GENDER ANALYSIS OF PRIMARY TEXTBOOKS OF NCERT: OVERALL ANALYSIS

Department of Women’s Studies
National Council of Educational Research and Training
Sri Aurbindo Marg, New Delhi-110016

REPORT 2013-14
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INTRODUCTION

Genesis

In India gender concerns in education acquired centre stage with the publication of the Report “Towards Equality” in the 70’s. The report highlighted that welfare policies of the government in post-independent India did not help in improving the overall status of girls and women in the Indian society. The subsequent deliberations culminated in shifting the focus of emphasis from viewing women as a passive welfare category to critical actors of development in all sectors of the economy. In the academia, the concern for reflecting women’s contributions in all disciplines and making the curriculum gender inclusive gained momentum in the late 70s and, since then, continued. In this context, UNESCO made a beginning in 1982 by organizing a meeting of experts on women’s studies to gauge the degree of emphasis on women’s perspectives visible in different disciplines. The experts also studied the manner in which knowledge was constructed in different disciplines. The findings of the workshop highlighted that women’s perspective was missing in the domain of Social Sciences, particularly in subjects like Sociology, History and Political Science. In subjects like Economics, Psychology and Education, too, the gender perspective was yet to be integrated.

A pioneering initiative was taken by NCERT’s Women’s Studies unit seminar (1975) to identify values which commensurate with the status of women in India. The proceedings of the seminar culminated in the publication of handbooks to guide textbook writers, teacher educators and teachers to make disciplines like Languages, Social Science, Sciences and Mathematics, gender inclusive. Some of the significant publications were- Status of Women through Curriculum: Elementary Teachers Handbook, 1982, Status of Women through Curriculum: Secondary and Senior Secondary Stages, 1984 and Status of Women through Teaching of Mathematics: A Teachers Handbook, 1984. The initiative of integrating gender concerns in curriculum continued in the 90s. Handbooks of teachers were revisited to make teaching learning processes gender inclusive by suggesting activities that would make Classroom transactions an empowering experience for all children girls as well as boys. Two publications that reflected this philosophy were - Women’s Equality and Empowerment through Curriculum: A Handbook for Teachers at Primary Stage, 1996 and Women’s Equality and Empowerment through Curriculum: A Handbook for Teachers at Upper Primary Stage, 1997. In addition, several biographies highlighting the contribution of women in the past and the present in different fields were
published during this period for sensitizing textbook authors, teacher educators and teachers. These specifically addressed issues of gender bias and stereotyping.

However, a landmark policy initiative for making A curriculum embodying principles of gender equality and equity was the enactment of the National Policy on Education (NPE) 1986, and Programme of Action (POA) 1992. NPE emphasized on the removal of all types of disparities and discrimination. Further, it focused on attending to the specific needs of those who had been denied equality. The NPE states that “Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favor of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision makers, administrators and the active involvement of educational institutions” (excerpts from National Policy on Education -1986, p.g.6).

The Programme of Action (POA) 1992, outlined action which needed to be taken to promote education for women’s equality and empowerment. It specifically stated that the Department of Women’s Studies, NCERT would intensify activities already initiated in the area of developing gender sensitive curriculum, removing sex bias from textbooks and training of trainers/teachers of SCERT and concerned State Level Boards and institutions to undertake similar work.

The National Policy for the Empowerment of Women, 2001, stated the importance of making the textbook gender sensitive and free of biases and stereotypes. The policy mentioned that gender sensitive curricula would address one of the causes of gender discrimination i.e., sex stereotypes.

Justice Verma committee recommendation also mentions that gender equality needs to be integrated in the curriculum at all levels of school education and gender modules need to be developed for percolating issues of equity and equality in a sustained manner.

Despite the stated commitments to gender equality and Universalization of Education for ‘All’ at the elementary level, the ground realities portray that gender discrimination and disparities which continue to exist in our society, get transmitted in the schooling processes. Gender discrimination begins from the household, gets reinforced in the schooling ethos and percolates in the society. Researches in the context of Classroom processes and outdoor Class
activities have highlighted that gender biases and stereotypes get transmitted consciously and unconsciously by teacher educators and teachers, indelibly impacting the formative years of children. School textbooks and other related materials as well as a curriculum and the processes of its transaction, imbued with the principles of gender harmony and inclusiveness in all spheres are thus pertinent needs.

In the Indian context, field experiences have portrayed that the most popular repository of knowledge is the textbook that is largely accessed by children from multiple contexts. Therefore, there is a need to make textual material at different stages of school education, gender inclusive along with establishing linkages with the lived realities of learners and their experiences. The construction of knowledge in different disciplines, whilst instilling interest, creativity and imagination in children, should attempt to demystify notions of femininity and masculinity by suggestive activities that can jointly be done by all. The content, visuals and exercises should project gender inclusiveness in all spheres to promote human values of caring and sharing, mutual tolerance, respect for diversity, love and care for animals and preservation and conservation of environment, etc.

Textbook writers need to consciously address gender concerns so that the knowledge domain constructed in different disciplines reflects gender justice, equity and equality as mentioned in the Constitution of India. The National Focus Group Paper on Gender Issues in Education (2006) mentions that although the analysis of textbooks in the past have shown gender biases in the textual content and visuals, the initiatives undertaken by concerned individuals and organizations were marked by their limited understanding of gender, equity and equality. Analysis of textbooks undertaken by the Department of Women’s Studies, NCERT, pertaining to different subject domains, too, had focused on quantitative aspects rather than qualitative by looking into the frequency of representation of women in content, visuals and illustrations. The term equality had been dealt with in a narrow sense and authors had attempted to highlight equality by merely increasing visual representation of girls and women in different disciplines, or by facilitating role reversals to depict equality among the sexes. Textbook authors also tried to incorporate concerns for girls and women by tokenistic representation of them in biographies. Achievements made by women were trivialized and their contributions were marginalized. The manner in which women role models belonging to different periods were stated reflected the myopic vision of THE authors. Trials and tribulation faced by women in their journey of
achievement were hardly reflected. Sometimes, when the content focused on women achievers, their work in different areas was always reflected in a relational manner i.e. ‘wife of’, ‘sister of’, ‘mother of’ and ‘daughter of’. There was always an inherent comparison with the male counterpart. Women involved in combat were often treated as possessing masculine traits, for example Rani Lakshmibai and her courage in encountering British forces were valorized and she was referred in books as ‘Khoob Ladi Mardani Woh To Jhansi Wali Rani Thi’ (The queen of Jhansi, Rani Lakshmibai fought like a male). Narratives also depict women’s contributions as collateral in different themes, for example, Rani Lakshmibai’s contributions and Madam Curie’s work were linked with their domestic roles. Their success, according to some authors writing about them, was because they did not neglect their household chores.

Studies by Kalia (1978), Kabira and Masinjila (1997), Nayar and Jaireth, Nayar and Srivastava, Nayar and Rani, Nayar and Devendra, (1997-98 & 2000), Bhog, Dipta et. al, (2009) and Mehrotra and Ramachandran (2010), have shown that textbooks have, by and large, served to maintain the status quo in the larger socio-cultural context. To make textbooks gender inclusive there is a need to emphasize equality between sexes and bridge the gap between policy rhetoric and experiential reality. Construction of knowledge in different disciplines should reflect the contributions made by both sexes since historical times. Further, content and visuals in textual materials depicting women as having an equal opportunity to lead productive and self-fulfilling lives in their societies would help to recognize the status of women as individuals in their own right.

The language, illustrations and content of the textbooks should be able to introduce a change in existing value systems in the society, to improve the status of girls and women. The selection of themes of the textbook should ensure the spirit of co-operation, not confrontation between sexes, promotion of self-esteem and self-confidence, learning to live together, valuing the contributions of women as equal participants in all development initiatives and not only as beneficiaries. All the narratives related to different school subjects should reflect girls and women as active contributors to development in all spheres and not as passive recipients.

It is also important to understand the ideologies underlying the presentation of gender in textual materials to know how issues of inclusion and exclusion are mentioned and handled.

Textbook analysis from a gender perspective has been undertaken by the Department of Women’s Studies since its inception. In the 80s and 90s, the Department included textbook
evaluation in several training programmes wherein participants of the programme analyzed state textbooks. Also, evaluation studies were taken up to examine NCERT’s primary and upper primary textbooks from the viewpoint of gender bias and stereotypes. Recently in 2011-12, the Department of Women’s Studies undertook the analysis of NCERT, Uttar Pradesh and Madhya Pradesh textbooks in the domain of Social Science, Science and Mathematics at the elementary stage of Classes VI to VIII. The present initiative of analysis of NCERT textbooks at the primary level of Classes I to V is continuation of the previous effort.

NCERT textbooks analyzed at the primary stage of Classes I to V have been based on the National Curriculum Framework (NCF)-2005 that emphasizes the values of equity, equality and social justice enshrined in our Constitution. It emphasizes, among other things, systemic changes as markers of curricula reform. It recognizes the primacy of each child’s experiences, her and his voices and the active involvement of all in the process of learning. Curricular transactions seek hands-on experiences and project based approaches. Concerns and issues pertaining to environment, peace oriented values, gender, SC & ST and minorities must inform various subjects and school experiences. (Syllabus for Classes at the elementary level, pg. v) The document reiterates that we need to reaffirm our commitments to the concept of equality, within the landscape of cultural and socio-economic diversity from which children enter into the portal of the school. Some excerpts from NCF-2005 on Gender Equality are mentioned below:

The formal approach, of equality of treatment, in terms of equal access or equal representation for girls, is inadequate. Today, there is a need to adopt a substantive approach, towards equality of outcome, where diversity, difference and disadvantage are taken into account.

A critical function of education for equality is to enable all learners to claim their rights as well as to contribute to society and the polity. We need to recognize that rights and choices in themselves cannot be exercised until central human capabilities are fulfilled. Thus, in order to make it possible for marginalized learners, and especially girls, to claim their rights as well as play an active role in shaping collective life, education must empower them to overcome the disadvantages of unequal socialization and enable them to develop their capabilities of becoming autonomous and equal citizens.

Source: NCF-2005, p.g-6
METHODOLOGY

Textbooks of NCERT at the Primary Level have been examined from gender perspective. Textbooks of Environmental Studies, Maths, English and Hindi have been analyzed from the viewpoint of gender bias and stereotypes with the help of an evaluation tool developed by the Department of Women’s Studies. In all, eighteen textbooks have been analyzed. NCERT faculty members drawn from different NIE Departments have undertaken this analysis work. Department of Elementary Education (DEE), Department of Languages (DOL), Department of Education in Science and Mathematics (DESM), Central Institute of Education Technology (CIET) and colleagues from Department of Women’s Studies (DWS) were involved in this activity.

SOME HIGHLIGHTS OF TEXTBOOKS ANALYSIS FROM GENDER PERSPECTIVE

1. ENVIRONMENTAL STUDIES: LOOKING AROUND FOR CLASSES III TO V

Syllabus

The focus of the syllabus of Environmental Studies (EVS) up to Class V has been perceived as an integrated curricular area for the entire primary stage. The syllabus is woven around six common themes close to the child’s life such as family and friends, food, shelter, water, travel, and things we make and do. The matrix of each theme contains leading concepts and also suggests resource and activities. However, in Classes I and II, EVS components are integrated with language and Mathematics. The syllabus web has been developed based on a child centre perspective of themes that provide a common interface of issues in social studies, sciences and environmental education. The syllabus has consciously included key questions that address inequality or differences, and encourage children to think critically.

Gender in Textbooks

Thirty-six female and two male authors have authored the textbook. The editorial team comprises of three female and one male. The details of publication of textbooks Environmental Studies, ‘Looking Around’ is given in the table below:
## Gender Description of Cover Pages

### Cover Pages
- The cover page of Class III textbooks is gender neutral.
- The cover pages of Class IV and V textbooks are gender inclusive.

### Back of Cover Pages
- The back of cover page of textbooks of Class III and IV are gender inclusive.
- The back of cover page of textbook of Class V depicts a boy amidst natural surroundings engaged in some thought.

### Inside of Cover Pages
- Inside of cover page of Class III depicts our national anthem and visuals of storybooks which children at primary level would like to read.
- The textbook of Class IV has a gender-neutral image and political map of India.
- The textbook of Class V has Children’s Bill of Rights and visuals of storybooks that children at primary level would like to read.

### Some Highlights of the Environmental Studies Textbooks from the View Point of Gender Bias and Stereotype
- The themes in all books focus on gender issues through narratives, stories, poems, comic strips and these have been used as a pedagogic tool for sensitizing the child as he/she can empathize with characters in the stories/narratives and reflect on their opinion.
- Throughout the textbook, the content addresses boys and girls as children, which reflects gender inclusiveness.
- The visuals in the textbook address gender issues in a substantial manner as they relate to the lived reality of the student.
• The textbook takes into account the context of the child in terms of names, food item, local sports, places and dresses.

• The exercises and activities have not been dealt in isolation. They have been made part of the lesson so that gender issues can be addressed in the context of the narrative rather than as separate question or activities.

• There are some stereotypes reflected in visuals. ‘The Story of Food’ in Class III book reflects it. However, the questions that follow encourage the children to critically examine stereotype roles of men and women.

• In the textbook ‘Looking Around’ for Class III, the visuals on page132 show women in stereotypical role of fetching water.

• The lesson on ‘Work We Do’ has some stereotypes that are reflected in the section on household work. Related questions attempt to make children critically examine household activities.

• Power structures are not reflected in textbooks.

• Overall, the themes of Classes IV and V highlight gender inclusiveness and reflect gender friendly messages. Gender bias and gender stereotyping are not visible.

• Day to day life of children from different contexts is depicted well.

• Children’s imagination, creativity, dreams have been followed well.

• In Book IV, the theme on ‘Changing Families’ positively reflect the birth of a girl child wherein the family is excited about her birth. In the same lesson under the section ‘Let us talk’, there is a paragraph on child marriage and its repercussions. The theme ends with the positive note of agencies that help married girls to go back to school.

• Some eminent role models have been discussed in books IV and V from different fields such as Karnam Malleshwari, Bachhendri Pal, Sunita Williams and women naval officers. Women in sports have also been reflected playing basketball etc. These narratives are inspirational for children and they have been projected well.

• Contribution of women in agriculture is also mentioned in visuals, especially in weeding and in cleaning activities.

• A lot of emphasis is on children going to school.
Human Values that emphasizes peace, harmony, friendship and living together are featured.

Diversity and marginalization have been addressed.

Children with special needs have also been focused upon.

Girls and boys are shown in active roles.

Children in many visuals look happy, interactive and involved.

Textbooks of Classes IV and V are mainly gender inclusive in nature.

2. MATH-MAGIC: TEXTBOOK IN MATHEMATICS FOR CLASSES I TO V

Syllabus
The focus of the syllabus of Mathematics lays emphasis on reasoning and conceptual grasp at every stage. In the primary Mathematics, weightage has been provided to areas like shapes, spatial understanding, patterns, measurement and data handling. The new approach uses hands-on experiences and utilization of resources available in the child's environment. Gender is woven into reasoning and conceptual understanding. Effort is made to make Mathematics learning enjoyable and easily comprehendible. The books constantly make an effort to remove fear of Mathematics among students, particularly girls.

Gender in Textbooks
Fifty-two females and eighteen males have authored the textbook. Four females and two males have edited the textbook. The details of textbooks that have been published and reprinted are mentioned below:

<table>
<thead>
<tr>
<th>Math-Magic</th>
<th>Published</th>
<th>Re-printed</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>2006</td>
<td>2006,07,08,09,11,12</td>
</tr>
<tr>
<td>II</td>
<td>2007</td>
<td>2007,09,12,13</td>
</tr>
<tr>
<td>III</td>
<td>2006</td>
<td>2006,08,09,10,12</td>
</tr>
<tr>
<td>IV</td>
<td>2007</td>
<td>2008,09,10,12</td>
</tr>
<tr>
<td>V</td>
<td>2008</td>
<td>2009,10,11,12</td>
</tr>
</tbody>
</table>
Gender Description of Cover Pages

➢ Cover Pages
- The cover page of Math Magic-1 is gender neutral.
- The cover page of Books 2, 4 and 5 are gender inclusive.
- The cover page of Book 3 depicts boys engaged in different activities. Visuals could also include girls.

➢ Back of Cover Pages
- The back pages of Math-magic 2 and 3 are gender inclusive.
- The back pages of Books 1, 4 and 5 depict visuals of men engaged in different activities. To make it gender inclusive visuals of girls/women can be included.

➢ Inside of Cover Pages
- The Inside of cover pages of textbooks of Class 2, 3, 4 and 5 has activities of and drawings by children.
- In textbook of Class-1, the inside of the cover page portrays gender neutral visuals and a reference to a story book for children of primary level.

➢ Some Highlights of Mathematic Textbooks from the View Point of Gender Bias and Stereotypes.
- Mathematics problems and activities address–gender issues by involving both parents, and boys and girls equally in the activities of the lesson.
- Some exercises depict boys making patterns out of bangles.
- Girls fixing nails.
- Girls and boys using communication technology.
- Boys involved in decoration of flowers and in basket making.
- The chapter on ‘Time’ encourages girls education by reflecting time management in a day by a girl child.
- Diversity is addressed by – Names, Community and Cultures etc.
- Focus is on understanding relationships especially with friends and families.
- Human values are portrayed by encouraging children to respect elders.
- Co-existence of humans and animals in a harmonious manner is mentioned.
- Conservation and preservation of natural resources is reflected.
• Contextualization is taken care of by referring to local games such as ‘Gulli Danda’, the Teacher-Teacher game, Snakes and Ladders.
• Focus of the textbooks is on diversity and national integration.
• There is mention of the local festival Holi.

➢ Some Atypical Features in the Textbooks
• Women have been shown as inheriting property and having equal right to it.
• There are stories where division of wealth is settled by involving females.
• Girls have been shown as solving problems of their fathers.
• Men are shown as cooking for their daughters.
• There is a mention of family having two daughters. This conveys a subtle message of valuing the girl child and controlling the menace of female foeticide.
• Boys are shown as being engaged in household chores related to washing clothes, making lemonade, helping in other household related activities.
• Girls are shown as lifting heavy weight and taking initiative in decision and performing activities independently.
• In one instance there is a mention of a girl child wanting to be a traffic police person.

➢ Some Stereotypes
• Terms that can be changed for making it gender sensitive.
  Policeman/Police Person
  Milkman/Milk Person
• Ownership of assets can be jointly reflected, for example, Man owning a canteen can be stated as Man/Woman.

3. लैंगिक परिप्रेक्ष्य में हिन्दी की रिमझिम पाठ्यपुस्तकों का विश्लेषण कक्षा 1 से 5

पाठ्यक्रम
Thirty-three females and nineteen males have authored the textbook. Four females and three males have edited the textbook. The details of textbooks that have been published and reprinted are mentioned below:

<table>
<thead>
<tr>
<th>Rimjhim Book</th>
<th>Published</th>
<th>Re-printed</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>2006</td>
<td>2007,09,10,11,12</td>
</tr>
<tr>
<td>II</td>
<td>2007</td>
<td>2007,09,10,11,12</td>
</tr>
<tr>
<td>III</td>
<td>2006</td>
<td>2007,09,10,11,12</td>
</tr>
<tr>
<td>IV</td>
<td>2007</td>
<td>-</td>
</tr>
</tbody>
</table>
Gender Description of Cover Pages

Cover Pages
- In Books 1 and 2, the cover pages show girls and women engaged in activities in relation to environment and the animal world. It reflects happiness and joy.
- Rimjhim 3 and 4 have cover pages that are gender inclusive. They show boys and girls engaged in different activities and the general scenario is happy and cheerful.
- In Book 5, the cover page is gender neutral.

Back of Cover Pages
- The back of cover page of Book-1 is gender neutral.
- The back of cover pages of Rimjhim Books 2, 3, 4 and 5 are gender inclusive.

Inside of Cover Pages
- The inside of cover pages of Books 1 and 3 are gender neutral.
- The inside of cover pages of Rimjhim 2 highlights gender inclusive visuals.
- The inside of cover pages of Rimjhim 4 and 5 depict the cover pages of story books that children of primary level would like to read. They also reflect activities for children.

Some Highlights of Rimjhim Textbooks from the View Point of Gender Bias and Stereotypes.
- In Classes 1 and 2, the focus of the theme is integration of Environment, Mathematics with language learning.
- Most of the stories and poems are based on integration of human activities with physical environment and with the animal world.
- There is personification of natural phenomena and animal characters.
Animals in some of the themes are associated with masculine and feminine traits.

In earlier Classes, the focus is on animal characters, natural environment and objects etc.

Selection of stories represents folk tradition of India and is based on humor and joy.

Themes are mainly gender neutral.

In a few places, there is subtle bias in treating animals and nature as feminine and masculine.

Adjective used at times are stereotypical for example in रिमझिम- 1 the poem ‘पगड़ी ’, makes reference to women as हटटी-कटटी, मोटी-तगड़ी, मलकिन झगड़ी, इतनी झगड़ी.......... पद ‘the poem ‘पतंग’ only boys are shown as flying kites and a girl child watching it. In Lesson पकौड़ी even though is gender neutral theme, the food item referred in the text personifies traits of feminity. Some qualities associated with feminity i.e. shyness is symbolically associated with ‘पकौड़ी’. In the lesson ‘काम ही काम’ a woman is shown in a stereotype role i.e. cooking. In the lesson ‘गंद- बल्ला’, the ball is personified as ‘she’ and the bat as ‘he’. Some of the lines reflect gender bias. They are ‘ गंद ने बल्ले से कहा – तुम मुझे क्यों मारते हो? बल्ले ने कहा – मॉरू नहीं तो खेल कैसे हो? गंद जब बल्ले के पास आई तो उसने उसे जोर से मारा। गंद कुरकटी-फुंदकटी दूर जाकर एक झट्ठी में छिप गई।

4. MARIGOLD TEXTBOOK IN ENGLISH FOR CLASS I TO V

Syllabus

Gender concerns the whole of humanity. Over a period of time, language has coded in its texture a large number of elements that perpetuate gender stereotypes. Language including illustrations and other visuals aids plays a central role in the formation of such knowledge and we need to pay immediate attention to this aspect of language. It is extremely important that textbook writers and teachers begin to appreciate that the passive and deferential roles generally assigned to
women are socio-culturally constructed and need to be undone. Voices of women in all their glory need to find a prominent place in our textbooks.

**Gender in Textbooks**

Fifty-Five females and eight males have authored the textbook. Nine females have edited the textbook. The details of textbooks that have been published and reprinted are mentioned below:

<table>
<thead>
<tr>
<th>Marigold Book I to V</th>
<th>Published</th>
<th>Re-printed</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>2006</td>
<td>2009</td>
</tr>
<tr>
<td>II</td>
<td>2007</td>
<td>2011</td>
</tr>
<tr>
<td>III</td>
<td>2006</td>
<td>2012</td>
</tr>
<tr>
<td>IV</td>
<td>2007</td>
<td>2013</td>
</tr>
<tr>
<td>V</td>
<td>2008</td>
<td>2012</td>
</tr>
</tbody>
</table>

**Gender Description of Cover Pages**

- **Cover Pages**
  
  - All the textbooks have gender inclusive cover pages. They depict boys and girls engaged in different activities. The visuals reflect children in happy, playful and creative disposition.
  
  - In Book One, there is subtle gender stereotype reflected in the visual. A boy is shown holding a book and a girl engaged in conversation. The visuals could have ideally reflected both children holding the textbook.

- **Back of Cover Pages**
  
  - Back of cover pages 1 and 3 highlight girls engaged in different activities related to nature and the animal world.
  
  - Back of cover pages of Classes 2, 4 and 5 depict gender inclusive visuals.

- **Inside of Cover Pages**
- The inside of cover pages include reference to books which children at this age may like to read, images of animal/birds, letters in English, inclusive visuals of boys and girls.

- **Some Highlights**
  - In themes of Classes, I and II equal space has been given to boys and girls.
  - In terms of occupational representation, there is an element of stereotypes.

<table>
<thead>
<tr>
<th>WOMEN</th>
<th>MEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women are shown as teachers, cook, doctors and nurses which reflects an extension of household work.</td>
<td>Men are depicted in multiple professions – as pilots, artists, astronauts, magicians, rulers, postmen, vegetable sellers, newspaper sellers, cobblers, librarians, drivers, dramatists, musicians, athletes, scholars, wrestlers, grocers, policeman, sports persons and wood cutters.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ROLES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Boys/Men</strong></td>
</tr>
<tr>
<td>They are shown in relational category i.e. sons, brothers, fathers, grandfather. In addition, as professionals and decision makers.</td>
</tr>
</tbody>
</table>

- **Some Highlights of Marigold Textbooks from the view point of Gender Bias and Stereotypes.**
  - The focus of textbooks is mainly on environment issues, animal world, self, family and neighborhood.
  - None of the textbooks refer to particular caste or Class.
  - Diversity is reflected in terms of names, food items, dresses, places, selection of themes etc.
• There is thematic consistency, coherence and contextualization in the textbook.
• There is no reference to technology in textbooks of Classes I and II.
• Themes reflect both rural and urban scenario. At times more of an urban scenario is mentioned in the visuals.
• Animals are often gendered in themes. They are portrayed in stereotypical masculine and feminine roles.
• There is no reference to any kind of derogatory practices related to any gender.
• Dresses reflect continuity and change.

➢ Some Atypical Features in Textbooks
• In few places Boys/Men are shown expressing their emotions, e.g. crying, as well as in non-traditional roles, e.g. cooking.
• There is reference to inclusive education. In Book III and IV one of the exercises makes a reference to sign language.
• One of the themes of Class IV textbooks is on ‘Helen Keller’ The manner in which her family supported her and her teacher who helped her to educate herself in sign language is a positive depiction of the differently abled.
• There is no mention of any kind of prejudices.
• The Teacher’s Page is very informative, especially on innovative learning processes. It is a guide for making the classroom child centered. Suggestions for organization of team work of children in Reading, Conversation, Writing and Project work are well stated.
• All the books have Teacher’s Page that raise awareness about English language and its usages in daily life, suggesting activities that would help in developing among all children, the skills of listening, speaking and writing, developing vocabulary and pronunciation. These activities hone the ability to follow directions.
• Visuals selected in the textbooks are closely related to children's lived realities.
• Lessons such as – Ice-cream Man, Robinson Crusoe, Gulliver’s Travels, Rip Van Winkle, Alice in Wonderland, The Naughty Boy Pinocchio are not gender biased as they are based on particular characters.
Human values reflected in the textbooks are preserving and conserving environment, learning to live together, sharing and caring, cherishing and valuing, friendships, recycling waste, love for animals. These would help to raise the self-confidence of children, promoting team work and making Classroom environment inclusive for all.

5. OVERALL GENDER PERCEPTION OF TEXTBOOKS

The NCERT textbooks at the primary stage of Classes I to V are mostly gender inclusive. The content and the visuals in all textbooks depict a joyful learning experience. Visuals and themes in the textbooks can be broadly classified as gender inclusive, gender neutral and those that are specifically related to different characters drawn from established Classics in English language and literature, historical events and from contemporary times.

The themes in all the textbooks encourage creativity, imagination and attempt to engage children in activities related to Mathematics, Languages and Environmental Studies. All the authors have tried to link the themes with the lived reality of the learner. Human values related to learning to live together, respecting diversities and differences, sharing and caring, valuing women’s work, preservation and conservation of environment, religious tolerance and developing a critical perspective are all woven in the content portrayal and visual depiction.

Inspirational stories of women role models are specially mentioned in Environmental Studies Textbooks and few are also stated in language textbooks. A significant aspect of some of the textbooks is the questioning of customary practices such as child marriage, showing men/boys as emotional and boys/men sharing household chores, and in child rearing and caring practices. The visuals in nearly all the textbooks focus on continuity and change in terms of dresses, new and emerging roles of men and women and briefly also on use of communication technology. Culture and festivals as well as local games have also been referred to in the books related to Mathematics, Environmental Studies and Languages.

The Teacher’s Pages attempt to develop inclusive environment in the Classroom by suggesting group work, project work, discussion and learning together.
While all the textbooks have attempted to highlight gender concerns there are elements of stereotypes in some textbooks. Men are shown mainly in a variety of professions whereas women are mainly shown as homemakers, teachers, nurses and doctors. In the English textbooks a large number of characters are men/boys. Animals in the different themes of the textbooks are gendered. The language used promotes stereotypical qualities of femininity and masculinity. Men and Women are shown in relational category in all textbooks.
6. REFERENCES


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Textbooks in Environmental Studies


Textbooks in English


Textbooks in Mathematics


Textbooks in Hindi

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Appendix A

EVALUATION TOOL FOR TEXTBOOKS ANALYSIS FROM A GENDER PERSPECTIVE

A. IDENTIFICATION DATA

1. Title of the text book –
2. Class –
3. Subject –
4. Language –
5. Authors/writing team –
   No. of females -
   No. of males -
6. Editors –
   No. of females -
   No. of males -
7. Month and Year of Publication –
8. Total no. of pages –
9. Total no. of lessons -
10. Publisher’s Full Address –
11. Cover page/back page from the perspective of gender bias and stereotyping –
   a. Description of visuals (Masculinity/Feminity/Gender Neutral/Any other)
   b. Description of content
12. Inside of cover page/back page from the perspective of gender bias and stereotyping -
   a. Description of visuals
   b. Description of content
13. Any other information
14. Suggestions

B. CONTENT AND VISUAL ANALYSIS

1. Lesson/chapter/unit –
2. Title/theme -

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¹ These tools are suggestive in nature. They can be adopted, adapted as per the requirement of the context.
(a) **Content analysis should clearly reflect whether there is any form of gender bias, gender stereotyping or is it gender neutral or gender inclusive.**

1. Content allocation
2. Adjectives used for boys and girls, men and women in the theme
3. Diversity in men and women reflected in the text
4. Gender representation of occupations
5. Roles assigned – boys/men/girls/women /both
6. Human values in relation to men/boys and women/girls
7. Reference to customary practices
8. Weightage given to the contributions/achievements of boys/girls, men/women or both.
9. Are marginalized groups and their cultures and lifestyles represented?
10. Are prejudices mentioned?
11. Does the narrative speak only of a particular caste and Class?
12. How are power relations reflected?
13. Who takes the decision in the area of food, education, money matters, health, occupation and any other?
14. Does the theme reflect diverse areas of contributions of women substantially or in a tokenistic manner?
15. How are women reflected in different domains of society in relation to -
   - Family
   - School
   - Workplace
   - Society
17. Who performs productive activities related to production of goods and services for income generation?
XVIII. Who performs activities related to collection of water, nursing, child care, fetching fuel wood and all activities related to household chores?

XIX. Who performs community activities – welfare related, organizing meetings, marriage, funeral, religious activities, neighbourhood meetings, any other?
   - Who takes the initiative in such activities – Men/Women/Both

XX. Who are shown as agents of change:
   1. struggle
   2. dissent
   3. movements
   4. scientific attitude/temper
   5. scientific achievements

(b) Visuals

II. Representation of men and women
   Active role –
   Passive role –

III. Depiction of men and women related to -
   Roles –
   Occupations –
   Dress –
   Appearance –

IV. Positioning of men and women in visuals –

V. How have men and women, boys and girls portrayed in doing different activities?

VI. Who is active (the ‘protagonist’) in the visual?

VII. Who is passive (the ‘receiver’) in the visual(s)?

VIII. Status of men and women reflected in the visual(s).

IX. What does the body language in visuals communicate?

X. What does the clothing communicate?

C. TOTAL NUMBER OF CHARACTERS IN CONTENT AND VISUALS

- Male -
- Female –
- Both—(such as humans, they, them, people, us, you, we, he/she, etc.)

D. EXERCISES/PROJECTS/ACTIVITIES

- Does the exercise explore issues related to gender, Class, and caste?
• Do exercises attempt to question power relations?
• Do they help children to connect with their lived realities?
• Does it promote critical thinking and problem solving skills?
• Does it promote imagination and creativity among children?
• Does it encourage team spirit and cooperation among them?

E. OVERALL EVALUATION OF THE TEXTBOOKS RELATED TO CONTENT AND VISUAL PORTRAYAL

Perception of the book from the view point of –

• Gender Bias
• Gender Stereotyping
• Gender Inclusiveness
• Gender Neutrality
• Power Structure
• Thematic consistency, coherence and contextualization
• Reference to technology and its use by men/women, boys/girls, both
• Progression of the discipline and its positioning at various Class levels (Thematic)
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