1.1 Introduction

Gender is a social accumulation, which affects the society as a whole. Gender is not an issue of women only; it is an issue of all human beings. The prevalence of “Femininity” is not in solitude from Masculinity, i.e., they co-exist. These outlooks are correlative 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 get unjustified social injustices when they grow up in our society; the family and the society that specifies how they have to carry themselves draw specific boundaries. Boys too suffer from the stereotypes that exist in a patriarchal culture. They are intimated by the communal norms from being sensitive, benevolent or petrified; they are shoved into the roles of income providers and guardians.

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.
1.2 What is Education

Education is the procedure, which simplifies information, or the attainment of knowledge, finesse, ethics, perspective, and convention. The essence of education is not limited to learning and counting the things better or becoming a specialist in something but the meaning of education is very deep and has a lot of substance attached to it. The aspects which are concealed in our conscience, when released from the façade is called Education. The primary goal of education is to bring the person from darkness to light.

Education is the arch for virtuosity of living. It is education, which teaches a person the method to deals with one’s life effectively. Education helps the individual to revamp an experience and accommodate with the scenario.

1.3 Need and Importance of Education

Education has a complementary harmonious role for overall individual, social and national progress. It enables an individual to fulfill his optimum efficiency and objectives. The personality of a child is largely influenced by the gender roles portrayed in the community, which ultimately affect his/her psychology. The archaic traditions, customs are preserved and transmitted with the situations, which are constantly forming. We should not accept or acknowledge the irrational principles, which are hindering our progress.

It is necessary for men and women to realize the importance of education for a bright future. Education plays a vital role in the development and progress of country. In the light of socialization, we should perceive that education focuses on forming a good human being rather than classifying them as men and women.
1.4 Definition of Gender

Gender refers to communally resolved roles and associations between males and females. From the broad perspective, the term “gender” refers to a socio cultural categorization of women and men.

This classification is based on communal convention and values that describe the part men and women should impersonate in society.

The term 'gender', also admits that the particular contents and interpretation of belief systems, which demarcates male/female, are culturally determined, can be altered.

1.5 Gender bias in 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.

Pedagogy means the efforts of inculcating or cultivating skills. Whether overt or covert, these modules are established and reinforced by the school and are a fundamental part of the socialization process for children. The instructors provide insights regarding gender role evolution by way of activities, modelling, strengthening and other forms of correspondence. Similarly, the administration of the school structure itself supports the notion of men in positions of authority and women in subservient positions. Although, schools should be the torchbearer of change and should validate importance issues like gender equality and women empowerment, they fail to fulfil these objectives. Schools should be one of the most essential communal settings in which children can approve and
clarify their gender perspectives, they are often found to introduce children to masculine and feminine images that are even more rigorous than those in the extensive fraternity.

Teachers classify girls as ladylike and sophisticated. Girls are generally appreciated for being immaculate, silent, and serene, whereas boys are incited to contemplate in solidarity, be dynamic and voice their opinion. Girls are encouraged to socialize in schools to acclaim adoration as being essential, and are tutored to understand that academic performance and capacity are not as important. It has been observed that girls studying in grades six and seven rate being admired and well-liked as more important than being recognized as proficient or self-reliant. On the other hand, it is more plausible that boys of the same age group shall rank self-reliance and proficiency as more significant.

A girl is not given the liberty to grab hold of and uncover the world all-around her. The tales of distant lands she hears, the narratives she reads and all her encounters prepare her to acknowledge the dominance of boys. She is formed by societal conventions to fit social responsibilities willingly. She does not have the guts to assert herself as subject but consider it is her womanly fate and resigns herself to these conventional functions. This idea can be summed up by emphasizing, “One is not born a woman, and one becomes a woman.”

The act of socialization of femininity formulates prior than the middle grades. At very early ages, girls begin defining their femininities in relation to boys.

Evidently, the socialization of gender is consolidated at school, because classrooms are like the miniature reflections of society, mirroring its strengths and weaknesses. The course of
work done in the classrooms follow the normal community patterns, which that often lead to distorted perceptions of gender roles in young children. It is alarming that gender bias in curriculum has reached beyond the prevalent socialization patterns; prejudice is embedded not only in Textbooks and lessons but also in teacher interactions with students. This sort of prejudice based on gender is part of the concealed syllabus of lessons taught completely to students through the day-to-day operation of their classroom.

This debate extends to emphasize on two vital questions: Are females and males radically contradictory? In addition, if so, should they be treated uniformly or in a dissimilar manner? In the meantime, feminist intellectuals continue to question the occurrence of this contrast in the context of schools and schooling, and what can be done to counter this inequality.

1.6 Understanding Society’s Influence on Education

In precision, 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.

Education, implying it from a mainstream prospect, is any learning that we obtain from different media. Neither does education commence from the first day of formal schooling nor do the four walls of the room where an instructor promulgates his/her knowledge bind it. It commences from the very first instance of interaction with other people. It is an ongoing process and it is not constrained to the boundaries of an institution. It goes beyond
doubt that we grasp from anything we do, hear or see, i.e., we obtain knowledge from our surroundings.

Society plays a consequential role in education. The impact of the community can be either positive or negative on an individual. The values, morals, and principles of a community shall have an absolute impact in creating an education system that shall uphold the same values, morals, and principles. A social group that indulges in virtuous acts and decent interactions will induce its individuals to enlighten the other people.

However, there are certain unreasonable aspects of the society that creates despondent consequences on education. There are societies, which do not acknowledge women’s right to education and discriminate against the women who wish to educate themselves. In defiance of this, men are also subjected to prejudice when they are desirous of entering certain disciplines of study that are believed to be dominated by women.

The interconnected relationship between society and education works both ways. While we are all aware of the influence education has on society, let’s also analyze the influence of society on education. Education is directed by diverse societal features including conventions, culture, progress, traditions and ideologies to a great extent. Education is not only the medium of acquiring wisdom for interpreting facts and figures but also imbibing the art of observation and gaining an insight by learning from those around us. In this viewpoint, the people who belong to the community play an integral part in educating an individual. Society encompasses our family, friends, relatives and the people who live in our neighbourhood, city or even our country. We consider the state of people living in poverty-stricken societies as a specimen. In these impoverished societies, the scarcity of
amenities has an adverse effect on people and impedes education. The children of such societies generally are unable to bear the cost of expensive books, computers, laboratories or practical assignments and may have to eke out a method of earning their own bread and butter for sustenance. In such societies, mere literacy is sometimes all that the people can manage.

Societal values also significantly influence education. It has been observed in numerous impoverished nations, where female emancipation and liberty is scarce, the prospect of education has been curbed or curtailed for virtually half the female population. This is majorly an outcome of the ignorance and prevalence of age-old beliefs and rituals. On the other hand, it has been noted that such gender-based contrasts are not existent in USA and many European countries. This illustrates how the rigidity of conventions and traditions established in some specific societies impacts the standards of education.

In developing countries like India, education is rebounded at various stages by the social evil of caste system. It is a commonplace phenomenon that the people who belong to ‘higher’ social classes are academically advanced, as compared to the backward sections that are deprived of education because the emphasis is on earning a livelihood by performing unskilled jobs rather than gaining knowledge as it is a matter of their subsistence.

Therefore, it can be validated that the society has a colossal impact on education. Vanquishing these inequalities is a challenge to everyone. It goes beyond doubt to affirm the belief systems of the society have an influence on education, but it is up to our prudence if we will allow society to have a dismissive impact not just on the pedagogical
framework alone but also on the comprehensive development of an individual. We have to be mindful and vigilant in correcting illegitimate and unjust ways so we can gradually mould the society into leaving an admirable footprint on knowledge.

Divergence between educating and socializing has been made a numerous times, yet on many occasions the two have also been regarded more or less as synonyms. Generally, the disparities consider socialization to be the procedure of preparing someone to be a proficient social representative within a specific community, and education to be something in extension to this, which might include being able to express analytically on the conventions prevalent in his/her community. Fundamentally, most of the contradictory factors between these two entities are assumptions -- though it has not been presented so bluntly-- that anything which may be termed as socializing that has the incitement of striking a common chord among the people and making them more similar, and the contrasting impulse in education, is to imbibe distinctive qualities in people making each person unique in their own way. (It is reckoned, that those considered as highly educated are "distinguished people"). However, it is determined by the person’s interpretation of "society", whether one considers the distinction between community and education, essential to make or not. If a person’s assumption of education encompasses all features related to the day to day lives of the community members, then education will likely be considered as a component of a more widespread socializing procedure or as a synonym for socialization. If one's perception of society includes predominantly a group of administrative, industrial, judicial, fiscal, lucrative transactions and a set of relationships generated by such a combination, yet the concept holds a well defined cultural discipline of knowledge, cognizance, and acknowledgement that provides specific contentment that
surpasses the relationships and proceedings of particular societies at particular times, then a possibility of differentiating by categorizing "society" as "socialization" and the intellectual realm as "education."

In some instances, people who view education as entirely an instrument of social inception and who ultimately categorize individual refinement completely within the realms a social backdrop, tend to derive the conjecture that community’s interference in regulating the rights and duties of the individuals' can make others distinctly apprehensive. It is noteworthy, that education is an quintessentially a social function, thus, the state cannot be indifferent to it. On the contrary, every detail that concerns education must in some magnitude be asserted to its influence.

Education is the on going process of evolution in social life. From this viewpoint, then, a society, which clearly distinguishes between educating and socializing, is a society in which the intellectuals shall be considered as ‘educated’ and the others, as ‘socialized’.

The outcome of this kind of observation has become a predictable phenomenon which is prevalent everywhere, i.e., the division of the community members into ‘sophisticated’ people and 'workers'. Instead of this, we should preferably elucidate the virtues of a truly democratic society, in such a manner, which incorporates all the attributes that anyone might wish to include in an ideal concept of education.

Not only is social life identical with community interactions, but also all interactions (and hence all sincere social life) are informative. Envisaging a perception of a repeatedly informative social ordeal, the yearning to differentiate socialization from education is intimidating, as it isolates the features of social commencement, which was John Dewey’s
(an educationist) primary concern to hold together. In theory, the thought of a well-defined procedure of education involves the perpetual danger that the material of formal directive will solely be the contents of the school’s curriculum, this kind of subject matter will be secluded from the practical experiences of life. The idea of a distinct process of socialization leads to the peril of a restricted formulated strategy of vocational education to sustain the division between rich and poor. The methods of vanquishing these prospects of uncertainty were to link both formal instruction and vocational education to the existing reality of present social experience.

1.7 Curriculum and Gender

The curriculum is the essence of schooling and the education process. Time and again, the word curriculum has been applied in various aspects. It usually stands for:

- A school’s written courses of study and other curriculum materials;
- The content of the subjects the students are taught;
- The courses offered in a school; and
- The totality of planned learning experiences offered to students in a school.

Curriculum is a blueprint of circumstances that have been designed for students. A curriculum is essentially an organized educational strategy. It has definite objectives and these objectives are derived from goals. These goals are again formulated at three levels, namely; ultimate (or long term) goals, mediate (or short term) goals and proximate (or immediate) goals.
1.7.1 Bases of Curriculum

- Human development
- Social forces
- Nature of learning
- Nature of knowledge and cognition

1.7.2 Major Approaches to Curriculum

- Society
- Subject Matter
- Criteria of Construction
- School Organization
- Learning Theory
- Learner

Gender prejudice can occur within subject areas and school activities. For example, it has been observed that there are different participation structures for girls and boys in subjects such as mathematics and the sciences.

Gender bias propagates a delusion that boys are naturally better at mathematics and science than girls are. The general presumption is that if girls succeed in such subjects it is due to their hard work and perseverance, not their intellect, whereas if boys ace these subjects, it is attributed to their intrinsic skills. Fortunately, there are some indications that prejudice based on gender may be decreasing in some areas. The number of girls participating in science has escalated and achieved parity with boys in disciplines like biology, chemistry and algebra. However, subjects that are imperative for college majors such as engineering
or physics are still predominated by males. According to statistics, roughly only 25% of high school students enrolled in physics are female. Besides, there has been negligible improvement in the percentage of women in engineering programs.

It has also been noted, that males are also more likely than females to be in remedial programs and students' racial background also has an influence on these patterns. For example, it is more probable that African American males to enrol in remedial reading and mathematics courses as compared to White males and their female peers. In addition, non-White students have a higher representation in vocational and non-college preparatory courses than their White peers. Teachers have a pivotal role in stimulating the foundations of gender bias in schooling, but they also can be major benefactors to it as well, through their pedagogical practices, curriculum options, and assessment procedure.

1.8 Pedagogical Choices and Assessment Practices

Teachers use gender reckoning as a means of maintaining classroom predominance. For example, it is a tendency of teachers to allot seats to students in such a manner that disobedient boys sit next to girls, as a scheme of classroom management. Further, teachers use the gender-based anticipation that the nurturing characteristics encompassed by girls shall lead them to prioritize the requirements of others before their own. In other words, teachers habitually expect girls to take on maternal and protective disposition, towards students who are behind schedule, with learning because of negligence, absenteeism through truancy, or in-school disciplinary procedures and ignorant behaviour, often those students are male.
Girls and boys have varied educative incidents in classrooms. Target students can have a control over lecture-style classes, but majority of and most scholars have a preference to learn in groups, by means of hands-on activities. It goes beyond doubt that group work can engage more students, but teachers must keep an eye on the medium of communication between students in those groups, ensuring participation of all students and guaranteeing that one student is not dictating the group. It has been observed, that students, especially girls, have an aversion to lectures, worksheets and tedious work assignments, they would rather study subjects and topics that they perceive as applicable to their lives. However, time and again, girls are consigned submissive roles not only in class but also in assessments based on accomplishments, while boys are allotted the tasks to make use of equipment and carry out the project, girls are supposed to announce the directives and document the outcome of the project.

Teachers usually would use girls as a civilizing impact on male students. Trouble-making boys are shifted to sit near or with girls to improve their behaviour. Yet, little thought is given to the impact of this strategy on the conduct and personality of the girls who are made to sit next to or near troublesome defaulters in the classroom. Instead of anticipating the boys to exhibit self-control and regulation, when teachers use this technique it highlights the stereotype that boys are unruly, whereas girls are helpful and obedient. It also implies that boys need upkeep, and the girls are cast in a motherly role to do just that.

Gender bias can also occur with the method and approach of assessments adopted by the teachers. For example, the primary format used frequently by teachers to evaluate assessments is multiple-choice questions. Girls are not persuaded to delve into risk-taking
behaviours and often do not make a hunch on a multiple choice test, even if they are not penalized for incorrect answers. In light of this demeanour, the probability of girls completing multiple-choice exams is not as much as their male peers because if boys are unsure or do not know, they will take the risk and guess an answer. Nonetheless, when high-stakes tests use a wide range of question types, for example, short answer, problem solving, and multiple choice, often gender variations in student achievement cease to exist.

1.9 The Gender Equity Goals in Education and Importance

- Goal five of the Education for All (EFA) Dakar Goals (2000) calls for, “Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.”

- Millennium Development Goal (MDG) three is to “Promote gender equality and empower women,” and its Target four is: “Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.”

The road to the fulfilment of these aspirations began at the EFA conference in Jomtien, Thailand in 1990. This conference drew global attention as the need to achieve Universal Primary Education and eliminating the gender gap in education was discussed. By then, substantiated evidence was emerging about the abundance of benefits that would arise by educating girls. These advantages encompassed not only the girl but also her folks, her prospective offspring, her society and the prosperity and welfare of her country. Most importantly, education of girls drew no negative impacts.
1.10 Effects of Gender Bias

Gender prejudice can influence students' behaviour towards learning and their commitment with the subject. If affected by gender bias, girls are manipulated into thinking that any success they have achieved is because of their hard work and perseverance rather than any in born ability or prudence. Boys may be encouraged to accept as truth that success they achieve in science and mathematics is because of their gender. Overall, teachers have less faith in the academic accomplishments of girls compared to boys, and their outlook is evident by their attitude shown by them during student-teacher interaction. The nature and quality of reviews given by teachers to their students can also have an influence on students. The critique given by the teachers' on work done by girls is based on its appearance, but with the work done by boys, teachers evaluate the subject matter. Generally, girls do not receive factual comments or criticism from teachers, which they could enhance their prospects to become skilled. Girls also receive less time and attention from teachers than their male peers do when it comes to analyzing many hours spent in classrooms. Habitually, teachers ask girls simpler questions than they ask boys. Typically, girls are provided lesser prospects to get involved in classroom discussions make use of apparatus and assert their know-how in classrooms.

Gender bias in education is a series of micro inequities. Girls are persuaded and commended for compliant actions. Teachers, generally do not cross question girls and seldom inquire or put forward their disapproval for their work. It is up to the teachers to diminish and counter gender bias through an assessment of their educational training and by asking straightforward questions about their practices. For instance, with which students
do they recurrently communicate? Are target pupils unmistakable in their classroom? If so, how do the teachers conduct themselves with those students? What is the modus operandi adopted by the teachers to involve the scholars? Does the teacher ask problematical questions to girls as well as boys? Does the teacher exercise a range of pedagogical and evaluation producers? Which students are acquainted with the core curriculum?

Another approach of reducing gender prejudice would be for teachers to videotape their classes and assess their communications with the students. Alternatively, they could invite a colleague to observe their method of teaching and note not only which students are being asked questions but also the nature of questions. However, the educators must also be geared up for the repercussions of changing their methodologies. Girls have been conditioned in a manner that they do not cause regulatory issues if they do not receive the requisite attention of the teachers, and they do not habitually cause disciplinary problems, but boys can react negatively if they do not receive their fair share of attention, causing disruption to lessons and becoming stubborn. Moreover, inquiries have also shown that boys steer clear of written work and often have weak communication skills when asked to work in single gender groups.

However, the advantages in reducing gender bias in education may fade away with the prerequisites of high-stakes examinations necessitated by No Child Left Behind (NCLB). NCLB asserts that states should enlist academic accomplishment figures in most social groupings, except gender. This may result in less attention being placed on gender bias prevalent in educational practices and less statistical data that might divulge it. An on-
going supervision of gender bias is essential to minimize its impact on students’ opportunities for scholarship and achievement.

The research of gender bias in curriculum and in the teaching skills was mostly confined within the developed countries, but nowadays in developing countries and particularly in India research in gender bias is being initiated which is a healthy sign towards achieving gender equality.

Gender bias is also taught entirely through the resources chosen for classroom use. The use of subject matter, which omits the contributions of women, which tokenize the experiences of women, or that stereotype gender role.

The essence of using Textbooks that requires teachers and learners to read and revise the text numerous times, may be a factor to the conditioning of the attitudes about personality, gender, professions, anticipations from life and life changing prospects. The children subconsciously imbibe what they read in the Textbooks and what they listen from the teachers, as suitable attributes for what is manly and what is womanly. This kind of typecasting based on gender roles is not an element of the explicit curriculum but rather an apprehension of the concealed curriculum.

A study indicates, teachers commence 10% more communication with boys in the classroom than with girls, and that communication commonly involves more intricate, conceptual, and unrestricted questions for the boys (American Association of University Women, 1989), i.e., James, why did the rebellion occur, as compared with, Julie, when did the rebellion occur?
Teachers strengthen these aspects of gender role representation by using differential praise, such as praising boys for knowledge and girls for obedience. In addition, girls are more likely to receive praise for their appearance and boys for accomplishments i.e., Ronnie, you did a commendable job on your math test. I could tell you really thought those problems thoroughly, as compared with girls; for instance, Caitlyn your hair looks very attractive today. The patterns of teacher’s commendation and criticism, let boys know they are sharp but not well-mannered and let girls know they are not very brainy but will be applauded for being dutiful.

1.11 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”

1.12 Justification of the Study

Sex is biologically decided but gender is influenced by the interaction of genetic, emotional, social, cultural, dynamic and momentous features. Society forms the impression about which qualities a man should acquire and which qualities a woman should acquire. It is indispensable to analyze 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 is considered, that females are sensitive and vulnerable, not assertive, not good at decision-making, reliant, mild etc. while males are
thought to be not emotional, assertive, good at making decisions, independent etc. Although stereotypes reflect normally apparent features of a specific cluster of people, stereotypes can be unjust because they tend to take a broad view of all aspects. They are unfair to people who do not have those specific qualities or distinctiveness. These suggestions are so formidable that often we also start internalizing and having faith in them. These suggestions are termed as gender stereotypes and are strengthened by socialization. Features like courage, coyness, weakness and strength cannot be characterized as male or female. Virtues do not have a gender. For instance, a woman can be strong and a man can be shy etc.

Given the everyday social reality in which children incessantly assimilate gender-biased messages, the school further promotes these in terms of both the 'concealed curriculum', (teachers' attitudes, daily activities, peer influence, etc.) and the 'sanctioned curriculum'.

Examples of the 'hidden curriculum' in a primary school:-

(a) "Boys, you must study, the girls will get, married anyway."

(b) "Raju (a boy), if you continue to trouble, you will be made to sit with the girls".

The above examples reflect a gender-bias rooted within the mindsets and activities of teachers.

Education for women’s equality is a vital component of the overall strategy of securing equity and social justice in education. It should be incumbent on all actors, agencies and institutions in the field of education at all levels to be gender sensitive and ensure a rightful share for women in all educational programmers and activities.
Textbooks are the most effective mediums, which help in shaping up the desired viewpoints of children. The Textbooks still remains an integral means of teaching in social studies in most of the schools of India. Consequently, it can be utilized for creating a beneficial approach towards women and raising their prominence in society.

And as of now, there has been a need to have an extensive research of the content in the primary and secondary curriculum of different boards in India. That is why, the need to scrutinize this specific issue arises, due to which Researcher wish to undertake this research in order to ascertain the prevalence of such content in the Social Science Textbooks of Uttar Pradesh government and Central government, so that the Researcher shall come to a conclusion whether gender bias in Textbooks exists or not.

The present study is being undertaken to identify and analyze the gender disparities in Textbook of Social Science of class IX.

1.13 Definition of the key terms

1.13.1 Gender Bias

Gender bias is basically the belief or attitude that one sex (male) is of higher power than the other sex (female). It is unfair difference in the treatment of men & women because of their sex.

1.13.2 Textbook

A book used in schools or colleges for the formal study of a subject and the content of it refers to curriculum. Curriculum is a blueprint of experiences that have been planned for students. Curriculum stands for :-

* A School’s written courses of study
* Planned Educational programme

* The totality of planned learning experiences offered to students in a school

* The curriculum encompasses the entire scope of formative deed and experience occurring in and out of school

1.13.3 Social Science

Social Science is an academic discipline concerned with society and the relationships among individuals within a society. It includes History, Geography, Economics, Civics, Political Science and Sociology.

1.13.4 Stereotype Activities

A stereotype is a thought that can be adopted about specific types of individuals or certain ways of doing things. These are the activities, which describe the existing images of what men and women are supposed to be like. Men and women vary not only in anatomy, but also in terms of how they conduct themselves and in the interests they manifest. Certain behavioural differences are believed to be biologically determined. For instance, testosterone, the male sex hormone is believed to be the cause why males are assumed to be more hostile than females. Nevertheless, many non-anatomical variations seem to be based on sex roles that are ascertained by every person. In other words, individuals are born male or female but are trained how to be masculine or feminine.

1.13.5 Non-Stereotype Activities

Those roles, which do not fall in the category of, sets of norms that define how people in a given social position ought to behave, are non-stereotype activities. It considers that female can also read the newspaper in the house while the male does the house chores at the same
time or both of them are doing any work of the house, which is particularly meant, for male or female according to the societal norms.

1.13.6 I.C.S.E Board

The Indian Certificate of Secondary Education (ICSE) is an examination arranged by the Council for the Indian School Certificate Examinations, private, non-governmental board of school education in India, for class 10, i.e., standard 10. It has been outlined with a view to conduct an assessment in a curriculum of general education, in accordance with the commendations of the New Education Policy 1986 (India), through the medium of English.

1.13.7 C.B.S.E Board

The Central Board of Secondary Education (abbreviated as C.B.S.E) is a Board of Education for public and private schools, under the Union Government of India. C.B.S.E affiliates Altogether, Kendriya Vidyalayas, Jawahar Navodya Vidyalayas, private schools and most of the schools approved by Central Government of India are affiliated by C.B.S.E. C.B.S.E conducts the final assessments for Class 10 and Class 12 each year.

1.13.8 U.P Board

The Board of High School and Intermediate Education Uttar Pradesh is the independent examining board supervised by the Uttar Pradesh state government for the Standard 10 examination (or secondary school level examination) and Standard 12 examination (or inter college level examination) of Uttar Pradesh, India. The examinations conducted under the administration of Uttar Pradesh government are called the High School examination and Intermediate examination for the 10th and 12th standards respectively.
1.14 Significance of the Study

Literature is the mirror of society. Literature reflects the culture and norms of the society. Nowadays, women are showcasing their talent in many fields but in our Textbooks women generally are portrayed as homemakers only. This has an unfavorable impact on students, especially students residing in villages as this will hinder them from envisaging women as Pilots, Journalist, Managers, Engineers, Astronauts, Scientists, etc. Textbooks account for a huge amount of school education, they act as a prominent feature in the socialization of children, and thus, should be selected by educators, after proper consideration.

The goals relating to the objective of gender equity and equality are at the core of recent conventions, treaties and declarations on education, and in the conventions on women and children rights. The latest international declaration is from the World Education Forum: Dakar Framework for Action, Goal five of this Framework was a pledge to eradicate gender inequalities in basic and secondary education by 2005 and achieving gender parity in education by 2015. The focus was to ensure girls’ full and equal access to, and achievement in, elementary education of good quality.

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 methods 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.

We live in a gendered and co-ed world. In our society, the concept of gender progresses as men and women intermingle with one another. The perception of gender has an impression on how we acquire knowledge, contemplate, nurture and advance our work and communicate with others. Gender is especially a serious feature in the development of children and adolescents. The educational system adopted by schools itself plays a major role in creating and maintaining gender variations. Textbooks, computer software, and teaching methods propagate the gender variation. Conventional tasks performed by men and women also determine how boys and girls perceive traditional gender roles.

One of the provocations of contemporary society and the educational system is to state the gender disparity in the social systems. As a consequence of which, schools and teachers at all stages have an essential part in the developing a gender-sensitive future generation. Gender typecasts exist in all human communities and in all human happenings, vocations, occupations and organizations. It exists in homes, schools, and offices. The notion “gender” has drawn the attention of intellectuals and researchers in recent time, especially those engrossed in the field of social sciences and humanities due to its different implication and application in different media.

If it comes to our notice gender bias is prevalent by the means of Textbooks, only then we can take the appropriate steps to eradicate it by making requisite changes in our Textbooks. In this way, we can create awareness among people through our curriculum.
1.15 Objectives of the Study

This study aims at examining and revealing the gender bias in the Social Science Textbook content of Class IX in I.C.S.E., C.B.S.E. and U.P Board to control gender disparity, if any, in the acquisition of knowledge, development of skills and finally the all-round development of the personality of an individual child. Following objectives are formulated by the investigator to fulfil the purpose of her 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-Stereo type 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-Stereo type 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-Stereo type 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.

1.16 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 Textbooks 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.

1.17 Limitations of the Study

A population is any group of persons that have one or more features in common that are of interest to the researcher. Population of the present study comprises of: All Textbooks recommended by various boards prevailing in India.

For testing the curriculum if gender bias is there or not and a study with larger and more representative sample cannot be chosen because of vast area of different boards and different subjects prevailing in all over India So researcher chose one subject’s books in some boards of India, for the purpose of which the researcher chose three boards only i.e., I.C.S.E Board, C.B.S.E and U.P Board because I.C.S.E and C.B.S.E Boards are prevailing all over India, while U.P Board is a State Board prevalent in Uttar Pradesh.
Researcher selected these points while examine this problem:- The present study is delimited as per the following:

1. This study is selected for class IX only.

2. It will analyze for these three boards only :-
   - U.P Board (State board prevalent in Uttar Pradesh)
   - C.B.S.E Board (Prevalent all over India)
   - I.C.S.E Board (Prevalent all over India)

3. The present study will examine the Social Science Textbooks.

1.18 Conclusion :-

Gender bias occurs when people make inferences regarding actions, aptitudes or preferences of others based upon their gender. Since, there are strong gender role typecasts for masculinity and femininity, students who do not match them can encounter complications with teachers and with their contemporaries. For instance, the expectation is that boys innately exhibit boisterous, disorderly behaviour, are scholastically bright, sensible, and socially distant, whereas girls are unobtrusive, polite, and diligent. Girls are also expected to possess better interaction skills than boys and to excel at comprehension and the linguistics. So girls, who present discipline troubles for teachers, or quiet, studious boys, may encounter a lack of empathy from peers and teachers. Within the four walls of the classroom, these prejudices unfold in students' practices and teachers' acceptance of certain behaviors from one student or another based upon the students' gender. Also, bias due to a person's gender is not mutually exclusive of other social categories such as race, traditions, class, beliefs, and dialects. For instance, some teachers may perceive African
American or other Black girls as vociferous and unmanageable because the girls do not display the feminine manners associated with White women, such as quiet, modest and acquiescent.