CHAPTER - 5
SUMMARY, CONCLUSIONS, EDUCATIONAL
IMPLICATIONS AND SUGGESTIONS FOR FURTHER
RESEARCH

INTRODUCTION
Gender refers to the socio-cultural definitions of men and women, boys and girls and the way societies distinguish and assign them social roles. Society makes them socially masculine and feminine. It is society which determines the appearance, attitudes, behaviour, roles, responsibilities, rights, access and control over resources, etc. of girls/boys and men/women. Gender is fascinating and crucial subject because so much gets determined by a concept that is ‘socially constructed’ or made up. Gender is a social construct and refers to norms, values, customs and practices by which biological differences are transformed and exaggerated into a much wider social system. On the other hand sex is natural and biological. It refers to visible differences in genitalia and related differences in procreative function.
If girls are suffering from domination, household chores, submissive, stereotyping language and discrimination then boys are also suffering from the patriarchal culture. They are discouraged to be emotional, caring, gentle and fearful. They put into the roles of protector and breadwinner etc. It is the prime fact that these inequalities occur in curriculum and it is unexpected that they are reflected in school textbooks. School textbooks are major powerful tool in the process of education and socialisation. They convey important messages to the children on how social relations in a society are to be organized and which value system they should adopt. School textbooks are ordained to
transmit values and ideologies to children. The manner in which knowledge is constructed in each textbook impacts the attitude and values of children. In the context of gender, the manners in which textual materials portray the role of men and women either strengthen stereotypes and biases or promote values of gender justice. So it becomes necessary to analyse the textbooks from gender perspective. In the age of human rights and gender equality, school textbooks are expected to present and represent two genders in a balanced manner by excluding biases and stereotypes. Textbook analysis from gender perspective is very essential as it exposed children towards many words, values, concepts, ideas, images that influence their knowledge, perceptions and world views.

In the present study, researcher has intended to examine the perspective of gender which is presented and represented in the CBSE textbooks of Hindi, English, and Social Studies of VIII standard. The researcher has attempted to explore gender inequalities in textbooks. The study has also examined the concerns of school teachers of Hindi, English, and Social Studies of VIII standard about gender in textbooks.

5.1 STATEMENT OF THE PROBLEM
The problem under study is “CONTENT ANALYSIS OF GENDER PERSPECTIVE IN CBSE TEXTBOOKS OF HINDI, ENGLISH AND SOCIAL STUDY OF VIII STANDARD”.

5.2 OBJECTIVE OF THE STUDY
1. To find out family roles and relationship in CBSE Hindi, English and Social Study textbooks of VIII standard.
2. To study professional activity in CBSE Hindi, English and Social Study textbooks of VIII standard.
3. To study role models in CBSE Hindi, English and Social Study textbooks of VIII standard.

4. To know about personality characteristics in CBSE Hindi, English and Social Study textbooks of VIII standard.

5. To find out cognitive ability and achievements of men and women in different arena of life in CBSE Hindi, English and Social Study textbooks of VIII standard.

6. To study stereotyping language in CBSE Hindi, English and Social Study textbooks of VIII standard.

7. To find out number of male and female characters appearing in CBSE Hindi, English and Social Study textbooks of VIII standard.

8. To study the opinion of teachers in relation to gender concerns in CBSE Hindi, English and Social Study textbooks of VIII standard.

5.3 METHODOLOGY OF RESEARCH
Qualitative research method is used in the present study. It uses inductive reasoning, moving from the specific to the general. Qualitative research method investigate the why and how of decision making, not just what, where and when. It relies on the meaning concepts, contexts, descriptions and setting.

5.4 SAMPLE
Purposive sampling is used in the present study. Hindi, English and Social Study textbooks of VIII standard are the sample of study for content analysis. Sample comprises of 45 teachers selected from 5 Kendriya Vidyalaya, 5 Navodaya Vidyalaya and 5 Public schools of Himachal Pradesh State affiliated to CBSE regarding their teaching
subjects i.e. Hindi, English and Social Study of VIII standard to know their opinion in relation to gender concern.

5.5 TOOLS USED IN THE STUDY

In the present study content analysis tool is developed to evaluate the CBSE textbooks of Hindi, English and Social Study of VIII standard from gender perspective. To develop a tool from gender perspective which can analyze the objectives of formulated for the study. For this textbook analysis tool is studied and critically analyzed. One tool ‘Evaluation Tool for textbook Analysis from A Gender Perspective’ is developed by Department of Women’s Studies (NCERT), New Delhi in 2010-2011. Another tool used in the study is ‘Textbook Analysis of Equity Instrument’ which is part of the “Toolkit for Assessing and Promoting Equity in the Classrooms”. This tool is production of the ‘Equity in the Classrooms’ (EIC) project undertaken by “Creative Associate International”. The ‘Equity in the Classrooms’ project provides tools for assessing and promoting gender equity that focuses school based research and the teaching – learning process on the needs of girls and disadvantages learners. After a critical reading of the textbooks to be analyzed and analyzing the above mentioned tools, it was found that both tools are suitable for the present study which can analyze the content of textbooks undertaken in the light of the objectives formulated for study. To develop only one tool for study a tentative draft of the tool was developed. This draft was examined by the experts who are working in the areas of Women’s Studies/Gender studies. Tool was modified on their suggestions and again submitted for review to the same experts. This modified and reviewed tool was subjected to preliminary tryout on few selected chapters of the textbooks. After data
collection, tool was further analyzed by the researcher. After having a discussion with the experts and obtaining a feedback, tool was finalized. Name of the tool is Evaluation Tool for Textbooks Analysis From Gender Perspective. A semi-structured open ended interview schedule is also developed.

5.6 FINDINGS AND CONCLUSIONS

5.6.1 Findings of Identification Data – Female and male personnel involved in textbook production as authors and publication team in Hindi, English and Social Study textbooks of VIII standard

**Hindi Textbooks**

- Out of 48 author/publication team involved in बसंत textbook development 10 are female author and 38 are male author. 20.83% authors are female and 79.16% are male in बसंत textbook development. Women are very few in textbook development team or as author as compared to men.

- Out of 15 author/publication team involved in भारत की खोज textbook development 4 are female author and 11 are male author. 26.66% authors or publication team are female and 73.33% are male in भारत की खोज textbook. Mostly men are in the textbook development team or as author as compared to women.

**English Textbooks**

- Out of 24 author/publication team involved in the textbook It So Happened textbook development 11 are female author and 13 are male author. 45.83% author/publication team are female and 54.16% author/publication team are male in the textbook It So Happened textbook development. Female are less in textbook development team as compared to male.
• Out of 27 author/publication team involved in the textbook *Honeydew* textbook development 8 are female writers and 19 are male writers. 29.62% author/publication team are female and 70.37% author/publication team are male in the textbook *Honeydew* textbook development. In textbook development team or as author female are very few in comparison to male.

**Social Study Textbooks**

• Out of 23 author/publication team in the textbook of *Social and Political Life-III* 11 are female author and 12 are male author. In author/publication 47.82% are female and 52.17% are male in the textbook *Social and Political Life-III*. There is less difference in the publication team as female and male writers.

• Out of 16 writers involved in the textbook *Resource and Development* textbook development team 8 are female writers and 8 are male writers. 50% personnel are female writers and 50% are male writers in the textbook *Resource and Development* textbook development. In textbook development team male and female writers are represented equally.

• Out of 21 authors involved in the textbook *Our Pasts-III Part 1* textbook development 12 are female author and 9 are male author. 57.14% personnel are female and 42.85% are male in the textbook *Our Pasts-III Part 1* textbook development team. Female authors are more in textbook development team than male authors.

• Out of 21 authors involved in the textbook *Our Pasts-III Part 2* textbook development team 10 are female authors and 11 are male authors. 47.61% are female authors and 52.38% are male
authors in the textbook Our Pasts-III Part 2 textbook development team. In textbook development team male are more as compared to female.

5.6.2 Analysis of major findings on title, cover page/back page and inside of cover page/back page

Titles

- Hindi and English and Social Study textbooks titles are gender neutral. The title of the textbooks are subject specific. There is no scope for any type of bias in subject specific titles. Titles are gender neutral.

Cover page/Back page of textbook

- 50% of the cover page or back page of the textbooks is gender neutral. 37.5% textbooks are gender inclusive and 12.5% are gender bias.

- Hindi and English textbooks cover page/back page are gender neutral. Social Study textbooks are gender inclusive or gender neutral both. Cover page of the Resource and Development and Social and Political Life- III textbook is gender inclusive while back page is gender neutral. Our Pasts-III Part 2 textbook cover page is gender friendly while back page reflects masculinity. Cover page of Our Pasts-III Part 1 textbook also reflects masculinity while back page is gender neutral.

Inside of cover page/back page of textbook

- Hindi and English textbooks show gender inclusiveness inside of cover page. Half of the Social Study textbooks are also gender friendly.
All the textbooks (inside of back page) are promoting children literature in which 66.66% are male authors while 33.33% are female authors which reflects bias.


5.6.3 Findings of Content and Visual analysis of Hindi textbooks on the basis of objectives

Findings of (बसंत) textbook

- 54.54% female character and 45.45% male character are represented in family roles and relationship in conventional manner. Female characters are depicted more in conventional roles in comparison of males.

- 37.5% female character and 62.5% male character are represented in professional activity. Mostly men are depicted in the professional activities as compared to women.

- 37.5% female character and 62.5% male character are represented in role models. Men are represented more as role model in comparison of women.

- 37.5% female character and 62.5% male character are represented in personal characteristics. Mostly women are portrayed in caring roles and men as strong and confident.
• 29.41% female character and 70.58% male character depict their cognitive ability and in different arena of life. But there is a clear cut tilt towards intellectual abilities of women.

• Four chapters represent stereotypic language about women.

• 39.13% female character and 60.86% male character are represented as central character. This shows clear difference in representation of women and men as central character.

**Findings of (भारत की खोज) textbook**

• 75% female character and 25% male character are represented in family roles and relationship. Mostly female characters are shown in family roles and relationship in comparison of male characters.

• None of character of women is shown in professional activity while six chapters represented men in professional activity. This shows bias against women in representation of professional activity.

• 37.5% female character and 62.5% male characters are represented in role models. Male characters are depicted more as role model in comparison to female characters.

• 37.5% female character and 62.5% male character are represented in personal characteristics. Women are shown in personal characteristics like caring, beautiful and also as strong but mostly men are portrayed as strong.

• 29.41% female character and 70.58% male character depict with their cognitive ability and achievements in different arena of life. But mostly male are portrayed with good intellectual abilities as compared to women.
• Two chapters represented stereotypic language about women.

• 39.13% female character and 60.86% male character are represented as central character. Men are depicted in the story as central character more as compared to women.

5.6.4 Findings of Content and Visual analysis of English textbooks on the basis of objectives -

Findings of (It So Happened) textbook

• 46.15% female character and 53.84% male character are represented in family roles and relationship. In this textbook mostly men are portrayed in family roles and relationship as compared to women and both are in conventional role.

• 33.33% female character and 66.66% male character are represented in professional activity. Men are depicted more in professional activity as compared to women.

• 42.85% female character and 57.14% male character are represented in role models. This shows that men are represented more as role model than women.

• 46.15% female character and 53.84% male character are represented in personal characteristics. There is slight difference in representation of men and women personal characteristics. But women are depicted in caring, sensitive and kind role while men as strong and determinant.

• 40% female character and 60% male character depict their cognitive ability and achievements in different arena of life. There is a clear cut tilt toward the intellectual abilities of men in comparison of women.
• Two chapters represented stereotypic language in textbook about women.

• 27.27% female and 72.72% male are represented as central character. There is also a clear cut difference in representation of women as central characters in the stories. Mostly men are portrayed as central character of the story.

Findings of (Honeydew) textbook

• 50% female character and 50% male character are represented in family roles and relationship. There is equal representation of men and women in family role and relationship. This shows that both are depicted in traditional roles.

• 16.66% female character and 83.33% male character are represented in professional activity. There is a big difference in the depiction of men and women in professional activity. Men are depicted more in professional activity as compared to women.

• 18.18% female character and 81.81% male character are represented as role models. Men are portrayed more than women as role models.

• 26.66% female character and 73.33% male character are represented in personal characteristics. Women are depicted as caring while men as physically powerful.

• 9.09% female character and 90.90% male character depict their cognitive ability and achievements in different arena of life. This show clear cut bend toward the intellectual abilities of men in comparison of women.
• Two chapters represented stereotypic language about women in textbook.

• 20% female character and 80% male character are represented as central character. This show that women are less represented as central character than men in the textbook.

5.6.5 Findings of Content and Visual analysis of Social Study textbooks on the basis of objectives

Findings of (Our Pasts –III Part 1)

• 57.14% female character and 42.85% male character are represented in family roles and relationship. Mostly women are depicted in family roles and relationship as compared to men but both portrayed in traditional roles.

• 45.45% female character and 54.54% male character are represented in professional activity. Women are depicted less in professional activity in comparison to men.

• 25% female character and 75% male character are represented in role models. There is difference in representation of women and men as role model in the textbook. Mostly men are depicted as role model in comparison to women.

• 44.44% female character and 55.55% male character are represented in personal characteristics. Indian women and men are represented as helpless while Britishers are depicted as strong.

• 16.66% female character and 83.33% male character depict their cognitive ability and achievements in different arena of life. There is clear bend towards logical abilities of men in comparison to women.
None of character is represented in stereotypic language in textbook.

40% female character and 60% male character are represented as central character. Mostly men are depicted as central character as compared to women.

**Findings of (Our Pasts –III Part 2)**

- 44.44% female character and 55.55% male character are represented in family roles and relationship. Mostly men and women both are depicted in traditional role. Men depicted more in family roles and relationship as compared to women.
- 25% female character and 75% male character are represented in professional activity. Mostly men are portrayed in professional activity as compared to women.
- 25% female character and 75% male character are represented in role models. Mostly men are portrayed in role models as compared to women.
- 33.33% female character and 66.66% male character are represented in personal characteristics. Men and women are depicted as hardworking in most of chapters but men depicted more in personal characteristics in comparison of women.
- 25% female character and 75% male character depict their cognitive ability and achievements in different arena of life. There is clear cut tilt towards men intellectual ability as compared to women.
- None of character is represented in stereotypic language in textbook.
• 40% female character and 60% male character are represented as central character. Men are depicted as central character in comparison of women.

Findings of (Social & Political Life-III)

• 58.33% female character and 41.66% male character are represented in family roles and relationship. Mostly women are depicted in conventional role in comparison of men.

• 42.85% female character and 57.14% male character are represented in professional activity. Men are portrayed more in professional activity as compared to women.

• 66.66% female character and 33.33% male character are represented in role models. In the textbook, mostly women are represented as role model in comparison to men.

• 52.94% female character and 47.05% male character are represented in personal characteristics. Mostly women are depicted as strong and active in comparison to men.

• 58.33% female character and 41.66% male character depict their cognitive ability and achievements in different arena of life. There is clear tilt towards the intellectual ability of women in comparison to men.

• 60% stereotypic language for female and 40% for male are represented in textbook. Stereotypic language is used for women more in comparison to men.

• 50% female and 50% male are represented as central character. Both male and female are portrayed as central character.
Findings of (Resource and Development)

- 60% female character and 40% male character are represented in family roles and relationship. Women are portrayed more in family roles and relationship in traditional and modern role as compared to men.

- 55.55% female character and 44.44% male character are represented in professional activity. Women are depicted more in professional activity as compared to men.

- 55.55% female character and 44.44% male character are represented in role models. Women are depicted more in role model as compared to men.

- 50% female character and 50% male character are represented in personal characteristics. Both women and men are depicted equally in personal characteristics. Both are portrayed in active role.

- 50% female character and 50% male character depict their cognitive ability and achievements in different arena of life. Both men and women are equally depicted in their intellectual abilities.

- None of character is represented in stereotypic language in textbook.

- 50% female character and 50% male character are represented as central character. Both women and men are portrayed as central character in the textbook.

5.6.6 Findings on the basis of total male and female characters appeared in textbooks
(बसंत) Textbook of Hindi

- In content 31.20% and in visual 22.14% male characters are represented. 16.77% in content and 12.75% female characters in visual are depicted. 15.10% male and female characters in content and 2.01% visuals are depicted together. In content and visual mostly male characters are depicted as compared to female characters.

(भारत की खोज) textbook of Hindi

- In content 35.69% and in visual 1.47% male characters are represented while 1.37% in content and 0.21% female characters in visual are depicted. 61.03% male and female characters in content and 0.21% visuals are depicted together. Female characters are depicted less in content and visual as compared to male characters.

(It So Happened) textbook of English

- In content 24.84% and in visual 16.14% male characters are represented while 14.28% in content and 13.04% female characters in visual are depicted. 3.10% male and female characters in content and 28.57% visuals are depicted together. Male characters are portrayed more in content and visual in comparison of female characters.

(Honeydew) textbook of English

- In content 20.13% and in visual 58.70% male characters are represented while 8.53% in content and 6.14% female characters in visual are depicted. 3.75% male and female characters in
content and 2.73% visuals are depicted together. Female characters are depicted less in comparison of male characters.

(Our Past – III Part 1) textbook of Social Study

- In content 31.22% and in visual 51.49% male characters are represented while 2.65% in content and 6.64% female characters in visual are depicted. 4.31% male and female characters in content and 3.65% visuals are depicted together. Male characters are depicted more in content and visual as compared to female characters.

(Our Past – III Part 2) textbook of Social Study

- In content 26.86% and in visual 37.47% male characters are represented while 2.70% in content and 23.70% female characters in visual are depicted. 3.38% male and female characters in content and 5.86% visuals are depicted together. Male characters are depicted more in content and visual as compared to female characters.

(Social and Political Life - III) textbook of Social Study

- In content 11.81% and in visual 37.00% male characters are represented while 6.56% in content and 25.45% female characters in visual are depicted. 6.56% male and female characters in content together and 12.59% in visuals are depicted. Female characters are depicted less in content and visual as compared to male characters.

(Resource and Development) textbook of Social Study

- In content 10.89% and in visual 27.72% male characters are represented while 11.88% in content and 28.71% female characters in visual are depicted. 9.90% male and female
characters in content and 10.89% visuals are depicted together. Female characters are depicted less in content but depicted more in visual as compared to male character.

5.6.7 Findings on the basis of overall evaluation of the textbooks –

Hindi textbooks

- 9.09% chapter are gender neutral in बसंत textbook and 0% in भारत की खोज textbook. Two chapter in बसंत textbook are gender neutral while भारत की खोज textbook have no gender neutral chapter.

- 72.72% chapter are gender inclusive in बसंत textbook and 60% भारत की खोज textbook. बसंत textbook have more gender inclusive chapters as compared to भारत की खोज textbook.

- 13.63% chapter are gender stereotype in बसंत textbook and 10% in भारत की खोज textbook. बसंत textbook have more gender stereotype chapters as compared to भारत की खोज textbook.

- 0% chapter are gender bias in बसंत textbook and 30% in भारत की खोज textbook. भारत की खोज textbook have more gender bias chapters as compared to बसंत textbook.

English textbooks

- 10% chapter are gender neutral in It So Happened textbook. Honeydew textbook have no gender neutral chapters.

- 40% chapter are gender inclusive in It So Happened textbook and 30% in Honeydew textbook. Honeydew textbook have less gender inclusive chapters than It So Happened textbook.
• 30% chapter are gender stereotype in *It So Happened* textbook and 10% in *Honeydew* textbook. *It So Happened* textbook have more gender stereotype as compared to *Honeydew* textbook.

• 20% chapter are gender bias in *It So Happened* textbook and 20% in *Honeydew* textbook also. *Honeydew* and *It So Happened* textbook have equal gender bias chapters.

**Social Study textbooks**

• In textbook *Our Pasts – III Part 1* 83.33% chapter are gender inclusive and 16.66% chapter are gender bias.

• In textbook *Our Pasts – III Part 2* 83.33% chapter are gender inclusive and 16.66% chapter are gender bias.

• In *Social and Political Life – III* textbook 70% chapter are gender inclusive, 20% chapter are gender stereotype and 10% are gender bias.

• *Resource and Development* textbook is 100% gender inclusive.

**5.6.8 Findings on the basis of interview responses**

From all the responses of the interviewees, researcher concluded that Hindi teachers are more concern about gender in the textbooks than English teachers and Social Study teachers. English teachers are more concern about gender in the textbooks than Social Study teachers.

**5.7 EDUCATIONAL IMPLICATIONS**

- Content allocation to male and female should be equal in textbooks.

- More examples of women’s contribution need be added in content and examples of their personality which are a socio-cultural and historical reality in a given period of time.
More and more women must be shown in professional roles. Gender biased examples of professions should not be given in textbooks.

Language stereotypes about women should be avoided in the content of textbooks developed for the students at any stage of education.

Stereotypes about the personality of men and women must be avoided consciously.

The number of male and female authors in textbook development team should be proportionate to avoid one sided construction of gender images.

Textbook writers and publication team must know the gender perspective and try to inculcate gender inclusive and gender neutral material.

Equal representation of female and male characters in the content and also in the visual because ‘add women and steer’ approach leads to illusion of equality. So this approach should be avoided in planning visuals and illustrations for the textbooks. It should be relevant and meaningful where in women should be shown as equal counter part of male.

Authors and publishers should be trained through gender sensitization programme and workshops for a smooth transaction of gender perspective through textbooks.

5.8 SUGGESTIONS FOR FURTHER RESEARCH

A Study of Gender Stereotypes in Language Textbooks of VI Standard.
A Study of Gender Disparity in Titles and Central Characters of Primary Children Textbooks.

A Study of Gender Balance in Illustrations of Selected Textbooks for Upper Primary Level.

A Study of Gender Sensitivity in English Textbooks of IX Standard.

Content Analysis of Representation of Masculinity and Femininity in Social Science Textbooks of VI Standard.

Content Analysis of English Language Textbook: A Study from a Gender Perspective.

Content Analysis of the Image of Man and Woman in Illustrations of History Textbook of IX Standard.

A Study of Gender Stereotypes and Representation of Male and Female Characters in Children’s Picture Books.

Content Analysis of Gender Perspective in Representation of Female and Male Characters in Hindi Textbooks of NCERT at Elementary Level.

A Study of Gender Stereotypes in Representation of Female and Male Attributes in English Textbooks of XI Standard.

Content Analysis of Stereotypical Image, Traditional Role, Derogatory Depiction of Women in Social Study Textbooks of IX Standard.

A Study of Positive Self Image of Women in Different Domain of Human Civilization in Social Science Textbooks of VI and VII Standard.

Content Analysis of Gender Disparity in Language Textbooks of IX Standard.
➢ Content Analysis of Women and Men Professional Activities Portrayed in Social Science Textbooks of X Standard.

➢ Content Analysis of Patriarchal Culture Reflected in The Story Books of Primary Children.

➢ A Comparative Study of Equity in the Public School Classroom And Government School Classroom of X Standard in Himachal Pradesh State.