Book “Loktaantrik Rajniti -1” there are total 271 occupational activities in which male activities are 230 and female activities are 41 and in “Samkalinn Bharat -1” Total occupational activities are 10 in which male activities are 2 and for female it is 8.

Women should have the liberty to choose their own career path, and they should be respected even if they are staying at home with their children and it should be her own decision whether she wants to stay at home with her children, which is quite reasonable as long as she is not urged into the role or be left without other roles because of her gender. Do women choose conventional roles because they make conscious, objective decisions after receiving the requisite education and career opportunities and choose those vocations because it is their hearts’ calling? Or are girls and women steered
toward specifically any profession and roles, either plainly or obliviously, because of the images they see in the textbooks.

This study was supported by Chandran, SandaKumari (2002) “Gender Bias in Malaysian English Language Textbooks Used in Secondary Schools”, Malaysia.

**H₀(12)**: There is no significant difference between male and female total number of Occupational activity indicated in the textbooks of Social Science of class IX in I.C.S.E Board.

One of the findings indicates that there is significant difference between male and female Occupational activity indicated in the textbooks of Social Science of class IX in I.C.S.E Board.

Researcher investigated that total number of occupational activities are 1346 from which 1283 are for males and females they are only 63 in “History & Civics: and “Total Geography” books. In the book “History & Civics” there are total 1333 occupational activities from which 1272 are for males and females they are only 61 and in book “Total Geography” there are total 13 occupational activities from which 11 are for males and for females it is 2.

It shows that there are much more occupational activities of males as compare to females. The study found a consistent male gender bias throughout the textbooks. Most males were represented in the higher level occupations. In contrast, females were portrayed in house hold activities. Males were shown in a much wider variety of roles than women. occupational differences between men and women are a persistent presence in the India.

This was supported by Peterson, S. & Kroner, T. (1992); “Gender Biases in Textbooks for Introductory. Psychology and Human Development” Psychology of Women Quarterly, 16(1)17- 36.
\textbf{H}_0(13): \textit{There is no significant difference between gender wise references in the textbooks of Social Science of Class IX for U.P Board & C.B.S.E Board.}

Study reveals that there is significant difference between gender wise references in the textbooks of Social Science of Class IX for U.P Board & C.B.S.E Board. It shows that there are much more male references as compare to female references.

The total number of gender wise references are 11754 among which male references are 10085 and female references are 1669. In “Arthashastra”, “Bharat Aur Sum KaaleenVishya -1”, “Loktantrik Rajniti-1”, “Samkalin Bharat-1” and in “Samajik Vigyan” Books.

This study was also supported by Etim (1998). Gender-Stereotypes Belief and Practices in the Classroom. Nigeria.

\textbf{H}_0(14): \textit{There is no significant difference between gender wise references in the textbooks of Social Science of Class IX for U.P & I.C.S.E Board.}

When data was analyzed to make comparative study of the gender wise references in the textbooks of Social Science in U.P Board and I.C.S.E Boards, Researcher found that there is significant difference between gender wise references in the textbooks of Social Science of Class IX for U.P Board & I.C.S.E Board. It shows that there are much more male references as compare to female references.

The total number of gender wise references are 7669 among which male references are 6960 and female references are 709 in “History and civics”, “Total Geography and in “Samajik Vigyan” Books.

This study is supported by Maharashtra State Bureau of textbook Production and Curriculum Research ( MSBTPCR),(1976), The position of Women in School
Textbooks(Pune, 1976), In M. B. Buch ,Third Survey of Educational Research p.549. NCERT.

\(H_0(15)\): There is no significant difference between gender wise references in the textbooks of Social Science of Class IX for C.B.S.E Board & I.C.S.E Board.

Investigator resulted that there is significant difference between gender wise references in the textbooks of Social Science of Class IX for C.B.S.E & I.C.S.E Board. It shows that there are much more male references as compare to female references.

The total number of gender wise references are 9277 among which male references are 7829 and female references are 1448 in “Arthashastra”, “Bharat Aur Sum KaaleenVishya -1”, “Loktaantrik Rajniti-1”, “Samkalin Bharat-1” “History and Civics” and in “Total Geography” Books.

This study is supported by Ahmad Khalid Fahim (2010). Gender Bias in Pashto Primary School Textbooks.: Afghanistan.

The human race is inquisitive in nature and has always asked itself certain questions, which are:

- Who am I? Who was I? And what shall I become?
- What is the aim of my life?
- What do I aspire to have, contentment or triumph?
- What is the worth of art and creation in my existence?
- What is the relationship between the nation, religion and an individual?

But burdened by gender Stereotypes, women overlook the value of their self worth and stop thinking about their own identity and begin to ask questions correlated to their association with men, like:

- What is my role in the life of this man?
• How can I be of help to him?

Women should persistently ask themselves first, what they have done for their own benefit; rather than to be dependent on others for this question. In order to lead a life of self-assurance they have to become self-reliant because a woman who does not become financially independent is not able to lead a liberated life for the rest of her life.

In the comparison of all seven books, Researcher found that gender bias is prevalent in all three boards i.e I.C.S.E, C.B.S.E and U.P Board, except in the geography book of C.B.S.E “Samkalin Bharat-1” in which only female references are more as compared to male references.

5.3 Discussion

Researcher can conclude from the above findings that there is gender bias in Social Science Textbooks of Class IX in the three Boards i.e. U.P Board, C.B.S.E and I.C.S.E Board. Gender bias in School Textbooks takes many forms and is subtle and difficult to detect. It is embedded in both the forms and the content of the texts. It creates and the sustains the view of the in which male activity and male persons are of primary importance and of greatest value, while female activity and female persons are marginalized, made invisible or downgraded.

The findings of this thesis is applicable and important because the proper and equal education of boys and girls affects society at large. The success of a country depends on the education of its children. Gender Stereotypes, no matter how subtle, can undermine children’s self-worth and future potential. Gender equality should be part of a larger movement that tries to ensure every Indian has equal opportunities through the removal of barriers.
If the children whose mothers are homemakers questioned, as to what do their mothers do, they generally reply “Nothing” because they have been conditioned by the society to believe that if a person is not earning any monetary income, he/she is not working.

Thus, there is a need to eradicate this misconception because homemakers are the backbone of the house, they tirelessly perform all the household chores and it is because of their effort that male members are able to earn a living. It cannot be said that homemakers do not do anything just because they are not getting any salary for the work done by them.

Addressing gender stereotyping is a complex process. Going through the norms of patriarchal society one can easily find that even among very young children there are set designs of what a woman should be doing. Boys as young as eight will say: "This is not what mom has to do;” They conventionally determine the role of men and women.

Writing a page about social Stereotypes won't change anything. Now there is a need for teachers to know how to address these issues through conversations, through the active participation of children in their classes. This type of things should also be seen through our curriculum also. Only then will we see real change.

For a long time, addressing gender bias in school education meant dealing with it at a very superficial level. Such measures take us only so far. What is needed is a major reorganizing of authority equations. Gender bias in school education comes together with the number of issues. So in spite of greater representation of girls in Textbooks, we must have various kinds of representation also.

In the pictures of all the seven Textbooks the spaces occupied by men include public places like roads, markets, police station, playground etc. while women and girls are mostly seen in the private domain of the household and rarely in public places. As portrayal in the form of images have powerful impact on the schema formation of
young children. The behaviour depicted in pictures is deeply internalized and the impressions are long lasting so there is a need to do further research for pictorial representation in other Textbooks also. In villages, which do not have a regular supply of electricity, it is these Textbooks, which provide a glimpse of the happenings of the world to the schoolchildren. If these books do not feature the achievements of women like SarlaThakral, the first Indian woman pilot; Aruna Roy, Political and Social activist; Lieutenant General Punita Arora, Arunima Sinha, who climbed the Everest with amputated leg; the children shall remain oblivious to the enormous contributions of women in the development of our nation.

Literature is the reflection of society, yet our curriculum failed to recognize the achievement of these she-heroes. These were the examples from the past yet there is nothing has been done to show their contribution to the society.

In upcoming years, we can see in newspapers the challenges women are facing to show their self-actualization.

Since Textbooks serve as a major source of information to students and as a frame of reference for teachers, it is important to take into account the ways males and females are represented in the books used in schools. Since the images used in Textbooks have great influence on children’s thoughts the gender bias reflected through them is a serious matter. The patriarchal images shown through school curriculum plays a major role in sustaining gender discrimination in the society. A mother reading the newspaper, a girl playing with football, a father preparing tea in the kitchen, a female in the doctor’s and male in the nurse’s role, a woman police officer sitting in the police station, women moving around the market place along with men, boys and girls playing together in the school ground, men fetching water, woman auto or taxi driver, babies sitting in the father’s lap are representations that could very well be portrayed in
Textbooks so as to break gender stereotyping and promote egalitarian relations between boys and girls and men and women. Such depictions would definitely foster gender equality as boys and girls learn to respect each other as equals and equally capable of doing any work. Girls need to shed their learned dependency and helplessness and boys need to accept the equal rights and capabilities of girls. The values of gender justice are to be learned from the younger days onwards as gender sensitization at later stages has proved to be a failure in several cases. It is difficult to change the mind-sets of adult parents who in majority of families transmit the patriarchal values of male domination and female subjugation to their children. A father openly showing respect to the mother is a rare picture in the Indian society while a commanding father and obeying wife is a common scene. Such a gender bias is accepted as natural by the youngsters as all other stimuli in this regard that children receive from the Textbooks convey the same meaning.

With this understanding, how the society is significantly elaborates the education and its components. If the society is patriarchal, it is but natural for these individuals to accept these norms without questioning them. Whatever a society endorse will be reflected in the way the people interact with each other. This phenomena is described as non-formal education from the society. According to these standards set by the society, curriculum also develops from these set of norms which are based on patriarchal conventions, Indian curriculum also shows the patriarchal signs in our Textbooks. Gender Stereotypes in literature prevent the actualization of females, by depriving girls of a range of strong, alternative role models. Researcher believe that male potential is also stunted by such material. Everything we read, constructs us, fabricates us who we are, by presenting our image of ourselves as girls and women, as boys and men. For the eradication of gender bias from the society, we will have to upgrade our books.
5.4 Recommendations for further Research

In the process of development gender equality is integral. This Research explores the Social Science Textbooks taught in C.B.S.E, U.P and I.C.S.E Boards through a gender sensitive perspective. It is quite clear from the analysis of the Textbooks that despite an explicit policy of gender sensitization of school curriculum, gender Stereotypes and gender bias still exists.

❖ Implementing the Guidelines

There are suggestions applicable to policy makers, authors, teachers and parents for use of gender fair language.

❖ Application of Gender-Fair Language

The expressions that educationalists use provide an important illustration for students and the larger society. Word choices often indicate unconscious postulations about gender roles. As professionals, we all need to scrutinize our language to trim down or eradicate alternatives that suppress, typecast, or restrain others.

The following examples provide inclusionary options to specific exclusionary phrasing. Many are subject to terminology; others are subject to practice.

- The use of he or his when mentioning to both a male and a female excludes the female. To be inclusive, authors must use both he and she, and they must deliberately balance pronoun use by sometimes swapping their order.
- Use both pronouns (he or she; her or his).
- Avoid exclusionary forms such as Mankind, Man’s attainment, Manmade, Man proposes God disposes, One man show, The odd man out, Man of his word, etc., many phrases which relate to the men and women both but are said with the name of men only.
• Choose inclusionary alternatives such as “people’s achievements”, “Person proposes God disposes”, “The odd person out”, etc.
• When describing a job or career both men and women might perform, avoid using a common term that relates to both the gender but in saying shows the male supremacy.
• Avoid exclusionary words and phrases such as chairman, fireman, postman, businessman, congressman, policeman, salesman etc.
• Choose inclusionary alternatives such as chair, coordinator, moderator, presiding officer, head, chairperson, manager, business executive, businessperson, congress representative, police officer, salesperson, sales clerk, sales representative, firefighter, postal worker, post carrier etc.
• Searching substitutes to language that excludes, belittles, or under estimates women, as well as the language that reflects Stereotyped images of both women and men.

Women find themselves surrounded with many Stereotypes, one of them being addressed as ‘Miss’ and ‘Mrs.’ to give away their marital status whereas men face no such typecasts. Instead, Ms. should be used to address women as it precludes the necessity for the speculation involved in figuring out whether a woman is married or not. In order to bring about a change the emphasis is to give respect to women – and empathize that equality is not against men. It is a world which belongs to people and everyone has to be together to make it as delightful and as celestial to build a promising future.
Removing Gender Stereotypes

Gender Stereotypes are the hidden obstacles for both females and males, presenting a gender biased society. Such misrepresentations constrain communication.

- Do not fix any type of job for any particular gender as almost in every field women are showcasing their talent. Doing so makes gender-based assumptions.
- Do not mention the qualities which are Stereotype in nature for example:
  - girls are easily frightened and boys are courageous.
  - males are appreciated for their jobs and women for their physical beauty and housekeeping.
  - females are passive and males are active.
- The phrases which are stereotype in nature, for instance: “Way to a man’s heart is through his stomach”, should be changed.

Balancing the Representation of Females and Males:

Make the curriculum which represents androgynous society in the following manner:

- Point out the gender-discriminated curriculum and recast the material according to androgynous society. A balance of literature by and about both women and men should be taking into consideration wherever possible.
- Trade books, texts, videos, and other media resources should be chosen to show androgynous society.
- In organizing lists of materials and educational activities, avoid assuming gendered interests and abilities.
● For Feminists:
By its very spirit, feminism scrutinizes what feminists comprehend to be a male-dominated society whereas right from the beginning girls and women have been enclosed within the four walls of the house, while men have dominated political, educational the military arenas. The major question still remains, how has feminism impacted schooling and education?
Feminists believe society is male dominated and perceive that society is based on the discord between the genders. They believe that women have traditionally been underprivileged in society and that men traditionally have had more authority than women. They believe this is wide of the mark and such conventions need to be altered and the mindsets of people have to be changed. There are many different feminist philosophies but they all share things in common – they look at the variations in the world between men and women and aim to visualize how these problems could be resolved. They firmly believe that education is a driving force of secondary socialization that should help to enforce equality.

Women tend to be missing, in the backdrop, or in the second place in curriculum as well. It has been validated that women have been ‘hidden from history’ and history has been conceptualized in terms of men. Thus, they should focus on changing the curriculum by researching extensively and voicing their opinion on a worldwide basis.
● For Policy Makers :-
Now there is a need to prepare gender sensitive Textbook material based on feminist knowledge base. So in all the subjects for all the classes further researches should be done regarding gender sensitivity. In India women are socialized into compliance by command and dependence upon male approval. The nature of available male support
determines a woman’s social existence. Most girls are taught to depend upon males not only for economic support but also for guidelines on how far to study and when to marry. In the traditional model, home maintenance was considered the major responsibility of females. Education for women’s equality is a vital component of the overall strategy of securing equity and social justice in education.

If girls always see pictures of adult women in traditional roles, then they may not have alternate frames of reference for pretend play. So there is a need to do further research for Textbooks. More Textbooks from all the levels of education could be studied for gender parity.

As we are living in patriarchal society and for the development of human being we should focus to make it androgynous society. So more researches should be done to remove all these gender bias from our society through the medium of our Textbooks.

It is desirable that school Textbooks should portray more women in different professional roles so that girls can consider them as role models. In Modern context, if women are setting extraordinary examples in any field, then the Textbooks should include their achievements. The incredible achievements of women in various fields have not been made a part of curriculum which does not reflect the changing dimensions of gender roles in the society in the true spirit. These are some examples which should have been a part of our curriculum but unfortunately failed to make a mark.

Women in India have always moved shoulder to shoulder with men. Our rural ladies form one of the largest workforces of the world. But something is missing, if we see the Textbooks there will be no pictures of women in panchayats. Many of the women are in judiciary but in the Textbooks generally we see the male picturization in all these fields.
In spite of these glorious achievements, it has failed to make a mark in our curriculum. Gender responsive mechanisms should be developed within the existing educational institutions. For this the following steps can be taken:

- Develop a gender inclusive curriculum that does not perpetuate gender inequality.
- Train teachers to identify and critically review any aspect of gender (un)responsiveness in Textbooks.
- Empower teachers to be able to empower students as well.
- Train teachers to interpret and use the Gender Policy in Education and Gender Responsive Pedagogy.
- Organize seminars, workshops and in–service training for the teachers who are already teaching.
- Sensitize teachers against using any teaching strategies that may undermine the values and images of male and female learners through the teaching of literature.
- Encourage teachers to be creative in the way they teach set books that contain gender bias, gender Stereotypes, gender insensitive language and other aspects of gender unresponsiveness and also in encouraging students to be liberal and broad – minded and analytical in portraying Textbooks.
- Teachers should be trained in gender responsiveness in the short run, special seminars and workshops can be conducted for them from time to time but in the long run, an appropriate module should be incorporated in all teaching training curricula.

Gender sensitive and gender neutral material needs to be developed throughout the institutions for students, staff, faculty and management levels.
For Teachers:

Gender bias takes place when human beings start believing in respect of behavior, abilities of others found upon their gender.

Gender is not a issue of women only it is a issue of all the human being's. The prevalence of “Femininity” is not in solitude from Masculinity, i.e. they co-exist. These outlooks are paired with one another, the interpretation and potential of one determines the interpretation and potential of the other. Gender alliances are neither “natural” nor given, they are fabricated to make inequitable associations seem “natural”, and can be assimilated only under the duress of socialization. These apprehensions lay an undue pressure on boys and girls to conduct oneself according to the traditional culture of masculinity and femininity. Girls are subject to unjustified social injudicious even in the School campus. Teachers generally speak the gender bias language and all this comes in hidden curriculum. Teachers should follow these guidelines:-

Promoting Gender-Fair Discourse Practices

- Commend, promote, and respond to achievements of females and males in the same manner.
- Call out on female students as often as male students to answer both realistic and challenging questions.
- Create a classroom environment where others do not interrupt females more often than males.
- Establishment of mutual grouping composed of both males and females to provide uniform prospects for all voices to be attended.
- Understand the significance of prudence; steer clear of references to appearance and physical features.
- Select females for leadership status as frequently as males.
- Keep away from observations or jest that belittle or typecast males or females.

**For Parents :-**

The real issue isn’t how different boys and girls are, but how parents react to those small differences that turn them into the much larger differences society associates with boys and girls. On These points parents should focus :-

- Pause before telling you daughters to ‘Be careful’
- Engage your daughters in physical activities
- Parents should not use these type of words ‘Tom boy or ‘Crying like a girl’
- Allow safe expressions of anger in boys and girls
- Promote Sports And Culture Together
- Promote All Colors For Both Genders
- Expose Them To The Correct Terminology
- Share Chores With Your Spouse
- Let Them Be Themselves
- The socialization of children should be based on androgynous society rather than the norms of patriarchal society.

It is a common thing to put these smaller tips to use and to even follow through with them when it comes to your child, but the moment one accepts the rules of Patriarchal society and Stereotypes, they are setting themselves back a few hundred steps. Children should be taught that there is no superiority or inferiority between men and women, they are just different from each other on the basis of their gender.

In our society, girls are praised when they demonstrate both feminine and masculine behaviours, but that boys generally only get approval for masculine behaviours. Thus,
there is a need to conduct research in this area of Textbooks also and to design our curriculum accordingly to develop the society bias free in every sense.

After reading the Textbooks children create the images of society. The Researcher proposes that the curriculum should be updated timely to incorporate the development features of half of our population in order to ensure equitable development of the masses. Researcher also recommends that further research should be done in order to highlight the heroic deeds and Herculean achievements of women in myriad spheres to deal with the issue of ‘Invisibility of Women’ in our Curriculum.