

# Analysis of the Textbooks of Assam, Bihar, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Odisha, Maharashtra, Manipur and Rajasthan: An Overall Report



**Department of Gender Studies**

**National Council of Educational Research and Training**

**Sri Aurobindo Marg, New Delhi-110016**

## *Preface*

The Project on Textbook Analysis at the Elementary stage of NCERT and for the states of Assam, Bihar, Chhattisgarh, Gujarat, Haryana, Himachal Pradesh, Odisha, Maharashtra, Manipur and Rajasthan was assigned to the Department of Gender Studies by the Ministry of Human Resource Development (MHRD) in 2013-2016. The project focused on analysis of all textbooks of classes I to VIII from the view point of gender bias and stereotypes. Attempts were made to suggest to the authors ways to make content portrayal and visual depiction gender inclusive. In this context the department develop tools for analysis in four languages that is English, Hindi, Urdu and Sanskrit for examining textbooks from a gender lens and develop guidelines for textbook writers to be adopted and adapted as per the requirement. The analysis work was carried out in house and in a workshop mode engaging experts from states involved in textbooks writing. While gender was an important criteria for examining textbooks, concerns related to environment sensitivity, human values and issues of children with special needs was also looked into along with reflections on the usage of information and communication technology. Positive aspects related to content portrayal and visual depiction was also highlighted in each report during the analysis.

The gender audit of textbooks was a team work jointly carried out by faculty members of the Department of Gender Studies and NIE departments along with the committed work of Junior Project Fellows ((JPFs) and Desktop Publishing staff (DTP)appointed for undertaking this work.

I express my gratitude to Director NCERT, Professor Hrushikesh Senapaty, Joint Director Professor B.K.Tripathi, Professor Poonam Agrawal, Head Department of Gender Studies and Prof. Anup K. Rajput, Head Department of Elementary Education for their support in completion of the project.

I gratefully acknowledge the support and help of my colleagues at the Department of Gender Studies Professor Mona Yadav and Professor Anita Nuna for assisting me in this task and giving their guidance from time to time. Professor Mona Yadav had also analysed some state textbooks and participated in workshops organised for the same. Colleagues from other NIE Departments such as the Department of Education in Science and Mathematics (DESM) and Central Institute of Education technology (CIET), Dr. Rachna Garg, Associate Professor and Dr. Indu kumar, Associate Professor in their contributions in analysing some state textbooks. I am indebted to the state textbooks authors for

their involvement in the analysis workshops and in giving their valuable suggestions for making textual material gender inclusive.

The reports of the analysis for study states have been submitted to MHRD and states that have formed part of the gender analysis as when required. No comments or feedback have been received so far. The findings of the analysis have been shared at various forms with states representative organized by the Ministry. The present report, of the overall analysis of state textbooks, is a culmination of the efforts undertaken in examining each textbook of the states at the elementary stage from the view point of gender bias and stereotypes.

Prof. Gouri Srivastava  
Programme  
Coordinator  
Department of Gender  
Studies  
NCERT

## **Programme Team**

Dr. Poonam Agrawal	Professor and Head Department of Gender Studies (DGS)
Dr. Gouri Srivastva	Professor and Programme Coordinator, DGS
Dr. Sushma Jaireth	Professor and former faculty, DGS
Dr. Mona Yadav	Professor, DGS
Dr. Anita Nuna	Professor, DGS
Dr. Rachna Garg	Associate Professor, DESM
Dr. Indu Kumar	Associate Professor, CIET
Ms. Divya Baranwal	Junior Project fellow
Ms. Shiney Vashist	Junior Project fellow
Ms. Parul Chaudhary	Junior Project fellow
MS. Mahima Lal	Junior Project fellow
Ms. Samra Irfan	Junior Project fellow

## **Administrative Team**

Sri Anil Kumar	APC
Ms. Bhawna Kashyap	DTP Operator
Mr. Virendra Kumar Maurya	DTP Operator

**Report written by Professor Gouri Srivastava**

# Contents

<i>Preface</i>	
<i>Executive summary</i>	
<b>1. Introduction</b>	
<b>1.1 Initiatives of The Department</b>	<b>2-7</b>
<b>1.2 Policy</b>	
<b>1.3 International Concerns</b>	
<b>2. Gender: important concern</b>	
<b>2.1 Gender Audit of Textbooks: Journey Of The Department</b>	
<b>3. Objectives</b>	<b>10</b>
<b>4. Methodology</b>	<b>10</b>
<b>5. Gender Questions in the Scheme of Textbooks Analysis</b>	<b>10-17</b>
<b>5.1 Gender Audit of Textbooks of States</b>	
<b>5.2 Strategies Adopted For Gender Inclusion</b>	
<b>5.3 Sharing of Experiences</b>	
<b>6. Highlight of Analysis : Brief Findings</b>	<b>18</b>
<b>6.1 NCERT Textbooks</b>	
<b>6.2 Assam Textbooks</b>	
<b>6.3 Bihar Textbooks</b>	
<b>6.4 Chhattisgarh Textbooks</b>	
<b>6.5 Haryana Textbooks</b>	
<b>6.6 Himachal Pradesh Textbooks</b>	
<b>6.7 Jammu and Kashmir Textbooks</b>	
<b>6.8 Maharashtra Textbooks</b>	
<b>6.9 Manipur Textbooks</b>	
<b>6.10 Rajasthan Textbooks</b>	
<b>7. Suggestion</b>	
<b>8. Limitations</b>	
<b>9. References</b>	
<b>Appendix A – Glossary of Terms</b>	
<b>Appendix B – Evaluation Tool</b>	
<b>Appendix C–Guidelines</b>	

## *Executive Summary*

The Project on Textbook Analysis from a Gender Perspective focused on examining school textbooks in the domain of all subjects from the view point of gender bias and stereotypes. Each theme was studied in-depth by looking into the manner in which content was portrayed and visuals/illustrations were depicted from a gender lens. The textbooks were analyzed in-house and in a workshop mode by utilizing tools for evaluation developed by the Department of Gender Studies in four languages i.e. Hindi, English, Urdu and Sanskrit. Positive aspects reflected in themes were highlighted and suggestions were made wherever required for making the presentation of the content and visuals gender inclusive. The Appendix of each report included additional information for suggesting to the authors as well all stakeholders' ways of integrating girls and women's concern in content and visuals. The overall suggestion emerging from the analysis is mentioned below.

- Greater portrayal of women in new and emerging professions.
- Methodology of making teaching and learning gender inclusive may be included in teacher's pages wherever it is not reflected.
- Students pages in textbooks wherever they exist or where they can be included, can suggest to them, different methods of promoting gender sensitivity towards peers, family and in the community. This can be done by suggesting activities that promote self introspection, questioning, critiquing, socialization practices and power structures and existing norms that are derogatory towards girls and women. This page can include checklist for encouraging self-esteem and self confidence among all, particularly girls.

- Mention of women role models wherever needed with a focus on their contributions and pathway of achieving the same.
- Inside of cover pages that are blank can be innovatively used for reflection of gender inclusive messages or visuals.
- Continuity and change need to be inbuilt into all themes such as food, transportation, family, professions, clothing wherever they have not been reflected.
- Scheme and programmes on promoting gender equality in connection with stage and level of education can be mentioned at appropriate places for greater awareness.
- Preventive laws and government measures for dealing with societal issues such as Declining Sex Ratio, HIV/AIDS, and Drug related issues can be mentioned at appropriate places.
- Printing of visuals can be improved in places where they are not clear.
- In the scheme of selection of content, women and girls playing a lead role can be prioritized wherever possible.
- Issues and concern of transgender children can be mentioned.

# **INTRODUCTION**

## 1. INTRODUCTION

In the Indian context textbooks are one of the important repositories of knowledge. They promote creativity imagination and critical thinking among children. It is an important teaching and learning material that teachers and students rely upon across the country. Textbooks define boundaries of disciplines at different stages of education. They link children with their lived realities and weave national and human concerns. Implicit and explicit knowledge woven in textual materials pertains to the domain of social science, science, mathematics, languages and other emerging and applied fields. The content of each disciplines are determined by experts, who de-limit it as per age, ability and level of understanding of children. In addition, books are part of the social milieu and they attempt to mirror social realities. Therefore, some very crucial questions that arise in minds of all stakeholders are:

- Do textbooks reflect social realities?
- How do they address issues and concerns of different segments of society?
- How are gender relations portrayed in the content, visuals and exercises?
- Are human values woven in textbooks?
- Do textbooks depict sensitivity towards the habitat?
- Do they inculcate reading habits among children?

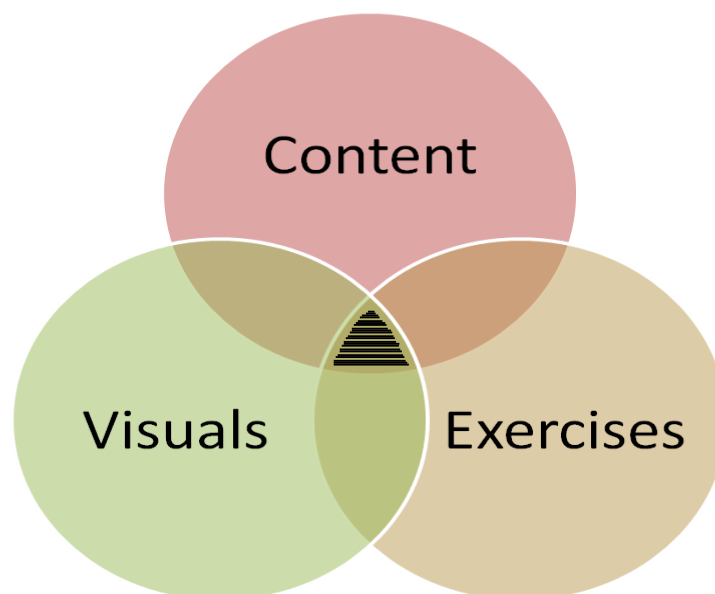
In contemporary times globalization has led to expansion in information technology. Children can now have access to different disciplines through the usage of internet, by browsing e-books and accessing different websites. However in small town and in the rural areas printed textual materials continues to be an important aid underlying the contours of disciplinary knowledge.

Since textual materials are one of the pivotal sources of knowledge it is important that they include issues of equity and equality, as children both boys and girls from all segments of society access them. Therefore, portrayal of gender relations and their contributions are important in the thematic and content selection pertaining to all disciplines and in the illustration and visual depiction.

Textual materials world over and in the Indian context have been analyzed from different perspectives including gender. A gender audit of textual materials would help in knowing:

- Whether textual materials related to all disciplines address contributions and achievement of men and women in an adequate manner.
- Whether textbooks reflect heterogeneous identities of all groups in an inclusive manner.
- Whether textbooks bridge all segments of society related to gender, caste, class and religion and location.
- Whether textbooks promote values related to masculinity and femininity or negate it.
- Whether they assist in initiating transformatory attitudinal changes among learners.
- Whether they help in addressing different forms of conflicts.
- Whether they sensitize on promoting critical thinking among children for questioning stereotypes, myths and misconceptions and customary practices derogatory to the status of women.

#### **Textbooks Windows of Knowledge Construction**



 **Ideal Gender portrayal in the Content, Visuals and Exercises.**

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 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. These sectors are agriculture, industries and

myriad of other service sectors. 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 it has continued. In 1980, for developing sensitivity towards women's contributions, the UN acknowledged the fact that—"Women constitute half the world's population, perform nearly two third of its work hours, receive one tenth of its income and own less than one hundredth of the world's property" (Learning Station: Social Sciences Grade 8 Learner's Book, Cape Town). Later 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 subjects offered at the school stage.. 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 and Education.

### **1.1 INITIATIVES OF THE DEPARTMENT**

A pioneering initiative was taken by NCERT's Department of Women's Studies; by organizing a seminar in 1975 to identify values which commensurate with the status of women in India. The proceedings of the seminar culminated in the publication of various handbooks to guide textbook writers, teacher educators and teachers to make disciplines like Languages, Social Science, Sciences and Mathematics, gender inclusive. Publications that followed from the seminar 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 which had begun in the 80's, continued even in the 90s. Teachers Handbooks were revisited to make teaching learning processes gender inclusive by suggesting activities that would make classroom transactions of all the disciplines at the elementary stage, an empowering experience for all children. 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 past and present contributions and achievement of women in different fields were published during this period for sensitizing textbook authors, teacher educators and teachers. In the 20s, a publication on 'Training Material for Teacher Educators on Gender Equality and Empowerment' was printed in three volumes on 'Perspectives on Gender and Society,

Gender and Schooling Processes, Gender and Women's Empowerment' to promote gender inclusive schooling ethos and undo biases and stereotypes in a proactive manner. Thus, promoting gender sensitivity through development of materials has been a critical concern of the Department since its inception, followed by undertaking capacity building programmes for teacher educators and teachers on Gender Issues in Education .Diagnostic and evaluative researches on lesser participation of girls in education and examination of textual materials from a gender perspective is an important ongoing activity of the Department. The present task of textbook analysis of different states is a step in this direction.

## **1.2 POLICY**

In the domain of policy, a landmark commitment of the Government was taken up in 1986 with 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 steps to be taken for promoting 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/trainers of SCERT, 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. The National Policy for Women 2016: Articulating a Vision for Empowerment of Women, in its section on education, para V mentions that continued efforts will be made

for gender sensitization of the faculty and curriculum, content and pedagogies for an understanding of concepts of masculinity and femininity and gender stereotypes.....”(pg6).

Justice Verma committee recommendations 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.

The thrust of the New Education Policy is on-Educate Encourage and Enlighten All. A specific theme designated is on-inclusive education, education of Girls, SC, ST, Minorities and Children with Special Needs. Further, the National Policy on Education 2016: Report of the Committee for Evolution of the New Education Policy in the section 1.1.1 makes a mention “.....It is an established fact that an education system built on the premise of quality and equity is central to sustainable success in the emerging knowledge economy”(pg1) Further in the subsequent section 3.5.36 “.....the interventions which are currently being made to bridge these gender and social gaps need to be stepped up, and more focused strategies need to be worked out for effective inclusion and participation of girls and other special category children.....”(pg.29).

### **1.3 INTERNATIONAL CONCERNS**

At the international level gender equality and empowerment of women has been the concern of countries of the world. It has been one of the important Millennium Development goals propelling signatory countries to work towards it. This focus has once again been reiterated in Transforming Our World: the 2030 agenda for Sustainable Development .One of the 17 goals focus on gender equality. The goal highlights that gender equality is a fundamental human right as well as a necessary foundation for peaceful, prosperous and sustained world. Once again there is a renewed focus on education, health care, decent work and encouraging the participation of women in political, economic and in the decision making processes.

Despite, the stated commitments to Gender Equality and the Constitutional goal to achieve Universalization of Elementary Education (UEE) the ground realities portray that gender discrimination, growing economic disparities and gender based violence is perpetrated more towards girls and women. This phenomena continues to plague our contemporary society. Gender discrimination that begins in the family gets reinforced in the schooling ethos and percolates in the society. Researches in the context of classroom processes and outside classroom activities, including sports and physical education 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, embedded with the principles of gender harmony and inclusiveness in all spheres, are thus pertinent need of the hour.

## **2 GENDER CONCERNS REFLECTED IN STUDIES**

As stated earlier, 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 more on quantitative aspects rather than qualitative dimensions 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 have also tried to incorporate concerns for girls and women by tokenistic representation of them in biographies. Achievements made by women have been trivialized and their contributions were marginalized. The manner in which women role models belonging to different periods were stated reflected the myopic vision of these authors. Trials and tribulation faced by women in their journey of achievements 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 WohTo 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 harmonized their contributions with caring and sharing roles.

Studies by Kalia (1978), Kabira and Masinjila (1997), Nayar and Jaireth, Nayar and Srivastava, Nayar and Rani, Nayar and Devendra, (1997-98 & 2000), Srivastava (2006, 2011-12, 2012, 13-14) 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. At the International level studies by Scanlebury, K, (2009) and Brugar, K Halvorsen, A.L, Hernandez (2014) have highlighted the invisibilization of women in content of the textbooks particularly social studies textbooks. Given that textbooks focus on political events and military history, where in the role of women has been less prominent than men, explains the under representation of women in content and illustration. In addition the household work not receiving priority by authors further accentuates the phenomena of gender bias and stereotypes. 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 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.

## **2.1 PRESENT PROJECT**

Textbook analysis from a gender perspective has been undertaken by the Department of Women's Studies since its inception. In the 80s, 90s and 20s, the Department included textbook evaluation in several training programmes wherein participants of the programme analyzed state textbooks. Also, evaluation studies were taken up very recently to examine

NCERT's elementary stage textbooks, Uttar Pradesh and Madhya Pradesh from the view point of gender bias and stereotypes. In 2013-14, the Department of Women's Studies undertook the analysis of NCERT, primary stage textbooks from a gender perspective. The present project is a continuing effort in this direction, wherein textbooks at the elementary stage of Assam, Bihar, Chhattisgarh, Haryana, Himachal Pradesh, Jammu and Kashmir, Maharashtra, Manipur, Haryana, and Rajasthan were examined from a gender lens.

## **1.2 OBJECTIVES**

The main objectives are to:

- Examine textbooks from a gender perspective.
- Highlight positives in the textbooks.
- Suggest ways of making the lessons gender inclusive.

## **3 METHODOLOGY**

- Tools for textbooks analysis was developed by the Department of Gender Studies and was utilized for the present task.
- Books were analyzed in house and in a workshop mode.
- Analysis was based on application of both qualitative as well as quantitative techniques.
- Bilingual approach has been adopted in the analysis and in the writing of reports.

## **4 GENDER IN THE SCHEME OF TEXTBOOK ANALYSIS**

The project on gender audit of textbooks attempted to examine school textbooks of some states by looking into the constitution of the author team from a gender lens and the manner in which each theme of the textbooks of states under study, prioritize men and women in different situations and context. Occupations and roles associated with each gender have also being seen from the perspective of gender bias and stereotypes. The main protagonist in each theme of different disciplines has also formed part of the analysis. Content portrayal in different disciplines from the perspective of gender sensitivity has also been studied in-depth. The visual depiction in each theme of the textbooks at the elementary stage has been analyzed qualitatively and quantitatively by examining them from the perspective of gender inclusiveness and gender neutrality. Some visuals representing characters and personalities discussed in the text have also been seen from the perspective of their relevance.

The finding of the analysis highlighted that most of the visuals in the textbooks represented men and women, boys and girls in active roles. Few visuals were picture portraits of

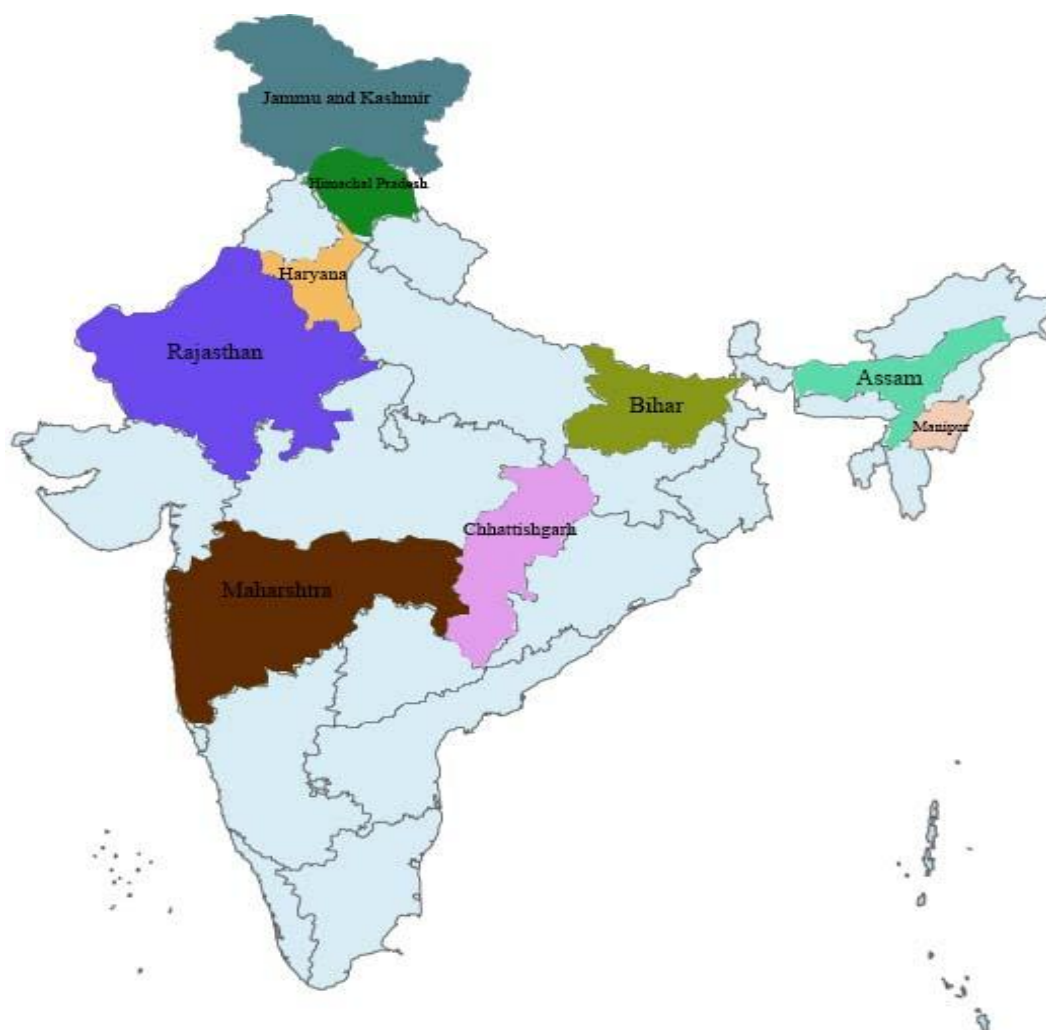
characters mentioned in the text. Visuals classified as gender neutral were those that highlighted the habitat, objects, food items, and technological devices, appliances of daily use and means of communications. In some state textbooks the quality of visuals needed improvement. Further, the analysis also highlighted that in certain context the visuals were not directly related to the theme under discussion.

## **POSITIVES IN TEXTBOOKS**

- Imaginative ways of showing the girl child in lead role by making a mention of her navigating through the solar system in an aircraft.
- Sharing of lived experiences of the girl child and women through letter writing to peers and family members.
- Narratives have been drawn from real life incidences of girls and women.
- Women and girls are shown as role models in content, visuals and passages mentioned in the exercises.
- Issues and concerns of children with special needs especially girls have been mentioned in the content, visuals and illustrations.
- Human values have been woven across themes.
- Linking life skills with content of different themes in the textbooks.
- Positive messages on education and empowerment of girls and women.
- Teachers and students pages refer to inclusive classroom environment and participatory pedagogical methods.

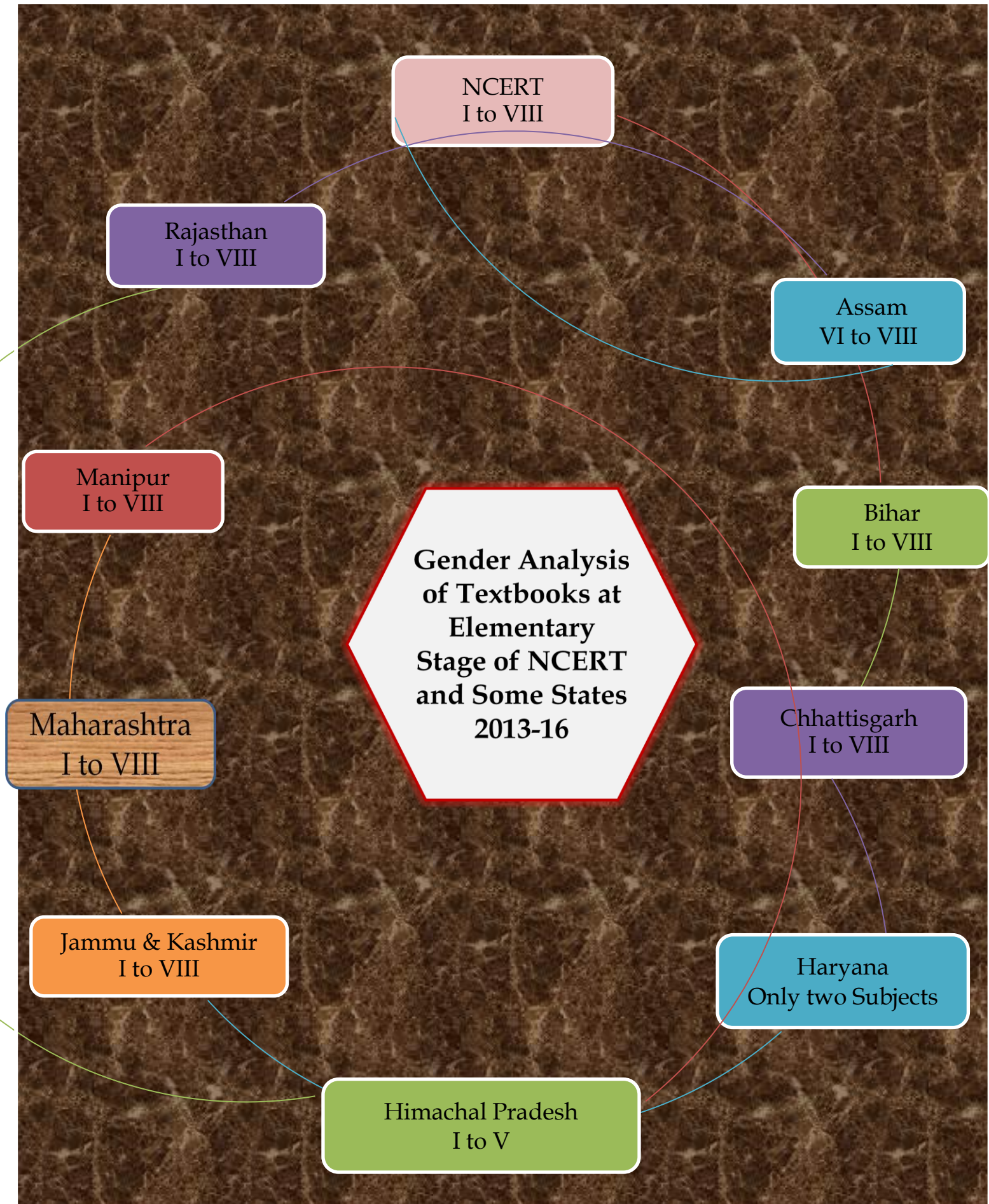
The State textbooks analyzed have been diagrammatically given in the subsequent pages. The books examined from a gender perspective were published between 2003-2016 and they have been reprinted in different years.

## 5.1 GENDER AUDIT OF TEXTBOOKS OF STATES MENTIONED BELOW:



### Methodology adopted for Gender Analysis of Textbooks

States	Method of Analysis
Assam	In house
Bihar	Workshop mode
Chhattisgarh	In house
Haryana	In house
Himachal Pradesh	Workshop mode
Jammu & Kashmir	Workshop mode
Manipur	In house
Maharashtra	Workshop mode
Rajasthan	In house

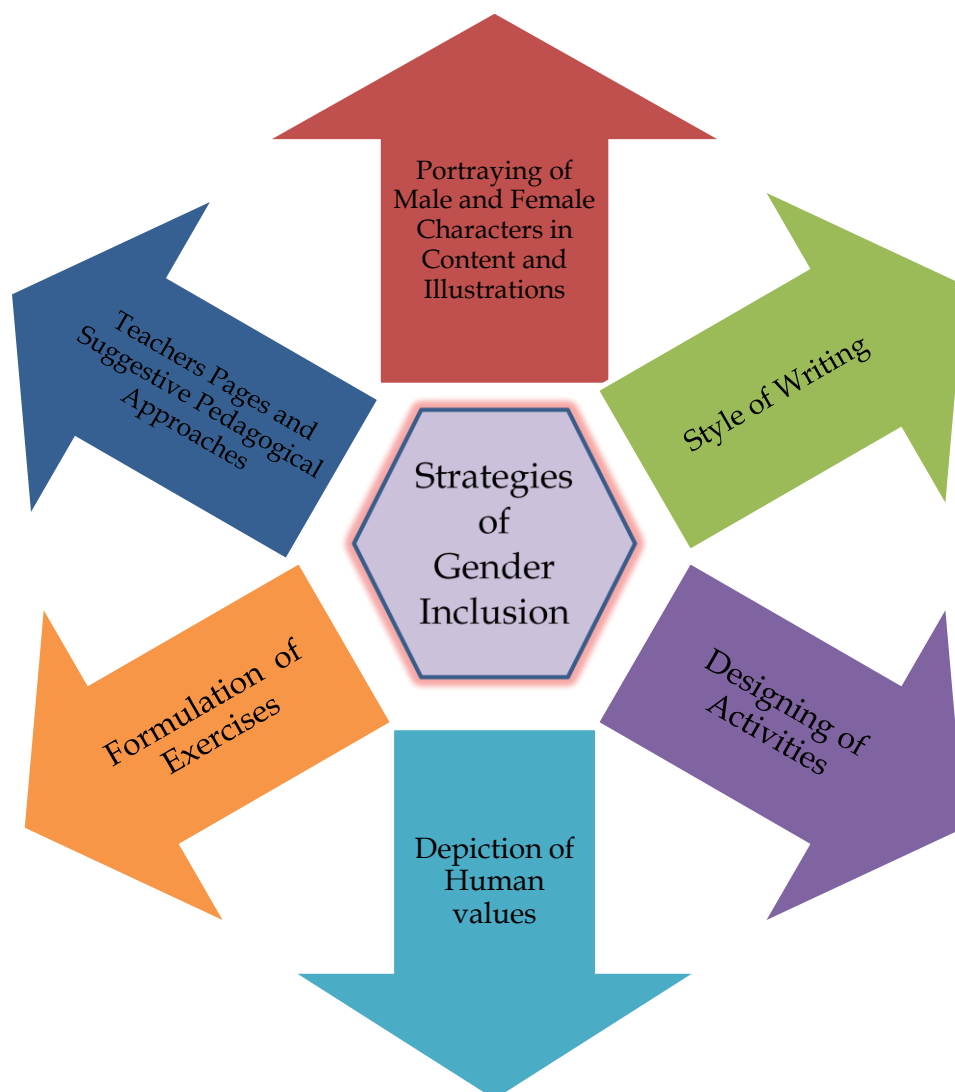


The textbooks referred for the purposes of analysis were published in different academic years. Given below are details of the publication, year and its subsequent reprints.

## ABOUT THE TEXTBOOKS

TEXTBOOKS	Publication and Reprint Years
NCERT	2006-12, 2013,
Assam	2010-14
Bihar	2013-14, 2014-15
Chhattisgarh	2009-10, 2014-15
Himachal Pradesh	2011-12
Jammu & Kashmir	2003, 2004, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013
Maharashtra	2007, 2008 , 2009, 2016
Manipur	2011-2014
Rajasthan	2011, 2012, 2013, 2014

## 5.2 STRATEGIES ADOPTED FOR GENDER INCLUSION IN TEXTUAL MATERIALS.



The finding of analysis has highlighted that there has been a move from gender concern to gender inclusion in different subjects, at the elementary stages. However, there is a need to reflect on experiences of women, especially ordinary women their struggles, aspiration and their coping strategies. Women in leading and unconventional roles need to be reflected in appropriate places wherever needed and required.

### **5.3 SHARING OF EXPERIENCES**

Oh! What a project,  
Revisiting my earlier memories,  
Of browsing textual materials and seeing them,  
From a gender lens.  
The present task was same,  
Yet, the nature and quantum of work differed,  
With focus on prescribed state textbooks,  
Not seen and done earlier.

The work began with enthusiasm and earnestness,  
Of once again viewing printed textual materials,  
Accessed by children from multiple context,  
From the view point of gender bias and stereotypes.

The task was a collective team work,  
Comprising of colleagues and young university graduates,  
Beginning with fine tuning tools for analysis already developed,  
In four languages –English, Hindi, Urdu and Sanskrit,  
To be adapted and adopted by those interested,  
In similar task as per need and requirement.

Discussions, deliberations, heated exchanges of words,  
Added salt, pepper and sugar in completing the task,  
Both in-house and in a workshop mode,  
Of understanding different subjects

Form a gender perspective.

Some bygone experiences rewarding and stimulating,

Others disturbing, yet adding flavour,

To the committed task of gender audit of textbooks.

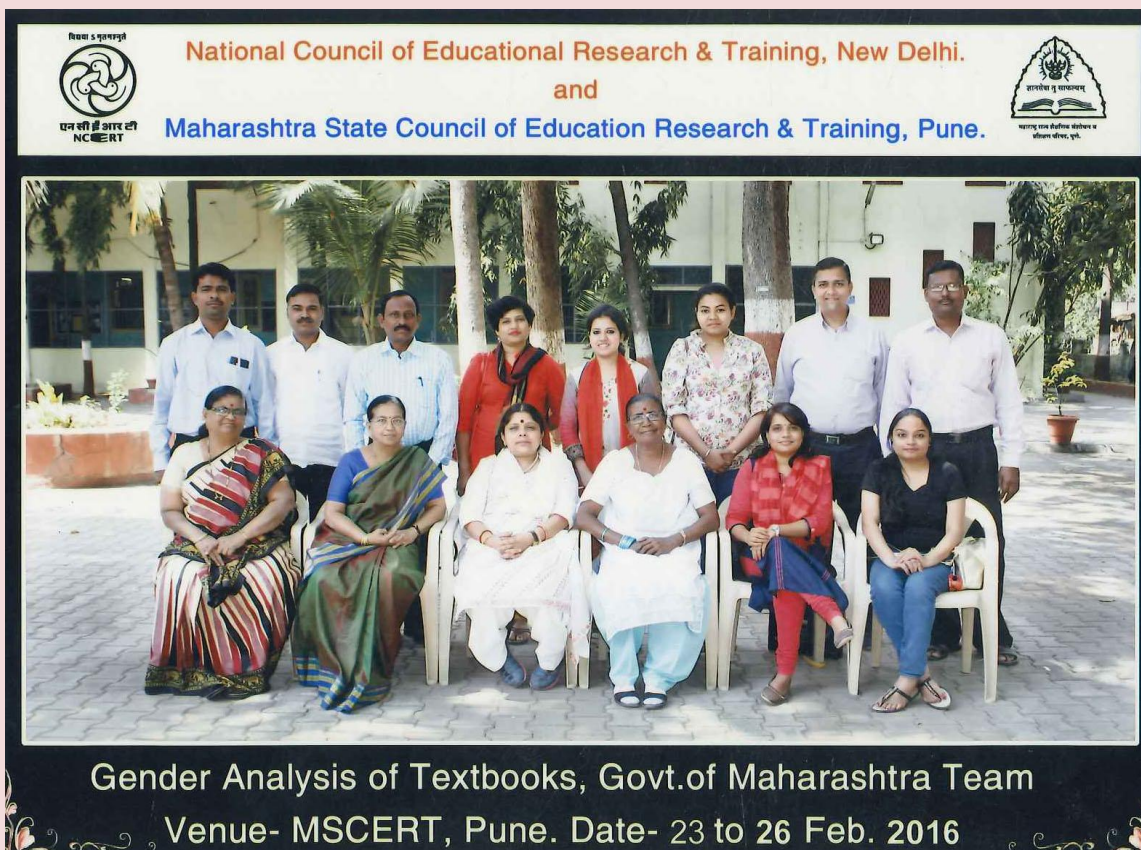
Hoping that the outcomes of the efforts by all,

Would initiate changes for inclusive portrayal of gender and other national concerns.

In content selection and visual display, of disciplines, at all stages

For making Equity and Equality, An achievable Goal,

Through a powerful and popular medium, accessed by All.

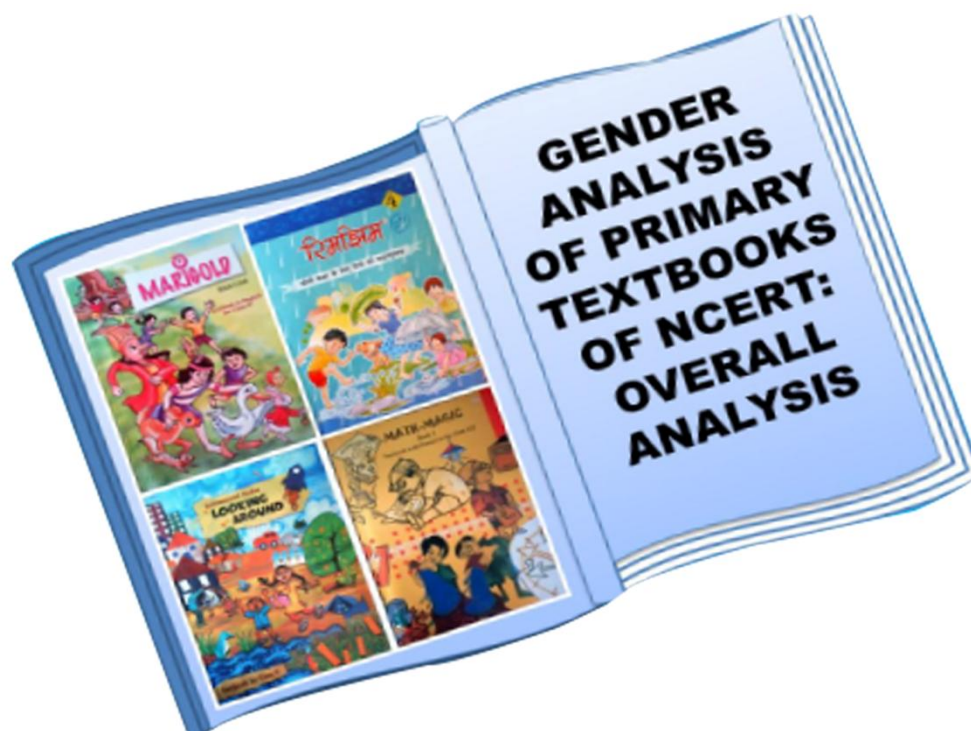


# **Highlights of Analysis**

## **6.1 BRIEF FINDINGS: NCERT TEXTBOOKS AT THE ELEMENTARY STAGE**

- Cover and inside pages are by and large gender inclusive and child friendly. Some books have positive portrayal of the girl child.
- Men and women are shown in relational familial category.
- Terms used in the book are by and large gender inclusive for example they, them, us, we, you, he/she, people etc in appropriate places.
- Teacher's pages in books attempt to develop subject based skills along with suggestions for creating an inclusive classroom environment.
- Men are shown in variety of professions and women in limited manner related to home maker, doctor, nurses, and teachers.
- Women role models are mentioned as freedom fighters, social reformers, athletes and in other related fields in a brief manner.
- Customary practices influencing the status of women are questioned in some books.
- Growing up of boys and girls in social cultural milieu, impacting attitudes, behavior and roles are also mentioned in few themes of the text books.
- Women are not treated as homogenous category in books.
- Activities and Exercises are designed for all children.
- Sensitivity towards children with special needs is reflected in content and visuals in different subjects.
- Diversity has been addressed by referring to names of persons, food items, places of cultural and historical importance and in organization of fairs and festivals.
- Continuity and change is reflected in food consumed, dress, shelter, modes of communications and occupations.

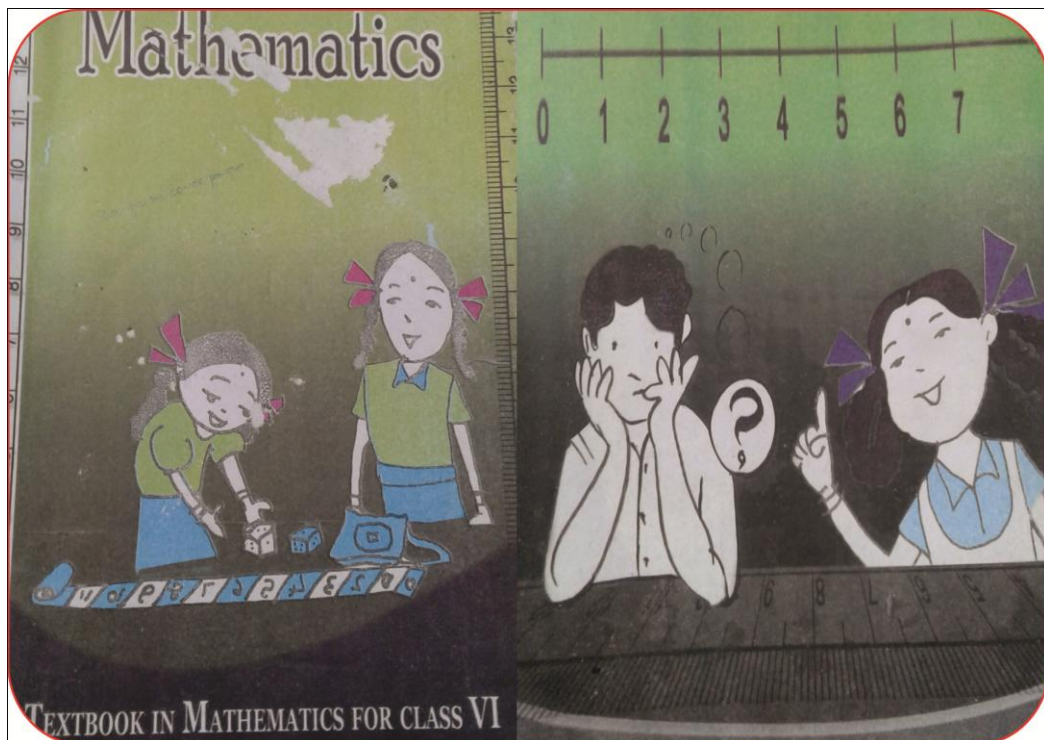
- Some atypical features highlighted in the textbooks show men/boys as emotional and engaged in house hold chores and women inheriting property etc.
- Human values related to perseveration and conservation of environment, learning to live together, sharing and caring, valuing peer friendship, respecting elders, recycling waste, love and care for the habitat, healthy living and nutritive diet weaves across several themes.
- Mathematics and Science textbooks focus on making the subject gender inclusive by undoing myths and misconceptions about the subject being difficult for girls.
- In some places visuals show women in new and emerging professions.
- Folk traditions are also highlighted in some lessons.
- Stereotypes are found in depicting women in household chores and in professions that are an extension of household related activities such as teaching and nursing.
- Marginalization has also being addressed sometimes in the form of case s



## **BRIEF FINDINGS: ASSAM TEXTBOOKS AT THE ELEMENTARY STAGE**

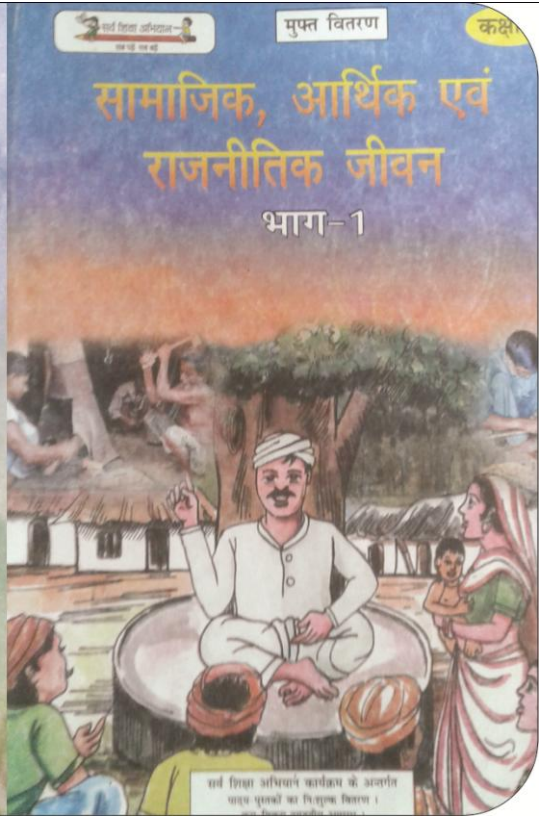
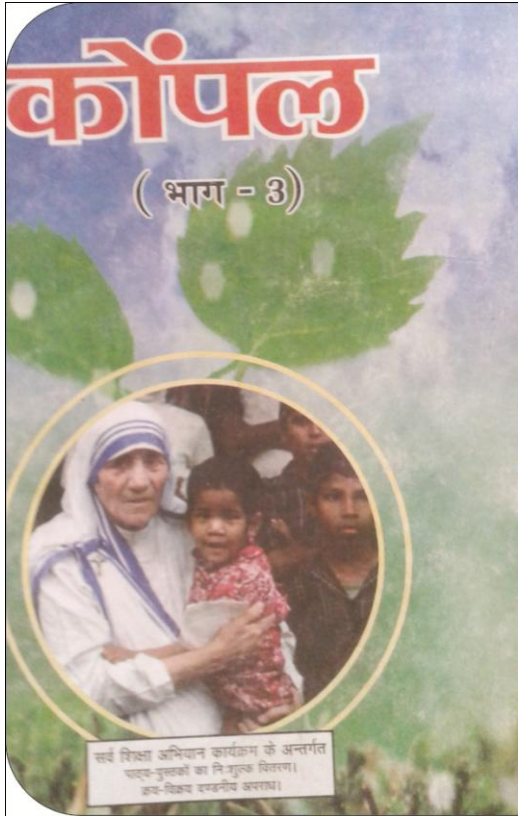
- Textbooks of classes VI to VIII draw their philosophy from NCF-2005 and RTE Act 2009.
- Textbooks of NCERT are adopted by the state in the domain of Science, Math's and English language with hair line changes reflected in the scheme of colour, name of persons, food items and places of cultural and historical importance in the state, for the purposes of contextualization.
- Activities and exercises designed in the textbooks promote creativity, imagination and critical thinking among children.
- Cover pages reflect culture and heritage of the state, natural habitat, and student engaged in multifarious activities. Some visuals given in mathematics textbooks are gender inclusive.
- Inside of cover pages portray protection from natural calamities such as floods and earthquake. Some books focus on the Indian Army, Positive messages on the girl child and visual depiction of our National flag.
- Teacher's pages in books attempt to develop subject based skills along with inclusive classroom environment.
- Men are shown in variety of professions and women in limited manner as home makers, doctors, nurses, teachers, social reformers, saint-poets, managing beauty parlor, freedom fighters, dancers, weavers and scientist etc.
- Science, Mathematics and English textbooks are mainly based on NCERT textbooks of classes VI to VIII.
- Language used in the textbooks is mainly gender inclusive. However in some lessons of Social Sciences the terms man, him, mankind is used frequently.
- Emphasis is more on dynastic history and there is a need to mention the status of women in different periods of our past.
- In science textbooks there is a positive portrayal of gender inclusive activities.

- Women are not treated as homogenous category.
- Human values related to preservation and conservation of nature, patriotism, respect for culture and civilization, peer caring and sharing, respecting elders, practicing kindness to one and all and love and care for the animal world are woven across lessons.
- Sensitivity to towards children with specials needs is also reflected in some themes.
- Exposure of using ICT in daily life of person also finds a mention.



## **5 BRIEF FINDINGS: BIHAR TEXTBOOKS AT THE ELEMENTARY STAGE**

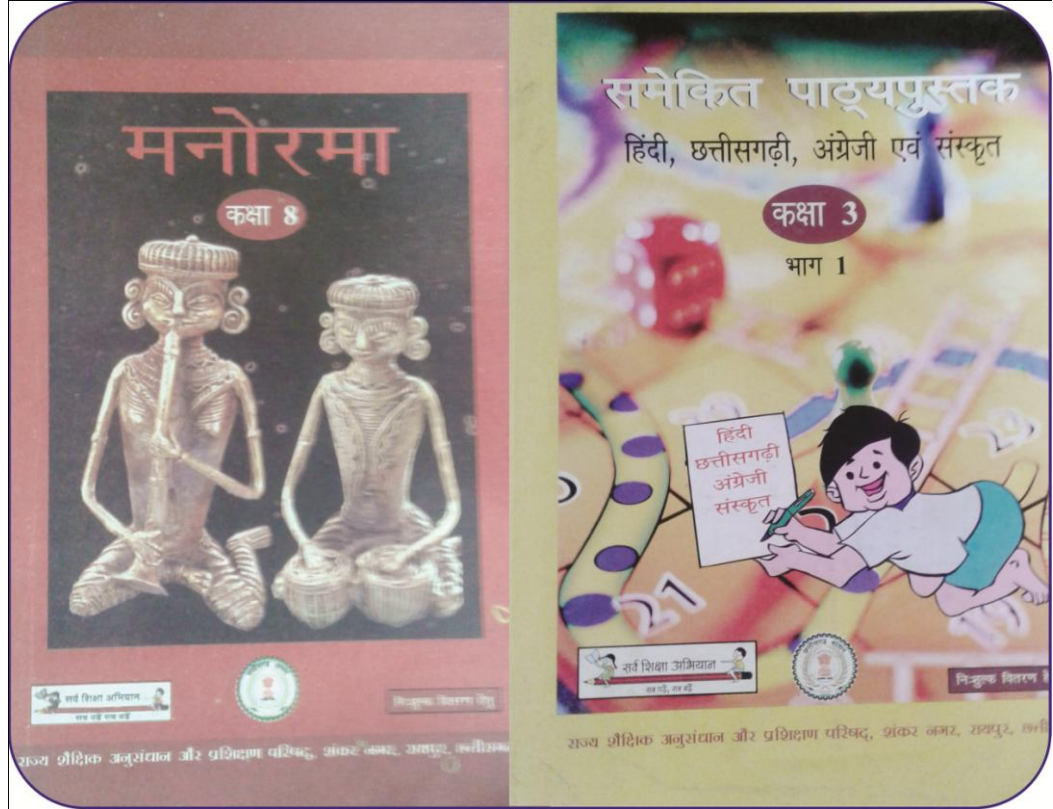
- Men and women are shown in relational familial roles.
- Activities and exercise in the textbooks are designed for all children.
- Women are depicted as teachers and home makers, In a limited way they are they are mentioned as agricultural laborers, police persons, driver of vehicles, government officers, sharing activities related to shopping, social workers, tailors, brave girls, freedom fighters, singers, dress designers, washer women and engaged in agricultural activities etc.
- The contributions of women in different phases of our past have been mentioned. Their role in the freedom struggle and as social reformers has been stated, though in a brief manner.
- Contextualization is taken care of by making a reference to places of historical and cultural importance, food items, dresses, names, fairs and festivals.
- Sometimes there is gender bias in few exercises of the themes.
- Human values are reflected in many lessons, such as –respect for elderly person and national symbols. Preservation and conservation of environment has also been stated across books belonging to the domain of different subjects.
- Mathematical problems depict women engaged in different activities.
- Celebration of girl child birthday is a positive portrayal in some books.
- Sensitivity towards children with special needs is mentioned in some lessons of books.
- Stereotypes are found in making a reference to women in roles related to homemakers and in sewing and stitching activities. Sometimes there is also a mention of woman as domestic servants.



## **6 BRIEF FINDINGS: CHHATTISGARH TEXTBOOKS AT THE ELEMENTARY STAGE**

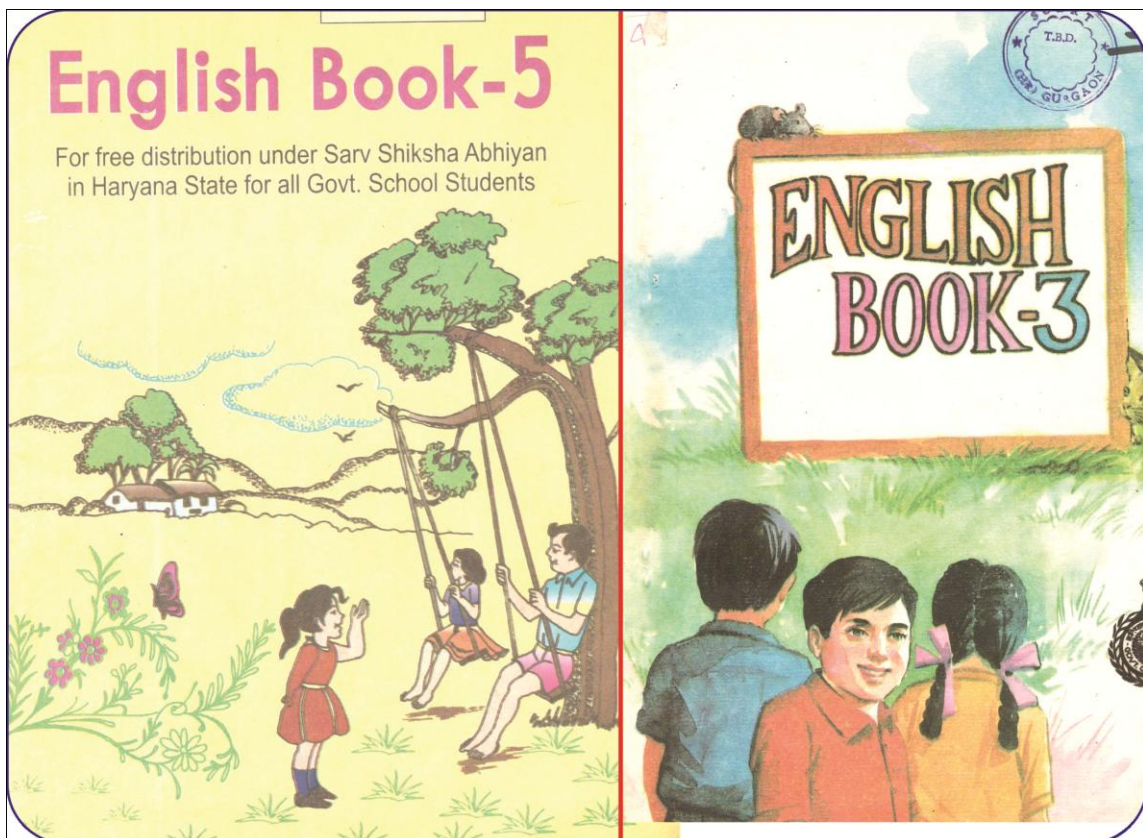
- The textbooks have by and large used gender inclusive terms such as you, they, them, us, we, I etc.
- Activities and exercise in the textbooks are designed for all children. They promote creativity, imaginations and critical thinking. In some textbooks there is a need to reflect the contributions made by girls and women in appropriate places.
- Men are shown in variety of professions and women are depicted as teachers, doctors, dancers, sports person, engaged in farming activities, role models, freedom fighters and in other remunerative works such as drivers, cooks, milk person, *beedi* workers, singers, dancers, computer operators and athletes.
- Sometimes themes are introduced with the help of female characters. This is a positive step in translating the policy of positive discrimination in practice.
- Diversity and contextualization is mentioned by using different names of persons, food items, prevalence of tribal dialects and places of historical and cultural importance, fairs and festivals and local games.
- There is an element of gender bias as only there is a mention of male scientists and social reformers. Therefore, there is a need to reflect on women personalities in different fields of their contributions.
- Human values related to caring and sharing, preservation and conservation of environment, household chores being shown as a joint responsibility of all, respect for national symbols, care for the elders, good habit and patriotism weaves across many themes of subjects.
- Efforts are made by the textbooks authors of linking children with their lived reality.
- Men and women are shown in relational category as father of, mother, brother, sister, son, daughter and as uncle and aunt.

- Sensitivity towards children with special needs is mentioned. There is reference to a physically challenged woman called Aparjita, who is a doctorate and is contributing to the overall development of the society.
- Tribal dialect of the state finds a mentioned in the primary textbooks, for example Sarguja, and Chhattisgarh languages.



## BRIEF FINDINGS: HARYANA STATES AT THE PRIMARY LEVEL- HINDI, MATHEMATICS TEXTBOOKS

- Terms used in the textbooks are more or less gender inclusive.
- Contextualization has been taken care of by making reference to cities of the states.
- There is no mention of women mathematician.
- There are very few gender inclusive visuals.
- Visuals are mainly stereo typical as women are shown in house hold related activities and few engaged in selling milk, fruit and vegetables. In a limited manner they are depicted in money saving activities.
- Hindi textbooks highlight men in all leadership and decision making activities.
- Many chapters show men in the lead role.
- There is no mention of women achievers in different fields.



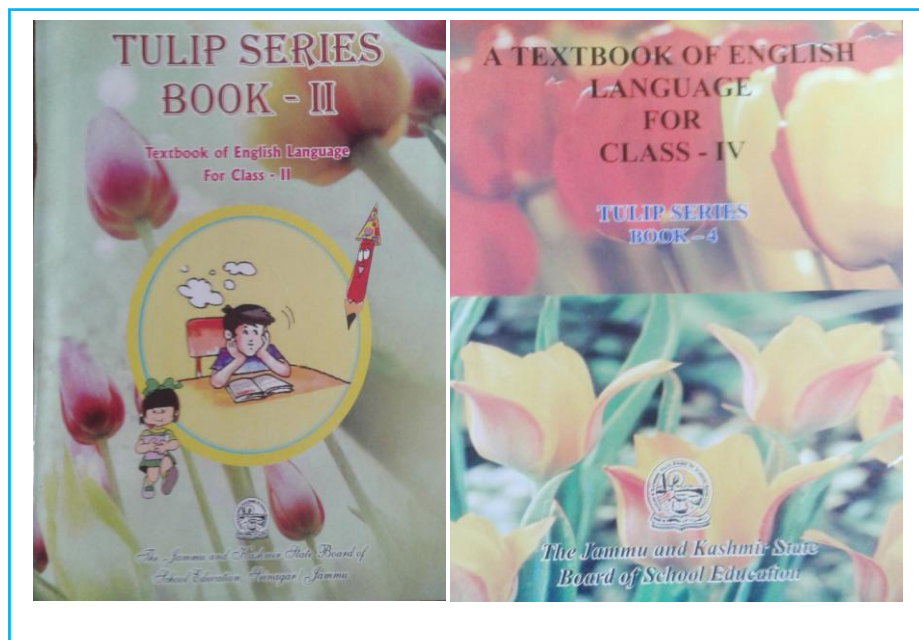
## **BRIEF FINDINGS: HIMACHAL PRADESH TEXTBOOKS AT THE ELEMENTARY STAGE**

- The textbooks of classes I- to V have been analysed from a gender perspective.
- Activities and exercise in the textbooks are designed for all children. They promote creativity and imagination among them
- Men are shown in variety of professions and women are depicted as teachers, doctors, nurses, social reformers and as airhostess. Girl role model is also mentioned in Hindi language textbooks.
- Sensitivity towards children with special needs also finds a mention.
- Contextualization is taken care of by making a reference to local fair and festivals, food, dress, names of persons and places of historical and cultural importance.
- Gender is treated as a noun and not as a social construct.
- Human values such as conservation and preservation of the habitat, respecting family relations, good habits are mentioned across themes.
- The mathematics textbooks give primacy to activities performed by men. There is a need to make themes gender inclusive.
- Some poems and themes in languages Hindi and English are drawn from the classics.
- Men are shown in variety of professions and women are depicted as teachers, doctors, nurses, social reformers and as airhostess. Girl role model is also mentioned in Hindi language textbooks.
- Language used is mainly gender inclusive.
- Cover pages of the textbook are gender inclusive showing children engaged in different activities. Some textbook have cover pages showing the girl child in lead roles and some have visuals of buildings of the states and the natural habitat.
- The back of cover pages makes a mention of the National Anthem and the National Song.
- The Inside of cover pages are blank.



## 7 BRIEF FINDINGS: JAMMU & KASHMIR TEXTBOOKS AT THE ELEMENTARY STAGE

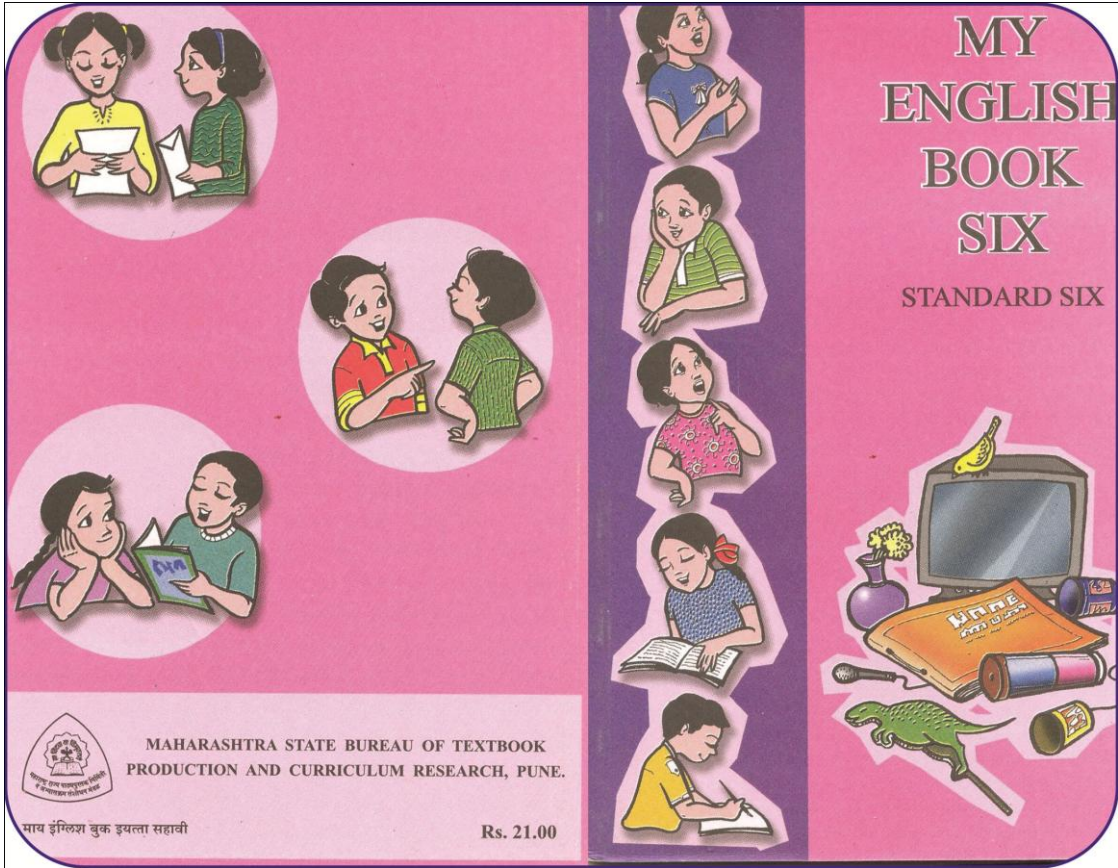
- Women are shown as heads of Government, UN agencies, centre of household activities, teachers, nurses, saints, poets, astronaut, engaged in local sports, freedom fighters and as rulers.
- Some of the themes selected are female centered.
- Men are shown in variety of professions, rulers, freedom fighters, sports persons etc.
- Language is mostly gender inclusive but at times the usage of he, him, is comparatively more and terms like evolution of men, craft men, flying men, supermen, mankind, policemen and work men are also mentioned.
- There are more male characters compared to female characters.
- Positive reference of women in different economic activities related to savings, paying income tax, depositing money in the bank, academic achievers, earning more than men are also highlighted in the content and visuals.
- Sensitivity towards children with special needs have been mentioned.
- Social and other human issues related to distribution of household work different types of family, untouchability, environment concerns, and healthy habits are also reflected.



## **8 BRIEF FINDINGS: MAHARASHTRA TEXTBOOKS AT THE ELEMENTARY STAGE**

- Textbook in Mathematics include themes that are a blend of Geometry and Mathematical concepts. Visuals need to focus on lived reality of the learner and relate concepts with objects and examples familiar to the learner.
- All exercises and examples in the textbooks are gender inclusive and some are gender neutral. Themes designed are age appropriate.
- Science textbooks promote skill of observation, classification and they are largely drawn from daily life situations. Men are shown in variety of occupations and women are portrayed mainly as teachers and as scientist.
- The language used in most of the textbook is gender inclusive.
- The EVS textbooks familiarize children with their surroundings with the focus on addressing survival needs related to food, water and shelter.
- Human values related to leading a healthy life, respect for family relationship, conservation and preservation of the habitat are also discussed.
- Men are shown in variety of professions and women as shopkeepers, teachers, doctors, athletes, sports persons, homemaker, engaged in agrarian activities.
- Exercises and activities are designed for all children. They promote imagination and critical thinking.
- Language textbooks at the elementary stage promotes skill among learners related to listening, speaking ,reading ,writing and developing vocabulary among them. They are written bilingually in Marathi and English for Marathi medium students for classes 1to V. They include gender inclusive language and visuals followed by those that are related to characters of the theme and some are gender neutral.

- Human values weave across themes. Some of them are related to developing good habits and etiquette, respect for family relationship, love and care for the habitat, patriotism and respect for diversity. Life skills have been integrated in many subjects. In language textbooks the skills specially mentioned those related to self-awareness, empathy, problem solving, decision making, effective communication, critical thinking, creativity and coping with stress.
- Geography and History textbooks depict women as astronaut, bank officer, tribal's, social reformer, freedom fighter, ruler etc. The role of common women throughout our past is not reflected.
- The cover page and back page of the textbooks are by and large gender inclusive, they represent buildings and monuments, places of historical and cultural importance they also include the natural habitat.
- Women /girls are not treated as homogenous category.
- Real life stories of girl and boy achievers are also reflected in English textbooks.
- Folk tales also finds a mention in books.
- Schemes on promoting education of girls are mentioned in language books.
- Note to the teachers and students makes a mention of developing self-esteem and self-confidence among all.
- Awareness and usage of Information and Communication technology is also mentioned in textbooks.



MAHARASHTRA STATE BUREAU OF TEXTBOOK  
PRODUCTION AND CURRICULUM RESEARCH, PUNE.

माच इंग्लिश बुक इयत्ता सहावी

Rs. 21.00

## **9 BRIEF FINDINGS: MANIPUR TEXTBOOKS AT THE ELEMENTARY STAGE**

- Overall the textbooks are gender friendly in terms of content portrayal and visual depiction. The inside of the front and back cover pages could be utilized for portrayal of gender friendly messages and visuals.
- Language is gender inclusive but there are elements of stereotype in textbooks of EVS. Some time there is a tilt towards according centrality to male characters as the main protagonist.
- The textbooks have attempted to highlight women in different roles but the new and emerging roles of women need a sharper focus.
- All festivals are women centric as depicted in few lessons highlighting them.
- Greater focus of textbooks should be on women as producers and decision makers
- Disability is taken care off in some of the textbooks. Characters are mainly males. There is a need to highlight issues and concerns of girls/women with disabilities.
- Equity and equality need to be emphasized in places where ever needed.
- Guidelines to teachers in textbooks could be made gender friendly wherever they are not mentioned.
- Contextualization is taken care of, in both content and visuals as it makes a reference to the life and condition of the people.
- Quality of printing and paper needs improvement.

# ਸ਼ਹੀਦੀ ਚੇਰੀਆ ਚੇਰੀ

ਸ਼ਹੀਦੀ ਚੇਰੀ - ੬

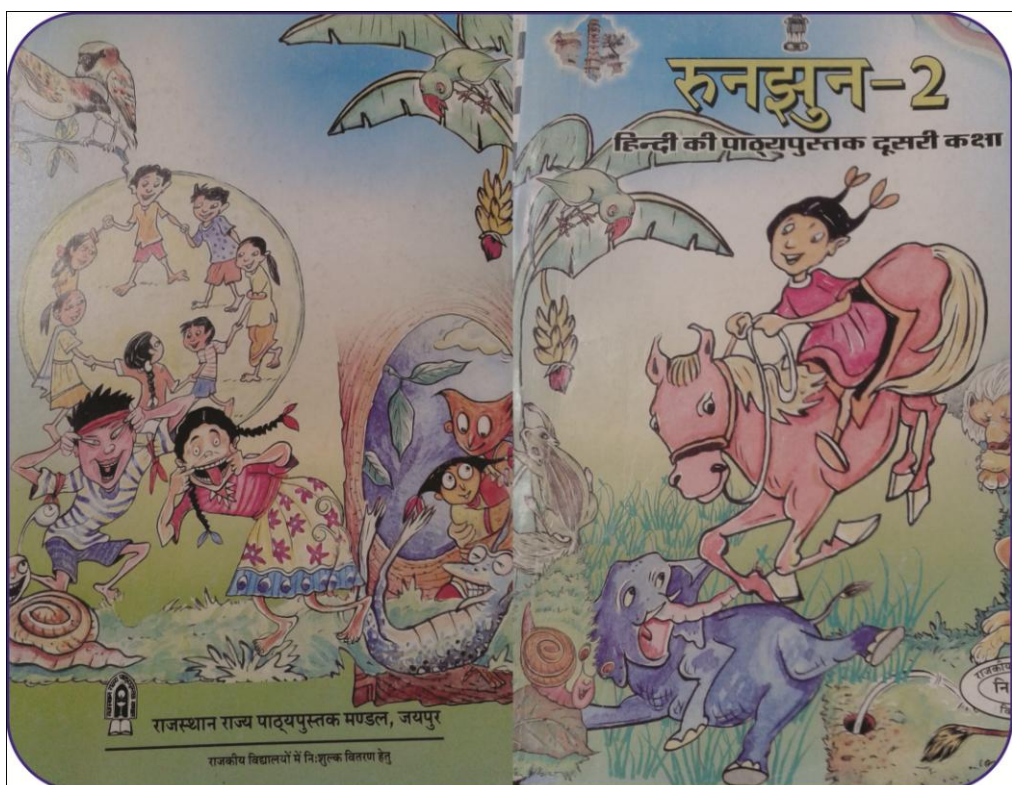


Sarva Shiksha Abhiyan  
Education of all Development of all

ਚੇਰੀਆ ਚੇਰੀ ਚੇਰੀਆ ਚੇਰੀ  
ਸ਼ਹੀਦੀ

## 10 BRIEF FINDINGS: RAJASTHAN TEXTBOOKS AT THE ELEMENTARY STAGE

- Books are by and large gender inclusive. Inside of some textbooks there is a positive mention of issues of declining sex ratio along with preventive laws for addressing the same.
- Language activities and exercises address all children.
- Children with disabilities are focused upon; however there is need to emphasized issues and concerns of girls and women from marginalized sections.
- Teacher's pages are gender inclusive. They suggest to the teachers activities and methodologies to encourage participation of all children.
- Contextualization is taken care off. In both content and visuals.
- Greater emphasize is needed on reflecting continuity and change in the status of women.
- Leadership and decision making qualities need to be emphasized upon regarding women.
- The inside of front and back cover pages of some textbooks such as Hindi and Mathematics at primary stage can be utilized for depicting positive messages on overall care and well being of the girl child.



## 11 SUGGESTIONS

- Greater portrayal of women in new and emerging professions.
- Methodology of making teaching and learning gender inclusive may be included in teacher's pages wherever it is not reflected.
- Students pages in textbooks wherever they exist or where they can be included, can suggest to them, different methods of promoting gender sensitivity towards peers, family and in the community. This can be done by suggesting activities that promote self introspection, questioning, critiquing, socialization practices and power structures and existing norms that are derogatory towards girls and women. This page can include checklist for encouraging self-esteem and self confidence among all, particularly girls.
- Mention of women role models wherever needed with a focus on their contributions and pathway of achieving the same.
- Inside of cover pages that are blank can be innovatively used for reflection of gender inclusive messages or visuals.
- Continuity and change need to be inbuilt into all themes such as food, transportation, family, professions, clothing wherever they have not been reflected.
- Scheme and programmes on promoting gender equality in connection with stage and level of education can be mentioned at appropriate places for greater awareness.
- Preventive laws and government measures for dealing with societal issues such as Declining Sex Ratio, HIV/AIDS, and Drug related issues can be mentioned at appropriate places.
- Printing of visuals can be improved in places where they are not clear.

## LIMITATION

1. Gender was the only focus.
2. Timely availability of human resource.
3. Analysis of textbooks varied from state to state in terms of classes and subjects.
4. Duration of the project.
5. Language limitations.
6. Timely availability of textbooks.
7. Limited understanding of gender.
8. Gender inclusive visuals need not always reflect on quantitative representation of gender equality.
9. Visuals and text some times are not related.
10. Printing of Visuals.



## REFERENCES

1. Bhog, Diptaet.al, (2009). *Textbooks Regimes: A Feminist Critique of National and Identity*, Nirantar, New Delhi
2. Brugar, K, Halvorsen, A.L, Hernandez, S (2014) *Where are the Women? A Classroom Inquiry into Social Studies Textbooks*.
3. Giaschi, Peter (2000). *Gender Positioning in Education: A Critical Image Analysis of EST Texts*, TESL Canada, Journal/Revue TESL DU Canada Vol.18, No.1.
4. Kabira and Masinjila (1997). *ABC of Gender Analysis*, Forum for African Women Educationalists (FAWE), Nairobi.
5. Kalia, NarendraNath (1978). *Sexim in Indian Education: A comparative Content Analysis of the Sex Role Models in the School Textbooks of India*, Diss, Syracuse University.
6. Krishna Raj, Maithreyi (1986). *Women's Studies in India: Some Perspectives*, Popular Prakashan Private Limited, Bombay.
7. Kumari, Surja (1984), *Status of Women Through Teaching of Mathematics: A Teachers Handbook*, NCERT, New Delhi
8. Kulshreshtha, Indira and Kumari, Surja (1984). *Status of Women Through Curriculum: Secondary and Senior Secondary Stages*, NCERT, New Delhi
9. Mehrotra, DeeptiPriya and Ramachandran, Nisha (2010). *Stories in a School Bag: A Study of Children's Literature in Language Textbooks*, Sampura Trust, New Delhi
10. National Policy of Education 2016: Report of the Committee for Evolution of the New Education Policy, Government of India, 30 April 2016, New Delhi.
11. National Policy for Women 2016: Articulating a Vision for Empowerment of Women, Draft, Government of India, Ministry of Women and Child development, May 2016, New Delhi.
12. Nayar, Usha and Jaireth, Sushma (1996). Report of Evaluation of NCERT Primary Level Environmental Studies: Science Textbooks from the Viewpoint of Gender Bias & Gender Stereotyping, Department of Women's Studies, NCERT, New Delhi
13. Nayar, Usha and Duggal, Janak (1996). *Women's Equality and Empowerment through Curriculum: A Handbook for Teachers at Primary Stage*, NCERT, New Delhi
14. Nayar, Usha and Duggal, Janak (1997). *Women's Equality and Empowerment through Curriculum: A Handbook for Teachers at Upper Primary Stage*, NCERT, New Delhi
15. Nayar, Usha and Srivastava, Gouri (1996). Report of Evaluation of NCERT Primary Level Environmental Studies: Social Studies Textbooks from Gender Bias Point of View, Department of Women's Studies, NCERT, New Delhi
16. Nayar, Usha and Srivastava, Gouri (1996-97). Report of Evaluation of Upper Primary Textbooks of Social Sciences (History, Geography and Civics of Classes VI to VIII)

From Gender Bias Point of View, Department of Women's Studies, NCERT, New Delhi

17. Nayar, Usha and Devendra, Kiran (1996-97). Report of Evaluation of NCERT Primary level English Textbooks From Gender Bias Point of View, Department of Women's Studies, NCERT, New Delhi
18. Nayar, Usha and Jaireth, Sushma (1997). Report of Evaluation of NCERT Upper Primary Level Environmental Studies: Science Textbooks from the Viewpoint of Gender Bias & Gender Stereotyping, Department of Women's Studies, NCERT, New Delhi
19. Nayar, Usha and Rani, Raj (1997). Report of Evaluation of NCERT Mathematics Textbooks (Classes VI-VII) from Gender Bias Point of View, Department of Women's Studies, NCERT, New Delhi
20. Nayar, Usha and Srivastava, Gouri (2000). Report of Evaluation of Upper Primary NCERT English Textbooks From Gender Bias Point of View, Department of Women's Studies, NCERT, New Delhi
21. National Policy on Education-1986, Ministry of Human Resource Development, Government of India, New Delhi
22. National Policy for the Empowerment of Women-2001, Department of Women and Child Development, Ministry of Human Resource Development, Government of India
23. National Curriculum Framework 2005, National Council of Educational Research and Training, New Delhi
24. Position Paper National Focus Group on *Gender Issues in Education (2006)*, National Council of Educational Research and Training, New Delhi
25. Programme of Action 1992, Ministry of Human Resource Development, Government of India, New Delhi
26. Scantlebury, Kathryn, (2009) Gender Bias in Teaching, [www.education.com](http://www.education.com).
27. Srivastava, Gouri (2013-14), Gender Analysis of Primary Textbooks of NCERT: Overall Analysis, Department of Women's Studies, National Council of Educational Research and Training, New Delhi
28. Srivastava, Gouri (2005), Gender Concern in the Social Studies Textbooks of Pakistan and Bangladesh, International Textbook Research, Georg-Eckert-Institute für International Schulbuchforschung, Braunschweig.
29. Srivastava, Gouri (2009), Gender and Peace in Textbooks and Schooling Processes, (2012), Concept Publishing Company, New Delhi.
30. New Delhi *Status of Women Through Curriculum: Elementary Teacher's Handbook (1982)*, NCERT, New Delhi

# **Appendix**

## EVALUATION TOOL FOR TEXTBOOKS ANALYSIS FROM A GENDER PERSPECTIVE<sup>1</sup>

### 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 –

---

<sup>1</sup>These tools are suggestive in nature. They can be adopted, adapted as per the requirement of the context.

2. Title/theme –
3. Total No. of Pages -

Content	Visuals	Comments	Suggestions	Exercises/Projects/Activities
---------	---------	----------	-------------	-------------------------------

While analyzing the content and visuals, there is a need to look into the following parameters

-

**(a) Content analysis should clearly reflect whether there is any form of gender bias, gender stereotyping or is it gender neutral or gender inclusive.**

- I. Content allocation
- II. Adjectives used for boys and girls, men and women in the theme
- III. Diversity in men and women reflected in the text
- IV. Gender representation of occupations
- V. Roles assigned – boys/men/girls/women /both
- VI. Human values in relation to men/boys and women/girls
- VII. Reference to customary practices
- VIII. Weight-age given to the contributions/achievements of boys/girls, men/women or both.
- IX. Are marginalized groups and their cultures and lifestyles represented?
- X. Are prejudices mentioned?
- XI. Does the narrative speak only of a particular caste and class?
- XII. How is power relations reflected?
- XIII. Who takes the decision in the area of food, education, all money matters, health, occupation and any other?
- XIV. Does the theme reflect diverse areas of contributions of women substantially or in a tokenistic manner?
- XV. How are women reflected in different domains of society in relation to -
  - Family
  - School
  - Workplace
  - Society
- XVI. Distribution of workload by gender in a framework of fairness.
- XVII. 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, neighborhood 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**

I. Representation of men and women

- Active role –
- Passive role –

I. Depiction of men and women related to -

- Roles –
- Occupations –
- Dress –
- Appearance –

II. Positioning of men and women in visuals –

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

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

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

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

VII. What does the body language in visuals communicate?

VIII. 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 Inclusive
- Gender Neutral
- 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)

## GLOSSARY OF TERMS

- **Gender-** is a social construct. It refers to social differences between men and women which are conceived, enacted and learnt within a complex of relationships. They vary between societies and cultures and change over time. Gender is cultural specific variable. Gender is used to analyze the roles, responsibilities, constraints, opportunities and needs of women and men in any given social context.
- **Gender Bias-**invisibilization/underrepresentation of girls' and women's contributions in textual materials and in schooling processes.
- **Gender Inclusive-** it includes activities performed by both sexes.
- **Gender Neutral-** text mainly representing the natural habitat. Does not aim at either men or women and assumes to affect both sexes equally. Treats women, men, girls and boys as they were part of one homogenous group. Gender neutral policies do not challenge existing gender division of resources and responsibility. Avoids references to masculinity and femininity and their social and cultural associations.
- **Gender Stereotyping-** is the assignment of roles, tasks and responsibilities to a particular gender on the basis of pre-conceived prejudices and impact of socialization processes. Gender stereotyping is portrayed in different forms of media such as films, audio visuals and audios, conversation, jokes or books, of women and men occupying social roles according to a traditional gender role or division of labour.