6.1 Introduction

This chapter presents a brief account of all the information that has been present in all the five previous chapters in order to provide an overview of the study.

6.2 The problem - It’s background

The invisibility of women in Textbooks is most important issue of today’s scenario because Literature is the mirror of society and if the half of the society is being ignored in this modern world then how can we consider ourselves to be the part of developed country. It can be found that the Textbooks give less attention to women. The analysis shows that the books were not only ineffective in portraying positive role for women but their roles were not even presented in accordance with the prevailing conditions in reality.

Gender is a social construct and it is thus not a biological essence, something natural or innate but a societal paradigm, a learned conduct, a product of language culture and its foundations. A girl is not given the liberty to take hold of herself and discover the world around her. The stereotypes she faces, stories she hear, the books she read and all her experiences condition her to accept the twisted reality of her life that boys are superior to girls. She is wrought by social conventions to fit societal roles voluntarily. She does not dare to challenge the typecasts, but considers it is her womanly fate and submits herself to socially customary roles.

For a great majority of school going children, as also for teachers, school Textbooks are the only handy and reasonable resource for education. It has been expressed that boys and girls are not treated uniformly at school. This belief encompasses how teachers reciprocate to students, which genres the students are persuaded to study, and how Textbooks contribute towards gender roles. It is indispensable to analyse school Textbooks from
gender perspectives because Textbooks, in addition to family and society, play an essential role in the socialization of children. Gender demarcation has however, helped to propagate the distasteful consequences of sex-role typecasting and gender typecasting. Gender stereotypes are inflexible and are held over simplified principles that males and females possess diverse psychological peculiarities and features.

It can be said without doubt that school Textbooks and curriculum influence gender roles of students immensely.

Thus in the present study there is an attempt has been made to find out whether the Gender bias is present in the Social Science Textbooks of class IX in C.B.S.E, I.C.S.E and U.P Board or not.

6.3 Statement of the problem

“A Study of Gender Bias in C.B.S.E, I.C.S.E and U.P Board Social Science Textbooks of Class IX”

6.4 Limitations of the study

Although the present study is a fully fledged research which took several years to yield fruitful results in the concerned field but this also raised many questions concerning gender bias in many other subjects in different boards. The researcher conducted this study for I.C.S.E Board and C.B.S.E board which are prevalent all over India, but other board i.e. U.P. Board is a state board. India has 29 states and other than U.P. Board other States Boards were not included in this Research. Thus, the question whether gender bias in curriculum is prevalent in the Social Science books of the other boards remains. This stands true for other subjects also. The area of study is limited because the analysis of
existence of gender bias in curriculum is done in single subject in secondary level of various boards which leaves a scope of extensive further research.

The limitations of this study are as follows:-

- The study was focused upon the Social Science Textbooks only.
- This study is limited for class IX only.
- This study is limited for three Boards ie. C.B.S.E, I.C.S.E and U.P Boards only.

One cannot generalize the findings of this study to all the other Boards of India. The result of the present study has reflected the Gender Bias in Social Science Textbooks for class IX in three boards i.e. C.B.S.E, U.P and I.C.S.E Board. At the end it may be added that the generalizability of the findings of the study is limited. It was conducted for three Boards and for class IX. A study with larger and more representative sample chosen with more regress design is likely to prove quite rewarding in shading more light on this topic.

6.5 Objectives of the study

The following objectives are formulated by the investigator in order to fulfill the purpose of the study:-

1. To analyze the contents with reference to pictures used for each male and female in the Textbook of Social Science of class IX in U.P Board.

2. To analyze the contents with reference to pictures used for each male and female in the Textbooks of Social Science of class IX in C.B.S.E Board.

3. To analyze the contents with reference to pictures used for each male and female in the Textbooks of Social Science of class IX in I.C.S.E Board.

4. To point out the number of times references were made to each male and female in the Textbook of Social Science of class IX in U.P Board.
5. To point out the number of times references were made to each male and female in the Textbooks of Social Science of class IX in C.B.S.E Board.

6. To point out the number of times references were made to each male and female in the Textbooks of Social Science of class IX in I.C.S.E Board.

7. To identify the Stereotype activities and Non-Stereotype activities within the four walls for male and female in the Textbook of Social Science of class IX in U.P Board.

8. To identify the Stereotype activities and Non-Stereotype activities within the four walls for male and female in the Textbooks of Social Science of class IX in C.B.S.E Board.

9. To identify the Stereotypes activities and Non-Stereotype activities within the four walls for male and female in the Textbooks of Social Science of class IX in I.C.S.E Board.

10. To Point out the number of times Occupations indicated for each male and female in the Textbook of Social Science of class IX in U.P Board.

11. To Point out the number of times Occupations indicated for each male and female in the Textbooks of Social Science of class IX in C.B.S.E Board.

12. To Point out the number of times Occupations indicated for each male and female in the Textbooks of Social Science of class IX in I.C.S.E Board.

13. To find out the differences in gender wise references in the Textbooks of Social Science of Class IX for U.P Board & C.B.S.E Board.

14. To find out the differences in gender wise references in the Textbooks of Social Science of Class IX for U.P Board and I.C.S.E Board.
15. To find out the differences in gender wise references in the Textbooks of Social Science of Class IX for C.B.S.E Board & I.C.S.E Board.

6.6 Hypotheses

The following hypotheses are formulated to empirically validate the above objectives:-

1. There is no significant difference between male and female picturization in the Textbook of Social Science of class IX in U.P Board.

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.

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.

4. There is no significant difference between the number of times references were made to each male and female in the Textbook of Social Science of class IX in U.P Board.

5. There is no significant difference between the number of times references were made to each male and female in the Textbooks of Social Science of class IX in C.B.S.E Board.

6. There is no significant difference between the number of times references were made to each male and female in the Textbooks of Social Science of class IX in I.C.S.E Board.

7. 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.

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.
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.

10. 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.

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.

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.

13. 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.

14. There is no significant difference between gender wise references in the Textbooks of Social Science of Class IX for U.P Board & I.C.S.E Board.

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.

6.7 Review of related literature

The review of related literature is a crucial stage at the beginning of any research activity – whether undertaken to do one’s own doctoral work, masters dissertation, action research, institutional research, or even any sponsored survey – is examining what kind of studies have already been conducted in both one’s country and overseas, and what are their
findings. The review of related literature embodies the work done on Gender Bias and its obstacles on the development.

Researcher has given the notable work of many of the researchers who had conducted research studies related to this area.

6.8 Research Methodology

The method adopted for the present study is descriptive and statistical in nature. The method for the present study is the content analysis of Textbooks of Social Science of class IX of U.P. Board, C.B.S.E Board and I.C.S.E Board on the basis of quantitative data obtained from the observation of citations that represent Male, Female and their representations. Content Analysis explains and describes the prevailing practices or condition. It makes careful evaluation of bias, prejudices or propagation and differentiates the error in the content. The method of content analysis enables the researchers to include the large amount of textual information and systematically identify its properties.

The subject matter in these Textbooks is analyzed thoroughly and an outline of the content is prepared by content analysis. This study made use of the content analysis of all the seven books of Social Science of C.B.S.E, U.P, I.C.S.E Board.

6.9 Description of Sample

The Sample of this study consists of Textbooks of Social Science of standards IX of U.P Board, I.C.S.E Board, and C.B.S.E Board. The investigation for the present study shall be carried out on class IX Textbooks mentioned below in the subject area of Social Science for I.C.S.E, C.B.S.E and U.P Boards.
Table 6.1

Description of the sample

(CLASS IX)

↓

BOARDS

↓

U.P. BOARD

Social Science

Book

Samajik Vigyan (2013-14)

Jain Kumar Jain & Brijesh kumar Dewedi (Writers)

I.C.S.E BOARD

Social Science

Books

History and Civics (2014)

D.N.Kundra (Writers)

C.B.S.E. BOARD

Social Science

Books

Total Geography (2013)

Jasmin Rachel & Dolly Ellen Sequeira (Writers)

N.C.E.R.T

N.C.E.R.T

N.C.E.R.T

N.C.E.R.T

(Publication) (Publication) (Publication) (Publication)

Loktantrik Rajneeti -I (2012)

Bharat Aur Samkalin Vishwa-I (2012)

Arthshasthra (2013)

Samkalin (2013)

Bharat-1 (2012)

N.C.E.R.T

N.C.E.R.T

N.C.E.R.T

N.C.E.R.T

(Publication) (Publication) (Publication) (Publication)
6.10 Procedure of the Study

In order to identify the elements of gender discrimination in Textbooks, the following check list was prepared to study the academic parameter. Both quantitative and qualitative approaches were used in the investigation and analysis.

1. The number of pictures used for male and female as a single as well as in group also.
2. Type of activities and occupations indicated for male and female.
3. Number of times references were made to male and female.
4. Stereotype and Non Stereotype activities within the four walls of the house.

The tool used in this research was developed by the Researcher. The Researcher has prepared the Evaluation Tool “Gender-wise occurrence of evidence” for observing and identifying the verbal and visual citations in the Textbooks.

Researcher did content analysis from each and every chapter of the book including the exercise as well. Accordingly Researcher did content analysis and included each and every pictures, verbal references, Stereotype and Non-Stereotype activities and Occupational activities taken under her consideration. For comparing the gender wise differences in all the boards total references were also counted.
6.11 Observation Tool

**TABLE NO 6.2**
**Observation Tool**
**Theme :-** Gender-Wise occurrence of evidence
**Subject :-** Social Science
**Book Name :-**
**Board :-** 
**Class :-** IX
**Chapter No :-**
**Name of Chapter :-**

<table>
<thead>
<tr>
<th>Page no</th>
<th>Para graph no.</th>
<th>Picture No.</th>
<th>Visual</th>
<th>Total No of pictures.</th>
<th>Verbal</th>
<th>Total No of Nouns &amp; Pronouns</th>
<th>Role assigned with in the four walls. (Stereotype activities)</th>
<th>Role assigned with in the four walls. (Non-Stereotype activities)</th>
<th>Total No of Stereotype activities (M+F)</th>
<th>Total No of Non-Stereotype activities (M+F)</th>
<th>Occupational Activity</th>
<th>Total No. of references (Nouns+Pronouns+Pictures)</th>
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<td>Single</td>
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<td>Noun</td>
<td>Pronoun</td>
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<td>Grand Total</td>
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6.12 Procedure of data collection, scoring and statistical techniques employed

Researcher did the content analysis of all the seven books and then put statistical test to test the hypothesis. In statistical techniques Researcher used the chi square test to accomplish the above mentioned studies.

The chi-square formula used on these data is:

6.12.1 Chi-Square Formula

\[ \chi^2 = \sum \frac{(O - E)^2}{E} \]

\( O = \) the frequencies observed
\( E = \) the frequencies expected
\( \sum = \) the 'sum of'

6.13 Findings

After statistical analysis the following conclusions were drawn in accordance with the hypotheses:

1) The finding of the above study indicates that there is significant difference between male and female picturization in the Textbook of Social Science of class IX in U.P Board. It shows that there is much more picturization of males as compared to females.

2) The statistical results show 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. It shows that there is much more picturization of males as compared to females.

3) The statistical result shows 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. It shows that there is much more picturization of males as compared to females.

4) The statistical result clearly indicates that there is significant difference between male and female number of times references in the Textbook of Social Science of class IX in U.P Board. It shows that there are much more number of times references of males as compared to females.

5) The result clearly indicates that there is significant difference between male and female number of times references in the Textbooks of Social Science of class IX in C.B.S.E Board. It shows that there are much more number of times references of males as compared to females.

6) The findings indicate that there is significant difference between male and female number of times references in the Textbooks of Social Science of class IX in I.C.S.E Board. It shows that there are much more number of times references of males as compared to females.

7) The result indicates 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. It reveals that there is nearly equal amount of representation of Stereotype activities as compared to Non-Stereotype activities within the four walls of the home.

8) The result clearly indicates 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 shows that there are much more Stereotype activities as compared to Non-Stereotype activities.
9) The result clearly indicates 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. It shows that there are much more Stereotype activities as compared to Non-Stereotype activities.

10) The result clearly indicates that there is significant difference between male and female Occupational activities indicated in the Textbooks of Social Science of class IX in U.P Board. It shows that there are much more occupational activities of males as compared to females.

11) The result clearly indicates that there is significant difference between male and female Occupational activities indicated in the Textbook of Social Science of class IX in C.B.S.E Board. It shows that there are much more occupational activities of males as compared to females.

12) The result clearly indicates that there is significant difference between male and female Occupational activities indicated in the Textbook of Social Science of class IX in I.C.S.E Board. It shows that there are much more occupational activities of males as compared to females.

13) The result clearly indicates that there is significant difference between gender wise references in the Textbooks of Social Science of Class IX for U.P Board and C.B.S.E Board. It shows that there are much more male references as compared to female references.

14) The result indicated that there is significant difference between gender wise references in the Textbooks of Social Science of Class IX for U.P & I.C.S.E Boards. It shows that there are much more male references as compared to female references.
The result indicated 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 Boards. It shows that there are much more male references as compared to female references.

On the basis of these findings Researcher can say that gender bias is prevalent in the Textbooks of Social Science in all the three Boards.

6.14 Conclusion

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 dependence but also for determining 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. Gender bias and stereotyping not only affect girls in schools, but the boys are affected, too. In fact, gender stereotyping actually misinforms young boys, too in the process.

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. Conclusively, unequal gender associations hamper the ability of all individuals to enhance their prowess to the best of their abilities. For the welfare of both men and women, it is essential to liberate everyone from these unjust societal norms for the greater good.

The community is an expanded social group having a noteworthy cultural and effective structure. The human beings are the building block of society. The framework of
relationships between individuals is created based on our method of interaction, which in turn classifies the society according to the systems of traditions, values, and rules. As a matter of fact, gender bias and concerning issues in sexuality actually exist in the literature throughout the globe. This problem needs to be addressed by the mode of Education only as it is the most powerful weapon for empowerment of human being. If all students obtain gender free fair treatment in every area, then they both will be able to actualize their potentialities and then only we will be able to make our society empowered.

If young girls see female adult role models in different kinds of professions, then they can imagine that they, too, can seek those professions. The Biases are often subtle, and often come about either because we see the world in stereotypical ways or because certain ways of speaking and writing seem to be normal and are taken for granted. These perceptions may seem harmless because they are so familiar. But they do have harmful effects. Indeed, gender bias in curriculum is a critical issue that the people should be aware and sensitize of so than only society can do anything to resolve it. In many instances, the victims of this bias (mostly girls) grow up into passive citizens and remain silent regarding this unfair treatment in their education. There are some who stand up and make their concerns known in order to spread awareness to both academic and regular communities. However, the significant part of the responsibility to eliminate gender bias lies upon the Curriculum designers to execute their obligations in providing fair and just education to all.

The Indian stance on women’s education and gender sensitization will be fulfilled only when it is informed by a socio-cultural and historical perspective on gender. Textbooks have the power to make their students comprehend that sexism, prejudice, and gender stereotyping have destructive personal and social effects, as well as repercussive
consequences. In order for them to do that, they must implement the measures that have been established to eliminate, or at least minimize, gender inequality in Textbooks. If the society is empowered with sufficient justice in our literature then only with greater academic competence and proper encouragement at hand, both the young male and female students will be urged to turn their dreams into a reality through attainment of proper and sufficient education.

The differentiation between the natural forms of both genders has not been made to belittle each other but to empower them. It is done to bring happiness and rejoice in each of their lives. A woman who has a smile on her lips, gentle lyrics in her feet, who strolls in a harmonious rhythm, who has delight in her spirit, one who is thrilled to live her life to her heart’s content, whose breath is filled with affection, such a woman’s presence will illuminate her abode and fill it with pristine melody. Such a woman shall be like a breath of fresh air. This is not a question of only a single home, but if every house is fortunate enough to have a woman of such fortitude, a society based on the lines of tranquillity, fulfilment and bliss can be founded.

Training workshops on gender sensitive approach to Textbook production should be organized for publishers, editors, illustrators etc. All those involved in book production i.e., writers, editors, illustrators and publishers should ensure that illustrations in the books they produce are gender balanced. State Textbook Rationalization/Selection committees should include gender sensitivity as a criterion for selection of Textbooks to be recommended for use by pupils at every level. If the government, individuals and organizations concerned Textbook production implement the above recommendations, it will go a long way towards promoting gender balance in Textbook production in India.