

CHAPTER- 4

RESULTS AND DISCUSSIONS

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domination, bias against females, and neutral words and sentences, types of examples and pictures were considered. Apart from the analysis of lessons, the representation of women in the teams that prepared these textbooks was also looked into. The findings of the content analysis have been presented in this section.

4.1.1 Representation of women among text architects

The Committee of Gujarat State Board of School Textbooks, Gandhinagar, has placed the New English Reader before the students of standard VIII, IX and X. These textbooks were prepared according to the syllabus of English language, for lower level, and revised in the light of the New Education Policy. These books were prepared under the guidance of a team, which consisted of advisors, authors, reviewers, artists, coordinators, and other concerned persons for preparation, planning and layout. This team of persons involved in the preparation of the textbooks is referred to hereafter as text architects throughout this thesis.

Often the sexist bias prevailing among the team of text architects might come to be reflected in the content of the textbooks. It is therefore important to have an equal representation of women in the team of text architects to bring in a female perspective. This may in turn help in reducing the sexist bias in the textbooks. Hence the present investigation looked into the composition of the architects of the lower level English textbooks of standard VIII, IX and X of the GSEB.

Table 4.1: Sex wise distribution of textbook architects of GSEB English textbook, standard VIII

Textbook architects	Total	Male	Female	Dominance
Subject Advisors	2	2	0	Male
Authors	4	3	1	Male
Reviewers	5	4	1	Male
Artists	1	1	0	Male
Coordinators (Board's Subject Experts)	1	0	1	Female
Layout and Planning (Board's Dy. Director)	1	1	0	Male
Total	14	11 (78.6)	3 (21.4)	Male

Note: Figures in brackets represent percentage

From the Table 4.1 it can be seen that in the committee of textbook architects of GSEB lower English textbook for standard VIII, both the subject advisors were male. From the four authors, only one was female. Similarly, out of the five reviewers

four were male and only one reviewer was female. The only artist of the textbook was found to be a male and the person in charge of the layout and planning was also a male. The coordinator for the textbook was found to be a female. From the six positions of textbook architects, five positions as those of subject advisor, author, reviewer, artist, layout and planning in charge were found dominated by men. From the total of 14 text architects 11 (78.6 per cent) were males and the remaining 3 (21.4 per cent) were females. Thus it can be said that the team of text architects for English textbook for standard VIII was dominated by men.

Table 4.2: Sex wise distribution of textbook architects of GSEB English textbook, standard IX

Textbook architects	Total	Male	Female	Dominance
Subject Advisors	2	2	0	Male
Authors	3	2	1	Male
Reviewers	5	3	2	Male
Coordinator (Board's Subject Expert)	1	0	1	Female
Preparation and Planning (Board's Director, Academic)	1	1	0	Male
Layout and Planning (Board's Dy Director)	1	1	0	Male
Total	13	9 (69.2)	4 (33.8)	

Note: Figures in brackets represent percentage

Table 4.2 presents data on the number of women among the textbook architects for the English textbook of standard IX. As can be seen from the table, in the committee of textbook architects of standard IX lower English textbook, both the subject advisors were males. Out of the three authors, only one was female. Similarly, out of five reviewers, two were female. The persons involved in the preparation and planning and the layout and planning were both males. The coordinator for the textbook was a female. From the six positions of textbook architects, five positions like that of subject advisor, author, reviewer, preparation and planning and layout and planning in charge were found dominated by males. Overall, from the total of 13 text architects, 9 (69.2 per cent) were males and the remaining 3 (33.8 per cent) were females. Thus it can be said that the team of architects of the lower level GSEB English textbook for standard IX was dominated by males.

Table 4.3: Sex wise distribution of textbook architects of GSEB English textbook, standard X

Textbook Architects	Total	Male	Female	Dominance
Subject Advisors	2	2	0	Male
Authors	4	3	1	Male
Reviewers	5	4	1	Male
Artists	1	1	0	Male
Coordinators (Board's Subject Expert)	1	0	1	Female
Layout and Planning (Board's Dy. Director)	1	1	0	Male
Total	11	9 (81.82)	2 (18.18)	

Note: Figures in brackets represent percentage

Table 4.3 contains the details of the committee of textbook architects for the GSEB lower level English textbook for standard X. As can be seen from the table both subject advisors were males. Out of four authors, three were males and one was female. Similarly, out of five reviewers, four were males and one was female. As for the artist and the person in charge of the layout and planning, it was found that both were males. The coordinator for the textbook was found to be a female. From the six positions of textbook architects, five positions like those of subject advisor, author, reviewer, artist, layout and planning in charge were found to be dominated by males. Among the total of 11 text architects, 9 (81.82 per cent) were found to be males and the remaining 2 (18.18 per cent) were found to be females. Thus, it is evident that the team of textbook architects for standard X too was male dominated.

Over all, the males outnumbered females as text architects for the textbooks of all the three standards VIII, IX, and X. Hence, using chi square test, it was verified whether this difference in the number of male and female text architects was true or due to chance factor. The results of the chi square test have been presented in Table 4.4.

Table 4.4.: Test of Chi-Square testing the divergence of observed results on sex bias from those expected on the hypothesis of equal probability for text architects of English textbooks of GSEB

Sr. No.	Standard	Number of Text Architects			Chi-Square	Significance Level
		Male	Female	Total		
1	VIII	11 (78.57)	3 (21.43)	14 (100)	4.57	0.05
2	IX	9 (69.23)	4 (30.77)	13 (100)	1.92	NS at 0.05
3	X	9 (81.82)	2 (18.18)	11 (100)	4.45	0.05
4	Total	29 (76.32)	9 (23.68)	38 (100)	10.53	0.01

Note: Figures in brackets represent percentage

As can be seen from Table 4.4, out of the total 14 members in the team of textbook architects of lower English textbook of GSEB for standard VIII, 11 were males and 3 were females which constituted 78.57 per cent and 21.43 per cent respectively. The Chi-square test was used to test whether the observed frequency of male and female architects was different from that of expected on a hypothesis of equal probability. The Chi-square value was found to be 4.57 with *df* of 1, which was also found to be significant at 0.05 level as the calculated value was found to be greater than the table value with *df* 1 at 0.05 level of significance. On the basis of this result it can be said that the number of male text architects for standard VIII English textbook of GSEB is significantly more than the number of female text architects. In other words, text architects for standard VIII English textbook were dominated by males.

From Table 4.4, it can be seen that out of a total of 13 members in the team of architects of the lower level English textbook of GSEB for standard IX, the numbers of male and female architects were 9 and 4 respectively, constituting 69.23 per cent and 30.77 per cent respectively. Chi-square test applied to test whether the observed frequency of male and female was different from what was expected on a hypothesis of equal probability. The Chi-square value was found to be 1.92 with *df* of 1, which was found not significant at 0.05 level as the calculated value was found to be less than the table value with *df* 1 at 0.05 level of significance. From this result it can not be said that the number of male text architects for standard IX English

textbook of GSEB is significantly more than the number of female text architects. In the other words it can be said that in terms of text architects for standard IX English textbook, the male domination was found to be by chance and the a true difference between male and female characters was not found.

For lower English textbook of GSEB for standard X, as can be seen from Table 4.4, out of the 11-member team of textbook architects, the numbers of male and female architects were 9 and 2 respectively, which constitute 79.49 per cent and 20.51 per cent respectively. Chi-square test was used to test whether the observed frequency of male and female was different from what was expected on a hypothesis of equal probability. The Chi-square value was found to be 4.45 with *df* of 1, which was also found to be significant at 0.05 level as the calculated value was found to be greater than the table value with *df* 1 at 0.05 level of significance. Therefore, it can be said that the number of male text architects for the English textbook for standard X is significantly more than the number of female text architects. In other words, the team of text architects for standard X English Textbook was predominated by males.

Overall, as Table 4.4 shows, the total male and female architects of lower English textbooks of (GSEB) for secondary level for all three standards (VIII, IX and X) combined were 29 and 9, respectively which constituted 76.32 per cent and 23.68 per cent respectively out of a total of 38 members. The Chi-square test was used to test whether the observed frequencies of male and female text architects were different from that of expected on a hypothesis of equal probability. The Chi-square value was found to be 10.53 with *df* of 1, which was also found to be significant at 0.01 level as the calculated value was found to be greater than the table value with *df* 1 at 0.01 level of significance. From this result it can be concluded that the number of male text architects for secondary level English textbooks of GSEB is significantly more than the number of female text architects. Thus, the teams of text architects for the lower level English textbooks of all three standards were dominated by males.

Thus, when tested statistically, it was found that the teams of text architects of lower level English textbooks of standard VIII and X were dominated by the male sex in various positions such as subject advisors, authors, reviewers, artists, coordinators and lay out and planning experts. However, as the Chi-square test revealed, the male domination of text architects in standard IX textbook was found to be due to chance factor. What could be the causes of the dominance of males as text architects? Is it due to the shortage of female experts for writing secondary level English textbooks? Certainly it was not due to paucity of female textbook architects for secondary standards, for there are many female experts available at each and every level. English experts are also available in the English departments of universities in Gujarat. The major cause of this male domination may be the biased attitude of the selection committee for text experts or may be due to flaws in the procedure of selection of text architects. The male domination in the textbooks is so clear that it can be seen even from the way the names of the female text architects were written. The titles for many of the female names were written in male style. Generally, in India, the formal titles of men are written as Shri/Sri, Mr. and those of women are written as Shrimati (Smt.), Mrs., Ms., Kumari (Kum.). In the lower English secondary textbooks all the names of male textbook experts were written properly, but some of the names of female textbook experts were written with titles reserved for men. For example:

- The name of one of the authors of the English textbook of standard IX, Ms. Giraben Kotak, was written as *Shri* Giraben Kotak.
- The name of the reviewer of English textbook of standard VIII, Ms. Perlinben Christian, was written as *Shri* Perlinben Christian.
- The names of the reviewers of the English textbook of standard IX, Ms. Purnimaben Mehta and Ms. Swatiben Joshi were written as *Shri* Purnimaben Mehta and *Shri* Swatiben Joshi respectively.
- The name of the Coordinator of the English textbook of standard IX, Ms. Miraben Dave, was written as *Shri* Miraben Dave.

These examples cannot be overlooked as typographical or accidental errors; as such errors have occurred in many places. These examples clearly indicate the male dominance in the textbook architects of lower level English textbooks. These are also clear cut examples of the attitude of the administrators in selecting experts for designing and preparing the textbooks for secondary lower English textbooks of GSEB.

English textbooks in secondary stage are meant to help both students and teachers to learn and teach English respectively. As textbooks act as a major tool in the teaching and learning process, they should not be biased in any respect. The textbooks should be fair and provide a balanced view to each and every learner. As more male persons were involved in developing the textbooks, it was possible that the contents of the lessons in these textbooks were also male dominated. Therefore, a detailed analysis of these lessons was carried out to find the sexist biases in the contents of the textbooks, the details of which are presented in the section that follows.

4.1.2 Sex bias in titles and themes of lessons

In order to make the textbooks neutral, there is a need to make titles and themes neutral. In fact, an exemplary textbook should contain equal number of titles and themes giving equal weightage to both the male and the female sex. Therefore, an attempt was made to analyse the lower level English textbooks of secondary standards to find out the sex bias in titles and themes.

Textbooks provide different contents for different purposes. The lower English textbooks of GSEB for the secondary level contained different types of lessons. These lessons contained titles and writings based on specific themes. The details about the types of lessons in the secondary textbooks of standards VIII, IX and X, which were subjected to content analysis, have been presented in Table 4.5.

Table 4.5: Types of lessons in lower English Textbooks of standard VIII, IX and X of GSEB

Sr. No.	Standard	Detailed Studies	Revision Studies	Supplementary Studies	Total
1	VIII	27	5	4	36
2	IX	25	5	4	34
3	X	25	5	4	34
4	Total	77	15	12	104

The contents of the English textbooks of secondary level are provided in the form of detailed studies, revision studies and supplementary studies. As can be seen from Table 4.5, in the lower English textbook of standard VIII, there were 27, 5, and 4 detailed studies, revision studies and self studies respectively. In the lower English textbook of standard IX, there were 25, 5, and 4 detailed studies, revision studies and supplementary studies respectively. Similarly, in the lower English textbook of standard X, there were 25, 5 and 4 detailed studies, revision studies and self studies respectively. An attempt was made to analyse all the secondary English textbooks to find out whether there was any sex bias in the titles and themes of different lessons. As mentioned in the beginning, the content analysis of the English textbooks did not include poems and the revision studies. A detailed analysis of the titles and themes of the lower level English textbooks of standard VIII, IX and X has been presented in the following.

Table 4.6 presents the lesson wise analysis of the lower level English textbook of standard VIII in terms of sex bias in the titles and themes of the lessons.

Table 4.6: Lesson wise analysis of English textbook of standard VIII in terms of sex bias in the titles and themes of the lessons

Lesson No.	Title of the Lesson	Type of Study	Title				Theme				
			Neutral	Male Dominant	Female Dominant	Neutral	Male Dominant	Female Dominant	Neutral	Male Dominant	Female Dominant
1	Let's Begin	D S	Yes			Yes					
2	Hello! I am Vipul	D S		Yes				Yes			
3	Fancy Dress	D S	Yes							Yes	
4	A Picture Book	D S	Yes				Yes				
5	A Picnic	D S	Yes				Yes				
6	Ramu Bhैया	D S		Yes				Yes			
7	A Garden	D S	Yes				Yes				
8	Abdul Chacha's Shop	D S		Yes				Yes			
9	Puzzles	D S	Yes					Yes			
10	Mr Nair's Circus	D S		Yes						Yes	
11	A Railway Station	D S	Yes				Yes				
12	Dr. Jadeja's Hospital	D S	Yes								
13	In the Kitchen	D S	Yes				Yes				
14	Uttrayan	D S	Yes				Yes				
15	At the Zoo	D S	Yes				Yes				
16	In the Library	D S	Yes				Yes				
17	Tina's Telephone	D S			Yes						
18	On the Farm	D S	Yes						Yes		
19	Decorating the Hall	D S	Yes				Yes			Yes	
20	Players and their Kit	D S	Yes				Yes			Yes	
21	Good Manners	D S	Yes				Yes			Yes	
22	A Busy Day	D S	Yes				Yes			Yes	
23	A Thief in the House	D S	Yes				Yes			Yes	
24	The Sports Day	D S	Yes				Yes			Yes	
25	Mohan did not Copy	D S			Yes				Yes		
26	Mango Tree for Grand-Children	D S	Yes				Yes			Yes	
27	Wit and Wisdom	D S	Yes				Yes			Yes	
28	Guru Nanak	S S				Yes				Yes	
29	The Stories of Gopal Bhand	S S				Yes				Yes	
30	The Water	S S				Yes				Yes	
31	A Brave Adivasi Girl	S S						Yes			Yes
Total			22	7	2	10	19	2	2	2	2
Percentage			71.0	22.6	6.4	32.3	61.3	6.4	61.3	6.4	6.4

Note: D S Detailed Studies, S S Supplementary Studies

As can be seen from Table 4.6, the introductory lesson in the English textbook of standard VIII was a detailed study item, titled 'Let's Begin'. The lesson seems neutral from its title. The theme of the lesson was also found neutral. The second lesson 'Hello! I am Vipul' was a detailed study item. The word 'Vipul' the title of the lesson as well as its theme was found male dominant referring only to a male character. The lesson 'Fancy Dress' was a detailed study item and the title was neutral. The theme of the lesson favoured the female sex as it was related to a female character, 'Neeta Desai'. The lesson 'Picture Book' was a detailed study item and clearly the title was neutral. The theme of the lesson was also found to be neutral, as it was mostly related to animals. The lesson 'A Picnic' was neutral in its title and the theme was also found to be neutral as it was related to a conversation between a teacher and an equal number of male and female students. The lesson 'Ramu Bhaiya' has a title which is male dominant. The theme of the lesson was also male dominant as it was found related to the male character, Ramu Bhaiya, and his family and more emphasis was given to male characters. The lesson 'A Garden' was a detailed study item and the title of this lesson and its theme were neutral as the lesson focused on the conversation between a brother and sister. The lesson 'Abdul Chacha's Shop' was also a detailed study item and the title of this lesson was male dominant. The theme of the lesson was also found to be male dominant as it was focused on more male characters. The lesson 'Puzzles' was a detailed study item and the title of this lesson was neutral. However, the theme of the lesson was found to be male dominant as it was focused on more male stereotyped roles. The lesson 'Mr. Nair's Circus' was a detailed study item. Both the theme and the title of this lesson were male dominant as they were focused on Mr. Nair, the male character of the lesson. The lesson 'A Railway Station' was a detailed study item and the title of this lesson as well as the theme was neutral. The lesson 'Dr. Jadeja's Hospital', a detailed study item, was found neutral in terms of its title, because the name Dr. Jadeja could refer to both a male and a female. However, the theme of the lesson was found to be male dominant as it was focused on a male doctor. The lesson 'In the Kitchen' was a detailed study and the title of this lesson was neutral. The theme of the lesson was also found to be neutral as it was focused on both the male and the female sex. The lesson 'Uttarayan' was a detailed study and the title of this lesson was

neutral. The theme of the lesson was also found to be neutral as it was focused on the guests and members of a family. The lesson 'At the Zoo' was a detailed study and the title of this lesson was neutral. The theme of the lesson was also found to be neutral. The lesson 'In the Library' was a detailed study whose title was neutral. The theme of the lesson was also found to be neutral as it was focused on both the male and the female sex. The lesson 'Tina's Telephone' was a detailed study and the title of this lesson was female dominant, but the theme of the lesson was found to be neutral as it gave equal importance to both the sexes. The lesson 'On the Farm' was a detailed study and the title of this lesson was neutral. The theme of this lesson however, was found to be male dominant as it focused more on male characters. The lesson 'Decorating the Hall' was a detailed study item and the title of this lesson was neutral. The theme of the lesson was found to be male dominant as it focused on the male guests and the stereotypical tasks given to female characters. The lesson 'Players and their Kits' was a detailed study item and the title of this lesson was neutral. The theme of the lesson was found to be male dominant as it centered on the discussion of two male players. The lesson 'Good Manners' was a detailed study whose title was neutral, but the theme was found to be male dominant as it focused on two male students. The lesson 'The Busy Day' was a detailed study text whose title was neutral. But, the theme of the lesson was found to be male dominant as it focused on the male character Atul. The lesson 'The Thief in the House' was a detailed study text and the title of this lesson was neutral. But the theme of the lesson was found to be male dominant as it focused on the male characters, like a police inspector, a thief and others who were male characters. The lesson 'The Sports Day' was a detailed study and the title of this lesson was neutral. Despite this, the theme of the lesson was found to be male centered as more emphasis was given to male characters in the lesson. The lesson 'Mohan did not copy' was a detailed study and the title of this lesson was male dominant, as was the theme of the lesson, which centered on characters like inspector, teacher and students who were all males. The lesson 'Mango Tree for Grand Children' was a detailed study and the title of this lesson was neutral. The theme of the lesson, however, was found male dominant as it focused on all characters who were males. The lesson 'Wit and

Wisdom' was a detailed study and the title of this lesson was neutral. The theme of the lesson however, focused on a male character (Mullah Nasruddin).

The lesson 'Guru Nanak' was a supplementary study item and the title of this lesson was male dominant. The theme of the lesson was also found to be male dominated as it was focused on the male characters. The lesson 'The Stories of Gopal Bhand' was a supplementary study item, the title and theme of this lesson were male dominant. The lesson 'Water' was a supplementary study item and the title of this lesson was neutral, but the theme of the lesson was found to be male dominated as more weightage was given to male characters and stereotype roles were assigned to female characters. The lesson 'A Grave Girl' was a supplementary study item and the title of this lesson as well as the theme was female dominant as it was focused on two female characters who helped each other.

Over all, as Table 4.6 shows, in the lower English textbook of standard VIII, out of a total of 31 detailed and supplementary lessons in the textbook, the titles of 22 lessons were neutral, the titles of 7 lessons were male dominant and the titles of only 2 lessons were female dominant. In terms of percentage, the titles of 71 per cent of the total number of lessons analysed were neutral, whereas 22.6 per cent and 6.4 per cent of the titles were male dominant and female dominant titles respectively. So, it may be concluded that in terms of title, the lessons were neutral. However, the percentage of male dominant titles was nearly twice the percentage of female dominant titles. The textbook needs more female dominant titles to make it neutral.

Similarly, as Table 4.6 shows, in terms of themes of lessons, there were 10, 19 and 2 neutral, male dominant and female dominant lessons respectively. In terms of percentage, the themes of 32.3 per cent of the total number of lessons analysed were found to be neutral, whereas the themes of 61.3 per cent of the lessons were found to be male dominant themes and only 6.4 per cent of the lessons had female dominant themes. Thus, it can be said that the English textbook of standard VIII is more male dominant in terms of the themes of the lessons

Table 4.7: Lesson wise analysis of English textbook of standard IX in terms of sex bias in the titles and themes of the lessons

Lesson No.	Title of the Lesson	Type of	Title			Theme		
			Neutral	Male dominant	Female Dominant	Neutral	Male Dominant	Female Dominant
1	Aren't We Lucky	Study	Yes				Yes	
2	To the Shopping Centre	D S	Yes			Yes		
3	Onam	D S	Yes				Yes	
4	Earn While you Learn	D S	Yes			Yes		
5	Tenali Raman	D S		Yes			Yes	
6	A Proud Pandit	D S		Yes			Yes	
7	A Foot Ball Team	D S	Yes				Yes	
8	A Letter	D S	Yes					Yes
9	A Science Fair	D S	Yes				Yes	
10	A Clever Jackal	D S	Yes				Yes	
11	Beautiful Birds	D S	Yes			Yes		
12	A Cheerful Man	D S		Yes			Yes	
13	Neither This or That	D S	Yes			Yes		
14	The Other Side	D S		Yes			Yes	
15	William Tell	D S		Yes			Yes	
16	Learning to Learn	D S	Yes				Yes	
17	An Eclipse	D S	Yes				Yes	
18	Oh Robert !	D S		Yes			Yes	
19	Rules of the Road	D S	Yes			Yes		
20	The Legend of the Sun Flower	D S	Yes				Yes	
21	The Picture Close up	D S	Yes				Yes	
22	English Around Us	D S	Yes			Yes		
23	And the Monkey was Trapped	D S	Yes				Yes	
24	A Nobel Gift	D S	Yes				Yes	
25	The Capital of Gujarat	D S	Yes			Yes		
26	Tagore in Ahmedabad	S S		Yes			Yes	
27	Our National Parks and Sanctuaries	S S	Yes			Yes		
28	Tit for Tat	S S	Yes				Yes	
29	Dr. Bhimrao Ambedkar	S S		Yes			Yes	
Total			20	9	0	8	20	1
Percentage			69.0	31.0	0	27.6	69.0	3.4

Note: D S Detailed Studies, S S Supplementary Studies

Table 4.7 presents the lesson wise analysis of the lower level English textbook of standard IX in terms of sex bias in the titles and themes of the lessons. As can be seen from the table, the title of introductory lesson of the English textbook of standard IX, 'Aren't We Lucky', which was detailed study item, seemed neutral. But the theme of the lesson was found to be male dominant, as most of the characters in it were male. The second lesson 'To the Shopping Centre', was a detailed study item, had a neutral title, but the theme showed male and female characters in stereotyped roles. The lesson 'Onam' was a detailed study and the title was neutral, but the theme of the lesson is found to be male dominant as it was related to more male characters than female ones.

The lesson 'Earn While you Learn' was a detailed study item and clearly the title as well as the theme seemed to be neutral as it showed children of both sexes engaged in some income generating activity to supplement the income of their families. The lesson 'Tenali Raman' was found to be male dominant in both its title and the theme, as it was centered on a male character and his wit and wisdom. The lesson 'A Proud Pandit' was a detailed study item and was male dominant as the theme was focused on male characters. The title of the lesson 'A Football Team', a detailed study item, was found to be neutral. The theme of the lesson however, was found to be male dominant as the principal characters of the lesson were all male players. The lesson 'A Letter' was a detailed study item and the title of this lesson was neutral. The theme of the lesson was found to be female dominant as it was centered on two female characters. The lesson 'A Science Fair' had a neutral title, but had a male dominant theme as it was focused more on male characters than on female ones. The lesson 'The Clever Jackal' was a detailed study item and the title of this lesson was considered as male dominant because the Jackal was portrayed as a male. The theme of this lesson was found male dominant, as all the animals and persons referred to in this lesson (tiger, horse, farmer, etc.) were depicted as male characters. The lesson 'Beautiful Birds' was a detailed study item and the title of this lesson was neutral. The theme of the lesson was also found to be neutral as the third person neuter gender pronoun 'it' was used throughout to refer to the birds described in this lesson. The lesson 'A Cheerful Man' was a detailed study item and the title of this lesson was male dominant. The theme of the lesson was also found to be male dominant as the theme was focused on male characters like, a prince, the cook, the robbers, etc. The lesson 'Neither this nor that' was a detailed study item and the title of this lesson was neutral. The theme of the lesson was also found to be neutral as it was focused on the neutral characters like garden, zoo, cage, birds, etc. The lesson 'The Other Side' was a detailed study and the title of this lesson was neutral. However, the theme of the lesson was found to be male dominant as it was about a male character (Mullah Nassruddin). The lesson 'William Tell' was a detailed study item and the title as well as the theme of this lesson was male dominant, as it described only male characters like, the governor, his soldiers, William and his son. The lesson 'Learning to Learn' was a detailed study item and the title of this lesson was

neutral, but the theme of the lesson was found to be male dominant as it focused on a male character, Thomas Edison. The lesson 'An Eclipse' was a detailed study item and the title of this lesson was neutral, but the theme of the lesson was related to two male characters, an uncle and his nephew. The lesson 'Oh Robert' was a detailed study item and the title of this lesson was male dominant. The theme of this lesson was also found to be male dominant as it focused on male characters like, a servant, a doctor, a son, etc. The lesson 'Rules of the Road' was a detailed study item and the title of this lesson as well as its theme was found to be neutral as it focused on information about traffic rules. The lesson 'The legend of the Sun Flower' was a detailed study item and the title of this lesson was neutral. But the theme of the lesson was found to be male dominant as it focused on the male character, the Sun. The lesson 'The Picture Goes up' was a detailed study item and the title of this lesson was neutral. However, the theme of the lesson was found to be male dominant. The lesson 'English Around Us' was a detailed study item and the title of this lesson was neutral. The theme of the lesson was also found to be neutral. The lesson 'And the Monkey was Trapped' was a detailed study item and the title of this lesson was neutral. The theme of the lesson however, was found to be male dominant as it was focused on the male characters like the monkey catcher, the Sarpanch, etc. The lesson 'A Noble Gift' was a detailed study item and the title of this lesson was neutral. The theme of the lesson was found to be male dominant. Though the lesson began as a story of a small girl, it centred on male characters like, Lord Buddha, the priest, etc. The lesson 'The Capital of Gujarat' was a detailed study item and the title of this lesson was neutral. The theme of the lesson was also found to be neutral as it was an informative lesson about Gandhinagar, the capital of Gujarat. The lesson 'Tagore in Ahmedabad' was a supplementary study item and the title of this lesson as well as the theme was male dominant as it was focused on Tagore and his brother. The lesson 'Our National Parks and Sanctuaries' was a supplementary study item and the title of this lesson was neutral. The theme of the lesson was also found to be neutral. The lesson 'Tit for Tat' was a supplementary self study item and the title of this lesson was neutral. The theme of the lesson was found to be male dominant as it focused on the male characters like merchants, a king and his male courtiers. The

lesson 'Dr. Bhimrao Ambedkar' was a supplementary study item and the title and the theme of this lesson were male dominated.

Thus it is evident from Table 4.7, that there were 20 neutral and 9 male dominated lessons in respect of their titles in the lower English textbook for standard IX. There was not a single lesson out of a total of 25 detailed studies and 4 supplementary studies which had female dominant title. In terms of percentage, the titles of 69 per cent of the total number of lessons analysed were found to be neutral, whereas, 31 percent of the lessons had male dominant titles. This shows that the majority of the lessons, at least with respect to their titles, were neutral. However, as far as the theme of the lessons were concerned, as Table 4.7 shows, there were 8 neutral, 20 male dominant and only one female dominant lessons. In terms of percentage, the theme of 27.6 per cent of the number of total lessons analysed were neutral, whereas 69 per cent and 3.4 per cent of the lessons had male dominant themes and female dominant themes respectively. Thus, in terms of their theme, the majority of the lessons in the textbook of standard IX were found to be male dominant.

Table 4.8 presents the lesson wise analysis of the lower level English textbook of standard X in terms of sex bias in the titles and themes of the lessons. As can be seen from Table 4.8, the introductory lesson of standard X lower English textbook was 'Test Your General Knowledge', which was a detailed study item. The lesson seemed neutral from its title, but the theme of the lesson was found to be male dominant, as most of the characters in the lesson were males, there were four male characters and only one female character. The second lesson 'Muharam' was a detailed study item. The title of the lesson seemed neutral. But the theme of the lesson was male dominant as the principal characters were males. The lesson 'I Should, I Will' was a detailed study item, the title and the theme of the lesson were neutral.

Table 4.8: Lesson wise analysis of English textbook of standard X in terms of sex bias in the titles and themes of the lessons

Lesson No.	Title of the Lesson	Type of Study	Title			Theme		
			Neutral	Male Dominant	Female Dominant	Neutral	Male Dominant	Female Dominant
1	Test Your General Knowledge	D S	Yes			Yes		
2	Muharam	D S	Yes			Yes		
3	I Should I Will	D S	Yes					
4	The Glass Eye	D S	Yes			Yes		
5	Gulliver in Lilliput	D S		Yes		Yes		
6	An Act of Service	D S	Yes			Yes		
7	Strange but True	D S	Yes			Yes		
8	Olympics- The Festival of Sports	D S	Yes			Yes		
9	Rajasthan	D S	Yes			Yes		
10	Orpheus and Euridice	D S	Yes			Yes		
11	I am Afraid I've Broken it	D S	Yes			Yes		
12	Have You Heard This one	D S	Yes			Yes		
13	The Tireless Pump	D S	Yes			Yes		
14	Nicholas Writes to Jaikrishna	D S		Yes			Yes	
15	The Prodigal Son	D S		Yes			Yes	
16	Lindbergh's Adventure	D S		Yes			Yes	
17	A Sincere Worker but a Forgetful Husband	D S		Yes			Yes	
18	Anwar Helps a Foreigner	D S		Yes			Yes	
19	Vaishali at the Police Station	D S		Yes	Yes		Yes	
20	How Much Land does a Man Need	D S		Yes			Yes	
21	A Visit to The CSMCRI	D S	Yes			Yes		
22	Prevention of Cruelty to Animals	D S	Yes			Yes		
23	The Indian Village- Then and Now	D S	Yes			Yes		
24	Sagar Becomes Self-Reliant	D S		Yes			Yes	
25	Atlanta Race	D S		Yes			Yes	Yes
26	Some Word Origins	S S		Yes			Yes	
27	Suleman Patel The Lion of Camera	S S		Yes			Yes	
28	The Spirit of Sacrifice	S S	Yes			Yes		
29	Computers the Thinking Machines	S S	Yes			Yes		
Total			18	09	02	10	17	02
Percentage			62.1	31.0	6.9	34.5	58.6	6.9

Note: D S Detailed Studies, S S Supplementary Studies

The detailed lesson 'Gulliver in Lilliput' was found male dominant in its title and theme as it dealt with only male characters, like sailor, (male) doctor, king, etc. The lesson 'An Act of Service' was a detailed study item and the title was neutral. The theme of the lesson was male dominant as it was related with all male characters. The lesson 'Strange but True' was a detailed study item whose title was found neutral. The theme of the lesson was also found to be neutral as equal emphasis was given to both male and female characters. The lesson 'Olympics - The Festival of Sports' was a detailed study item and the title of this lesson was neutral. The theme of the lesson was also found to be neutral as the lesson was related with the information about the Olympic Games. Similarly, the information based lesson 'Rajasthan' was a detailed study item and both the title and the theme of this lesson were found to be neutral. The lesson 'Orpheus and Eurydice' was a detailed study item and the title of this lesson was neutral. The theme of the lesson was also found to be neutral. The lesson 'I am Afraid, I've Broken it' was a detailed study item and the title of this lesson was neutral. The theme of the lesson was also found to be neutral as it was related with stereotype roles of both male and female characters. The lesson 'Have You Heard This One' was a detailed study item and the title of this lesson was neutral. The theme of the lesson was found to be male dominant as it was focused on male characters like, Mullah Nassruddin and a male shopkeeper. The lesson 'The Tireless Pump' was a detailed study item and the title of this lesson was neutral. The theme of the lesson was found to be male dominant as it was focused on characters like doctors and patients who were males. The lesson 'Nicholas Writes to Jaikrishna' was a detailed study item and the title of this lesson was obviously male dominant. The theme of the lesson was also found to be male centered as it was about a boy who writes a letter about his school curriculum to his friend who is also a male. The lesson 'The Prodigal Son' was a detailed study item and the title of this lesson as well as the theme was male dominant. The lesson 'Lindbergh's Adventure' was a detailed study item and the title of this lesson as well as the theme was male dominant as it was focused on a male aviator and his adventure. The lesson 'A Sincere Worker but a Forgetful Husband' was a detailed study item and the title of this was lesson and its theme were also male dominant, as it was a story of a forgetful husband who forgot his marriage anniversary. The lesson 'Anwar Helps a

Foreigner' was a detailed study item and true to its title, the lesson as well as its theme was male dominant, centered on the male character, Anwar. The lesson 'Vaishali at the Police Station' was a detailed study item. Though the title of this lesson was female dominant due to the mention of the name of a female character, Vaishali, the theme was found to be male dominant as it was focused on a boy scout who helped a little girl who had lost her way to find her house. The lesson 'How Much Land Does a Man Need?' was a detailed study item and the title of this lesson was found male dominant, due to the use of the word 'man'. The theme of the lesson was also found to be male centered as it was focused on the male character i.e. a greedy man who became a rich land lord. The lesson 'A Visit to CSMCRI' was a detailed study item and the title of this lesson was neutral. The theme of the lesson was also found to be neutral as equal importance was given to both male and female characters. The lesson 'Prevention of Cruelty to Animals' was a detailed study item and the title of this lesson was neutral. The theme of the lesson was also found to be neutral as equal weightage was given to both the male and female characters in the lesson. The lesson 'The Indian Village - Then and Now' was a detailed study item and the title of this lesson was neutral. The theme of the lesson was also found to be neutral as it was based on the information about Indian villages. The lesson 'Sagar Became Self-Reliant' was a detailed study item and the title of this lesson was male dominant. The theme of the lesson was also found to be male centered as a male character was the focus of the lesson. The lesson 'Atlanta's Race' was a detailed study item and the title of this lesson was female dominant due to the female name Atlanta. The theme of the lesson was also found to be female dominant, as it was about the story of a female character. The lesson 'Some Word Origins' was a supplementary study item and the title of this lesson was neutral. However the theme of the lesson was found to be male dominated as it was focused on some male characters. The lesson 'Suleman Patel: The Lion of Camera' was a supplementary study item and the title of this lesson was male dominated. The theme of the lesson was also found to be male dominated as it was about a male photographer. The lesson 'The Spirit of Sacrifice' was a supplementary self study item and the title of this lesson was neutral. The theme of the lesson was found to be male centered as it was focused more on male characters, though there was also a female character. The

lesson 'Computers - The Thinking Machines' was a supplementary self study item and the title of this lesson was neutral. The theme of the lesson was also found to be neutral as it was based on the present and past computers.

Overall, as also evident from Table 4.8, the titles and themes of the lessons in the English textbook of standard X were male dominant. Out of 25 detailed and 4 supplementary studies in the textbook, the titles of 18 were neutral, 9 were male dominant and 2 female dominant. In terms of percentage, the titles of 62.1 per cent of the total lessons analysed were found to be neutral, whereas 31 per cent had male dominant titles and only 6.9 per cent had female dominant titles. Thus, the analysis reveals that majority of the lessons were neutral. However, the percentage of lessons with male dominant titles was much higher than those which had female dominant titles. Analysis of the lessons on the basis of their themes also showed a similar finding. As can be seen from Table 4.8, with regard to their themes, there were 10 neutral, 17 male dominant and 2 female dominant lessons. When expressed in percentage, the themes of 34.5 per cent of the total lessons analysed were neutral, whereas male dominant themes and female dominant themes were found in 58.6 per cent and 6.9 per cent of the lessons respectively. Thus, it can be concluded that the textbook of standard X contained male dominant themes.

In terms of their title, a large number of lessons in the lower English textbooks of all the three standards were found to be neutral as 71 per cent, 69 per cent and 62.1 per cent of the titles of the lessons were found to be neutral in the textbooks of standard VIII, IX and X respectively. It is good to find more lessons with neutral titles. However, apart from the lessons with neutral titles, a significant number of lessons in the textbooks of all the three standards were found to be male dominant with regard to their titles, with 22.6 per cent, 31 per cent and 31 per cent of the lessons in standard VIII, IX and X respectively having male dominant titles. The divergence of observed frequencies for sex neutral, male dominant and female dominant lessons in terms of their titles from those expected on the equal probability were tested using Chi-square test to find whether the observed frequencies were true or due to chance factor. Table 4.9 presents the findings of the Chi-square analysis.

Table 4.9: Distribution of lessons of English textbooks of standards VIII, IX and X on the basis of neutrality, male or female dominance in their titles with the Chi-Square test results against Equality Hypothesis and its level of Significance

Sr. No.	Standard	Titles of lessons			Total	Chi-Square	Significance Level
		Neutral	Male Dominant	Female Dominant			
1	VIII	22 <i>71.0</i> (10.33)	07 <i>22.6</i> (10.33)	02 <i>6.4</i> (10.33)	31	21.04	0.01
2	IX	20 <i>69.0</i> (9.67)	09 <i>31.0</i> (9.67)	0 <i>0</i> (9.67)	29	20.83	0.01
3	X	18 <i>62.1</i> (9.67)	09 <i>31.0</i> (9.67)	02 <i>6.9</i> (9.67)	29	13.38	0.01
4	Total	58 <i>65.17</i> (29.67)	27 <i>30.34</i> (29.67)	04 <i>4.49</i> (29.67)	89	49.5	0.01

Note: Figures in bold and italics indicate the percentage of the observed frequencies. Figures in the brackets indicate the expected frequencies.

As can be seen from Table 4.9, for standard VIII, the chi-square value was found to be 21.04 for *df* 2. This chi-square value was found to be significant at 0.01 level of significance, as the calculated value was found to be more than the table value at 0.01 level with *df* of 2. Therefore, the divergence of observed frequencies from the expected frequencies on the basis of equality probability was found to be true, rejecting the equal occurrence hypothesis. So it can be said that the observed frequencies were not distributed equally among the three categories and the observed frequencies were found to be more in one or two categories. Obviously, a significantly higher number of lessons were found to be neutral in terms of their titles. Apart from this neutral category, the rest of the lessons were found to be male dominated in terms of their titles.

For standard IX, the Chi-square value was found to be 20.83 for *df* 2. This Chi-square value was found to be significant at 0.01 level of significance, as the calculated value was found to be more than the table value at 0.01 level with *df* of 2. Therefore, the divergence of observed frequencies from the expected frequencies on the basis of equality probability was found to be true rejecting the equal occurrence hypothesis. So, it can be said that the observed frequencies were not distributed equally among the

three categories and the observed frequencies were found to be more in one or two categories. Obviously, a significantly more number of lessons were found to be neutral in terms of their titles. Apart from this neutral category, the rest of the lessons were found to be male dominant in terms of their titles.

For standard X, the Chi-square value was found to be 13.38 for *df* 2. This Chi-square value was found to be significant at 0.01 level of significance, as the calculated value was found to be more than the table value at 0.01 level with *df* of 2. Therefore, the divergence of observed frequencies from the expected frequencies on the basis of equality probability was found to be true rejecting the equal occurrence hypothesis. So it can be said that the observed frequencies were not distributed equally among the three categories and the observed frequencies were found to be more in one or two categories. Obviously, a significantly more number of lessons were found to be neutral. Apart from this neutral category, the rest of the lessons were found to be male dominated in terms of their titles.

Combining the all the titles of lessons analysed from the textbooks standards VIII, IX and X, the Chi-square value was found to be 49.5 with a *df* of 2. This Chi-square value was found to be significant at 0.01 level of significance, as the calculated value was found to be more than the table value at 0.01 level with *df* of 2. Therefore, the divergence of observed frequencies from the expected frequencies on the basis of equality probability was found to be true rejecting the equal occurrence hypothesis. So it can be said that the observed frequencies were not distributed equally among the three categories and the observed frequencies were found to be more in one or two categories. Obviously a significantly more number of lessons were found to be neutral. Apart from this neutral category, the rest of the lessons were found to be more male dominant in terms of their titles as 30.34 per cent lessons were found to be male dominant and only 4.49 per cent lessons were found to be female dominant. Thus the Chi-square tests showed that the lessons of the lower English textbooks of GSEB of all three standards (VIII, IX and X) were male dominated in terms of their titles.

Table 4.10: Distribution of lessons of English textbooks of standards VIII, IX and X on the basis of neutrality, male or female dominance in their themes with the Chi-Square test results against Equality Hypothesis and its level of Significance

Sr. No.	Standard	Neutral	Male Dominant	Female Dominant	Total	Chi-Square	Significance Level
1	VIII	10 32.3 (10.33)	19 61.3 (10.33)	2 6.4 (10.33)	31	14.08	0.01
2	IX	08 22.6 (9.67)	20 69.0 (9.67)	01 3.4 (9.67)	29	19.18	0.01
3	X	10 34.5 (9.67)	17 58.6 (9.67)	02 6.9 (9.67)	29	11.73	0.01
4	Total	28 31.46 (29.67)	56 62.92 (29.67)	05 5.62 (29.67)	89	43.97	0.01

Note: Figures in bold and italics indicate the percentage of the observed frequencies. Figures in the brackets indicate the expected frequencies

In terms of the theme of the lessons, a large number of lessons in the lower English textbooks of standards VIII (61.3 per cent), IX (69 per cent) and X (58.6 per cent) were found to be male dominant. The divergence of observed frequencies for sex neutral, male dominant and female dominant lessons in terms of their themes from those expected on the equal probability were tested using Chi-square test to find whether the observed frequencies were true or due to chance factor.

For standard VIII, the Chi-square value was found to be 14.08 for *df* 2. This chi-square value was found to be significant at 0.01 level of significance, as the calculated value was found to be more than the table value at 0.01 level with *df* of 2. Therefore, the divergence of observed frequencies from the expected frequencies on the basis of equality probability was found to be true rejecting the equal occurrence hypothesis. So it can be said that the observed frequencies were not distributed equally among the three categories and the observed frequencies were found to be more in one or two categories. Obviously a significantly more number of lessons were found to be male dominant (61.3 per cent) in terms of their themes.

For standard IX, the Chi-square value was found to be 19.08 for *df* 2. This Chi-square value was found to be significant at 0.01 level of significance, as the calculated

value was found to be more than the table value at 0.01 level with *df* of 2. Therefore, the divergence of observed frequencies from the expected frequencies on the basis of equality probability was found to be true rejecting the equal occurrence hypothesis. Thus it can be said that the observed frequencies were not distributed equally among the three categories and the observed frequencies were found to be more in one or two categories. Obviously a significantly more lessons were found to be male dominant (69 per cent) in terms of their themes.

For standard X, the Chi-square value was found to be 11.73 for *df* 2. This Chi-square value was found to be significant at 0.01 level of significance, as the calculated value was found to be more than the table value at 0.01 level with *df* of 2. Therefore, the divergence of observed frequencies from the expected frequencies on the basis of equality probability was found to be true rejecting the equal occurrence hypothesis. So it can be said that the observed frequencies were not distributed equally among the three categories and the observed frequencies were found to be more in one or two categories. Obviously a significantly higher number of lessons were found to be male dominant (58.6 per cent) in terms of their themes.

Combining the observed lessons for the standards VIII, IX and X, the chi-square value was found to be 43.97 for all the secondary lower English textbooks in terms of the lesson titles with a *df* of 2. This chi-square value was found to be significant at 0.01 level of significance as the calculated value was found to be more than the table value at 0.01 level with *df* of 2. Therefore, the divergence of observed frequencies from the expected frequencies on the basis of equality probability was found to be true rejecting the equal occurrence hypothesis. So it can be said that the observed frequencies were not distributed equally among the three categories and the observed frequencies were found to be more in one or two categories. Obviously a significantly more number of lessons were found to be male dominant (62.92. per cent). Thus, the Chi-square tests found that the lower English textbooks of all three standards (VIII, IX and X) were male dominant in terms of their themes.

Thus, it may be concluded that the lessons of the lower English textbooks of standard VIII, IX and X were male dominant in terms of their themes, even if they appeared to be neutral in terms of their titles. A detailed analysis of each lesson of these textbooks was done to find out the male dominance in the content of the lessons. The findings that emerged from the detailed analysis are presented in section 4.1.4.

4.1.3 Number of male and female characters in pictures and illustrations in the lessons

Pictures and illustrations in the textbooks serve the purpose of helping the readers to better understand the person, events, situations, etc., that have been described in the text. However, there is also the likelihood of the sex bias in the text to be transferred to the pictures and illustrations in the textbooks. Research on sexist biases in textbooks have shown that the pictures of girls and women in the textbooks are not only fewer in number, but they also convey sexist biases (Kelkar, Tamboli, and Pore, 1976; Crystal, 1987). Therefore, the present study also made an attempt to examine the representation of female characters in the lessons of the lower level English textbooks of standard VIII, IX, and X.

Table 4.11, presents the number and percentage of illustrations and pictures occurring in the lower level GSEB English textbook of standard VIII. As can be seen from the table, out of a total 160 illustrations appearing in the textbooks of standard VIII, 98 (61 per cent) were of males, while 62 (39 per cent) were of females.

Table 4.11: Number of pictures and illustrations occurring in the (lower level) GSEB English textbook of standard VIII
Lesson No.

	Total no. of illustrations	Illustrations				Total no. of pictures	Pictures						
		Males		Females			Males		Females				
		N	%	N	%		N	%	N	%			
D.S.													
1	11	8	72.7	3	27.3	21	15	71.4	6	28.6			
2	7	5	62.5	2	25.0	19	15	78.9	4	21.1			
3	-	-	-	-	-	-	-	-	-	-			
4	3	1	33.3	2	66.7	15	8	53.3	7	46.7			
5	9	5	55.6	4	44.4	17	10	58.8	7	41.2			
6	4	2	50.0	2	50.0	13	8	61.5	5	38.5			
7	4	2	50.0	2	50.0	4	2	50.0	2	50.0			
8	4	3	75.0	1	25.0	4	2	50.0	2	50.0			
9	4	2	50.0	2	50.0	6	4	66.7	2	33.3			
10	4	3	75.0	1	25.0	6	5	83.3	1	16.7			
11	15	15	100.0	0	0.0	10	7	70.0	3	30.0			
12	2	1	50.0	1	50.0	5	4	80.0	1	20.0			
13	4	2	50.0	2	50.0	8	5	62.5	3	37.5			
14	5	3	60.0	2	40.0	6	4	66.7	2	33.3			
15	4	2	50.0	2	50.0	4	2	50.0	2	50.0			
16	6	2	33.3	4	66.7	5	3	60.0	2	40.0			
17	5	3	60.0	2	40.0	1	1	0.0	1	100.0			
18	6	3	50.0	3	50.0	14	7	50.0	7	50.0			
19	7	3	42.9	4	57.1	6	2	33.3	4	66.7			
20	3	3	100.0	0	0.0	7	7	100.0	0	0.0			
21	8	4	50.0	4	50.0	7	6	85.7	1	14.3			
22	4	3	75.0	1	25.0	4	3	75.0	1	25.0			
23	5	3	60.0	2	40.0								
24	6	3	50.0	3	50.0	13	13	100.0	0	0.0			
25	6	3	50.0	3	50.0	0	0		0	0.0			
26	6	5	83.3	1	16.7	3	3	100.0	0	0.0			
27	4	1	25.0	3	75.0	1	1	100.0	0	0.0			

Table 4.11: (Continued)

Lesson No.	Total no. of illustrations	Illustrations				Total no. of pictures	Pictures						
		Males		Females			Males		Females				
		N	%	N	%		N	%	N	%			
S.S.													
1	4	3	75.0	1	25.0	1	100.0	0	0.0				
2	3	2	66.7	1	33.3	4	75.0	1	25.0				
3	5	3	60.0	2	40.0								
4	2	0	0.0	2	100.0	2	0.0	0	0.0				
Total	160	98	61.25	62	38.75	206	68.0	140	32.0	66	32.0		

Note: D S Detailed Studies, S S Supplementary Studies

Similarly, as Table also evident from Table 4.11, a total of 206 pictures of human characters appear in the textbook of standard VIII. Of these 206 pictures, 140 (68 per cent) are that of males and only 66 (32 per cent) are that of females.

Table 4.12, presents the number and percentage of illustrations and pictures occurring in the lower level GSEB English textbook of standard IX. As can be seen from the table, out of a total 81 illustrations appearing in the textbooks of standard IX, 55 (67.9 per cent) were of males, while 26 (32.1 per cent) were of females. The same was the case with the number of pictures of males and females. Out of 74 pictures occurring in the textbook of standard IX, 56 (75.7 per cent) were pictures of male characters and only 18 (24.3 per cent) of the pictures depicted female characters.

Table 4.12: Number of pictures and illustrations occurring in the (lower level) GSEB English textbook of standard IX

Lesson No.	Illustration				Pictures					
	Total no. of illustrations	Males		Females		Total no. of pictures	Males		Females	
D.S.		No	%	No	%		No	%	No	%
1	9	9	100.0	0	0.0	2	2	100.0	0	0.0
2	3	1	33.3	2	66.7	3	1	33.3	2	66.7
3	9	6	66.7	3	33.3	6	5	83.3	1	16.7
4	4	2	50.0	2	50.0	3	2	66.7	1	33.3
5	5	4	80.0	1	20.0	3	3	100.0	0	0.0
6	2	2	100.0	0	0.0	8	6	75.0	2	25.0
7	4	2	50.0	2	50.0	9	8	88.9	1	11.1
8	2	0	0.0	2	100.0	8	4	50.0	4	50.0
9	3	2	66.7	1	33.3	7	5	71.4	2	28.6
10	3	1	33.3	2	66.7	1	1	100.0	0	0.0
11	--	--	--	--	--	--	--	--	--	--
12	3	3	100.0	0	0.0	3	3	100.0	0	0.0
13	4	2	50.0	2	50.0	4	2	50.0	2	50.0
14	1	1	100.0	0	0.0	1	1	100.0	0	0.0
15	3	3	100.0	0	0.0	11	10	90.9	1	9.1
16	3	2	66.7	1	33.3	--	--	--	--	--
17	2	2	100.0	0	0.0	--	--	--	--	--
18	6	5	83.3	1	16.7	--	--	--	--	--
19	--	--	--	--	--	--	--	--	--	--
20	4	2	50.0	2	50.0					

Table 4.12: (Continued)

Lesson No.	Illustration					Pictures				
	Total no. of illustrations	Males		Females		Total no. of pictures	Males		Females	
D.S.		No	%	No	%		No	%	No	%
21	5	3	60.0	2	40.0	5	3	60.0	2	40.0
22	2			2	100.0	--	--	--	--	--
23	4	3	75.0	1	25.0	--	--	--	--	--
S.S.										
1	--	--	--	--	--	--	--	--	--	--
2	--	--	--	--	--	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--	--
	--	--	--	--	--	--	--	--	--	--
Total	81	55	67.9	26	32.1	74	56	75.7	18	24.3

Note: D S Detailed Studies, S S Supplementary Studies

Table 4.13, presents the number and percentage of illustrations and pictures occurring in the lower level GSEB English textbook of standard X. The table shows that out of a total 122 illustrations appearing in the textbooks of standard X, 98 (80.3 per cent) were of males, while only 24 (19.7 per cent) were of females. The textbook of standard X did not contain pictures

Overall, the analysis revealed that female characters were underrepresented in the illustrations and pictures in the textbooks, and their number decreased in the textbooks of the higher level and pictures of female characters were conspicuous by their absence in the textbooks of standard X

Table 4.13: Number of pictures and illustrations occurring in the (lower level) GSEB English textbook of standard X

Lesson No.	Total no. of illustrations	Illustration				Total no. of pictures	Pictures			
		Males		Females			Males		Females	
		No	%	No	%		No	%	No	%
D.S.										
1	5	64	80.0	1	20.0	--	--	--	--	--
2	7	6	85.7	1	14.3	--	--	--	--	--
3	--	--	--	--	--	--	--	--	--	--
4	32	32	100.0	0	0.0	--	--	--	--	--
5	2	2	100.0	0	0.0	--	--	--	--	--
6	4	4	100.0	0	0.0	--	--	--	--	--
7	6	3	50.0	3	50.0	--	--	--	--	--
8	6	5	83.3	1	16.7	--	--	--	--	--
9	--	--	--	--	--	--	--	--	--	--
10	3	2	66.7	1	33.3	--	--	--	--	--
11	3	2	66.7	1	33.3	--	--	--	--	--
12	3	3	100.0	0	0.0	--	--	--	--	--
13	5	4	80.0	1	20.0	--	--	--	--	--
14	2	1	50.0	1	50.0	--	--	--	--	--
15	3	3	100.0	0	0.0	--	--	--	--	--
16	2	2	100.0	0	0.0	--	--	--	--	--
17	3	1	33.3	2	66.7	--	--	--	--	--
18	4	3	75.0	1	25.0	--	--	--	--	--
19	5	3	60.0	2	40.0	--	--	--	--	--
20	2	2	100.0	0	0.0	--	--	--	--	--
21	11	8	72.7	3	27.3	--	--	--	--	--
22	2	1	50.0	1	50.0	--	--	--	--	--
23	--	--	--	--	--	--	--	--	--	--
24	6	3	50.0	3	50.0	--	--	--	--	--
S S										
1	--	--	--	--	--	--	--	--	--	--
2	2	2	100.0	0	0.0	--	--	--	--	--
3	4	2	50.0	2	50.0	--	--	--	--	--
4	--	--	--	--	--	--	--	--	--	--
Total	122	98	80.3	24	19.7	--	--	--	--	--

Note: D S Detailed Studies, S S Supplementary Studies

4.1.4 Roles of male and female characters in the lessons

In addition to the analysis of number of male and female characters appearing in the illustrations and pictures in the textbooks, an attempt was also made to find out the kind of roles that these characters are portrayed in. Therefore all the human characters appearing in the books of standard VIII, IX and X were listed along with the role in which they were portrayed in the lessons. Table 4.14 presents the varied professions that male and female characters have been shown in the textbooks of standard VIII, IX and X. It is very clear from the table that the number of female characters in a profession is very less. In the textbook of standard VIII, there are only 40 female characters, they are mostly students and some of them are in the role of teacher, nurse and queen and princess.

In the textbook of standard IX and X the number of female characters in professions is still much lower at 7 in each textbook. Here women are mostly in the education related professions of teacher, principal, librarian. Only one female character is portrayed as freedom fighter.

The findings of the present study are consistent with the study conducted by Kelkar and colleagues (1976) who also found female characters to be grossly under-represented in professional roles. Their study also found women in limited variety of roles such as housewives (the majority), students, domestic helpers, servants, queens, doctor and writer.

Women appeared more frequently in the roles of family members as mothers (14), sisters (4), daughters (4), aunts (5), as a mother-in-law (1) and a wife (1) in the textbooks of all three standards combined (29). The number of such characters was 12, 9 and 8 in the textbooks of standard VIII, IX and X respectively.

Table 4.14: Types of professional roles of male and female characters in the GSEB English textbooks of standard VIII, IX and X

Type of portrayal/role	Std. VIII		Std. IX		Std. X		Total
	Males	Females	Males	Females	Males	Females	
Housewife	1	1	1	1	1	1	1
Student/scouts	35	19	10	6	10	6	70
Doctor	2	1	1	1	1	1	4
Nurse	3	3	1	1	1	1	3
Scientist	3	3	1	1	1	1	1
Principal	4	8	2	2	3	3	5
Teacher/scout teacher/librarian	1	2	4	1	3	1	18
King/Prince/Queen/Princess/Noble man	1	1	4	1	3	1	11
Soldier/guard/archer	5	1	1	1	8	1	5
Police man/inspector/education inspector	3	1	1	1	2	1	14
Farm owner/Farmer/gardner	1	1	1	1	1	1	6
Public relations officer	1	1	1	1	1	1	1
Land buyer	5	3	1	1	2	1	1
Shopkeeper/grocer/vendor/hawker/newspaperman/bookseller	3	2	1	1	2	1	7
Driver	2	1	1	1	1	1	3
Conductor	1	1	1	1	1	1	2
Ticket collector	2	1	1	1	1	1	1
Porter	1	1	1	1	1	1	2
Cook	5	3	1	1	1	1	2
Circus employee/ringmaster/clown/jester	2	2	3	1	1	1	5
Blacksmith/boatman/barber/monkey catcher	33	4	4	1	1	1	3
Thief/robber/bandits	1	1	1	1	1	1	6
Sportsmen/players/playing games	1	1	1	1	1	1	40
Quiz master	1	1	1	1	1	1	1
Writer/playwright	1	1	1	1	1	1	1
Pilot	1	1	1	1	1	1	1
Industrialist/merchant/businessman	1	1	1	1	1	1	3
Post master	1	1	1	1	1	1	1

Table 4.14: (Continued)

Type of portrayal/role	Std. VIII		Std. IX		Std. X		Total
	Males	Females	Males	Females	Males	Females	
Tourist guide	-	-	-	-	1	-	1
Sailor/Ship captain	-	-	-	-	31	-	31
Manager	-	-	-	-	2	-	2
Mill/factory worker	-	-	1	-	-	-	1
Typist	-	-	-	-	1	-	1
Clerk/peon	1	-	-	-	1	-	2
Musicians	-	-	-	-	1	-	1
Patriots	2	1	-	-	2	1	6
Social reformers	2	1	-	-	-	-	3
Priest/Holy men/religious leader/wise persons/philosopher/saint	2	-	4	2	2	-	10
Prime minister	-	-	-	-	1	-	1
Sarpanch	-	-	1	-	-	-	1
Photographer/ornithologist	-	-	-	-	2	-	2
Total number of characters having a profession	115	40	34	7	77	7	280

4.1.5 Detailed lesson wise content analysis of lower level English textbooks

The findings from the content analysis presented in the previous sections gave the overall picture with regard to the sex bias existing in the lower level English textbooks of standard VIII, IX, and X. This section presents a detailed analysis of each lesson in the GSEB lower level English textbooks of standard VIII, IX and X.

4.1.5.1 Analysis of English textbook of standard VIII

There were 27 prose lessons, four supplementary lessons and six poems in the English textbook of standard VIII (lower level). The content analysis of all the prose lessons and supplementary lessons were carried out separately to find out the elements of sexist bias.

Contents of English text book of Standard VIII

Detailed lessons

Let's Begin

- 1 Hello! I am Vipul
2. Fancy Dress
3. A Picture Book
- 4 Time for School
5. A Picnic
- 6 Ramu Bhaiya
- 7 A Garden
8. Abdul Chacha's Shop
- 9 Puzzles
- 10 Mr. Nair's Circus
11. A Railway Station
- 12 Dr Jadeja's Hospital
13. In the Kitchen
14. Uttarayan
15. At the Zoo

- 16 In the Library
- 17 Tina's Telephone
- 18 On the farm
- 19 Decorating the Hall
- 20 Players and Their Kit
21. Good Manners
22. A Busy Day
- 23 A thief in the house
24. The Sports Day
- 25 Mohan did not Copy
- 26 Mango Tree for Grand Children
27. Wit and Wisdom

Supplementary Lessons

1. Guru Nanak
- 2 The Stories of Gopal Bhand
- 3 The Water (One act Play)
4. A Brave Adivasi Girl

The presence of more male dominant and less female dominant words or vice versa in the lessons make the respective sentences biased towards a specific sex. Though it may not be possible to put all the neutral words and sentences, there is a need to add nearly equal number of male and female dominant words and sentences so that neutrality is maintained. Therefore an analysis of the words and sentences in each lesson of the English textbook was carried out, the findings of which are given below.

Detailed Lessons

Lesson 1: 'Hello, I am Vipul'

There were 56 words and 15 sentences in this lesson. There were six male dominant words and six female dominant words, out of the total male-female dominant words, which were found to be 50 per cent for each sex. Eight sentences were found to be male dominant and six sentences were found to be female dominant. The male dominant sentences were found to be 57.14 per cent and female dominant sentences were found to be 42.86 per cent of the total dominant sentences. Male dominant sentences were found to be 14.28 per cent more than the female dominant sentences. The lesson was found to be male dominated as more male dominant words and sentences were found in it. Some of the examples of female dominant and male dominant words and sentences are given below.

Male dominant words: Vipul, Yusuf, Mohan, Suresh, Kirit and Raval.

Female dominant words: Neha, she, Asha, Nayak, Mrs.Yadhav, Miss Desai, Miss Doshi.

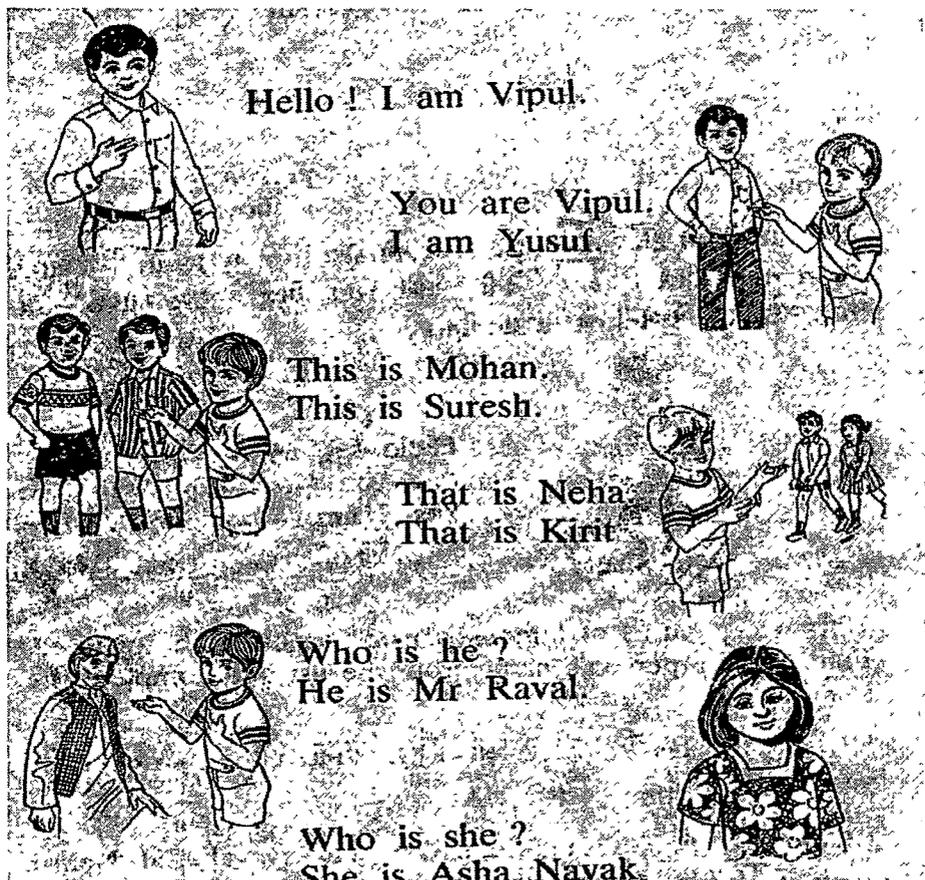
Male dominant sentences:

- I am Vipul
- I am Yusuf
- This is Suresh
- He is Mr. Raval
- Who is he?
- That is Kirit.
- You are Vipul.

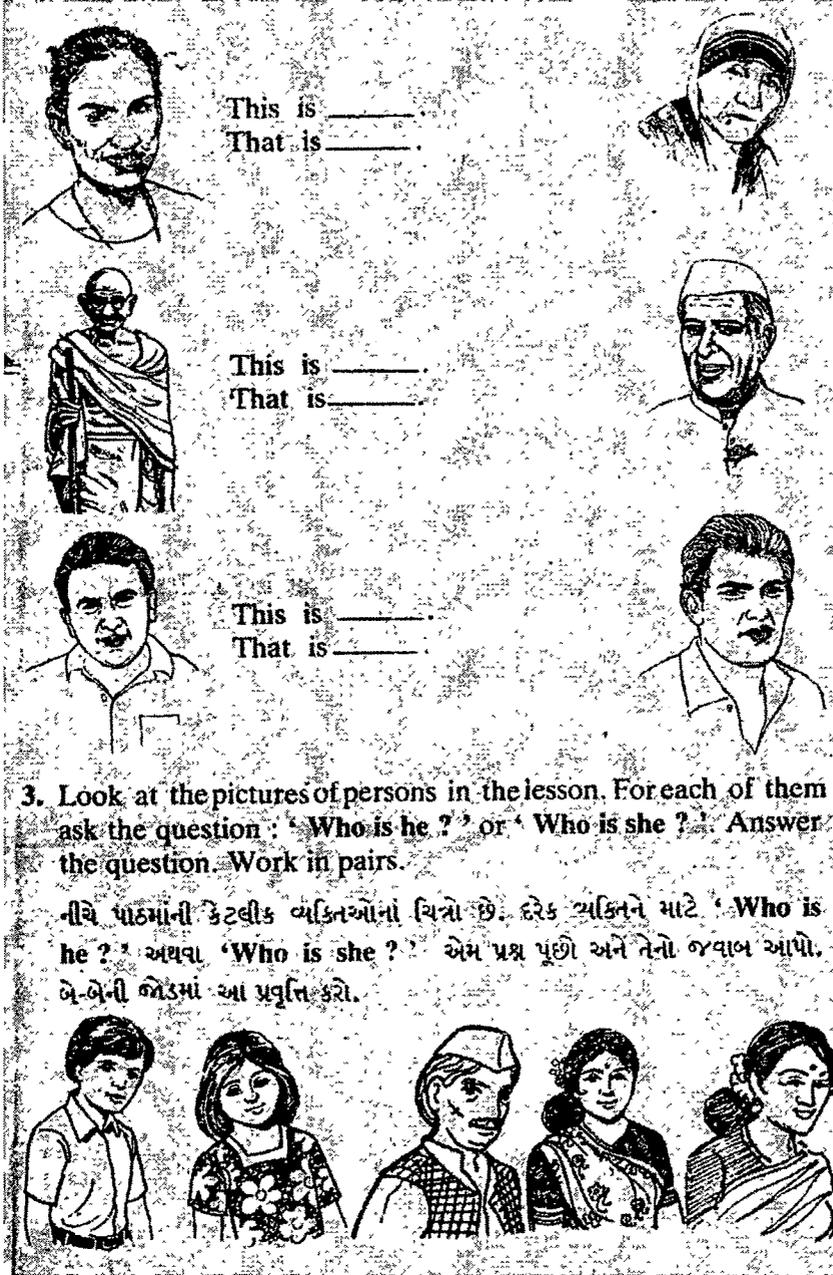
Female dominant sentences:

- That is Neha?
- Who is She?
- She is Asha Nayak.
- She is Mrs. Yadhav.
- She is Miss Desai.
- Is that Miss Doshi.

The lesson 'Hello, I am Vipul' was male dominant. The title itself was male dominated. Though it was an introductory lesson, the title should have been neutral, like "Hello, Let's Introduce Ourselves". The intention behind this lesson was to improve the vocabulary and conversational English of the learners. The content of this lesson could have been made neutral by including an equal number of words and sentences representing both sexes.



Picture 1: Lesson 1, Hello! I am Vipul. Asha Nayak is the only clearly visible female character in this picture



Picture 2: Exercise 2 of Lesson 1. Only two famous Indian women?

Lesson 2: 'Fancy Dress'

There were 95 words and 18 sentences in this lesson. There were 10 male dominant words and five female dominant words. Out of the total sex biased

words 66.67 per cent were male dominant words and 33.33 per cent were female dominant words, i.e., less by 33.34 per cent. Eleven sentences were found to be male dominant and four sentences were found to be female dominant. The male dominant sentences were found to be 73.33 per cent and female dominant sentences were found to be 26.67 per cent of the total dominant sentences. Male dominant sentences were found to be 46.66 per cent more than the female dominant sentences. The lesson was found to be male dominated due to the occurrence of more male dominant words and sentences. Some of the examples of female dominant and male dominant words and sentences are given below.

Male dominant words: Balloon man, boy, man, Rajesh Chauhan, Manoj, Kirit, Vipul, he, Postman.

Female dominant words: Girl, woman, she, Neha, Neeta Desai.

Male dominant sentences:

- I am Rajesh Chauhan.
- I am not a boy.
- I am a man.
- Manoj, are you a postman?
- Are you a balloon man Kirit?
- I am a clown.
- Is that Vipul?
- Is he a driver?
- He is not a driver.
- He is a conductor.
- I am a police man.

Female dominant sentences:

- I am Neeta Desai
- I am not a girl.
- I am a Woman.
- She is a Nurse.



I am Neeta Desai.
I am a teacher. I am not a pupil.
I am a woman. I am not a girl.



I am Rajesh Chauhan.
I am not a boy. I am a man.
I am a policeman.



Manoj, are you a postman ?
Yes, I am.
Are you a balloon-man, Kirit ?
No, I am a clown.



Is that Vipul ?
Yes, he is.
Is he a driver ?
No, he is not a driver. He is a conductor.

Picture 3: Lesson 2, Fancy Dress. Girls dressed up as teacher and nurse.

The lesson 'Fancy Dress' was found to be male dominated. The theme of the lesson was about children dressed as different characters, the children depicted in the picture accompanying the text was dominated by boys. Moreover, neutral words like conductor, driver, clown, doctor were used for male sex and the picture depicted boys in these roles. There were only two girls in the picture and they were depicted in the stereotyped roles of a teacher and a nurse. Therefore, the lesson was considered as male dominated and biased against females.

By introducing females in roles that are commonly associated with men such as police, clown, hawkers (balloon seller), conductors, drivers, etc., and introducing males in roles that are commonly associated with women, such as teacher, nurse, etc., the textbooks can be made more neutral, as well as challenge stereotypes.

She is Neha.
Is she a doctor?
No, she isn't. She is a nurse.



EXERCISES

1. Say after your teacher.

નીચેના શબ્દો નમારા શિક્ષક બોલાવે તે પ્રમાણે બોલો :

a man a postman a doctor a conductor
a woman a policeman a nurse a driver

2. Look at the pictures. Read the name of the person. Find out the word for his/her occupation. Make pairs of sentences. Follow the example.

નીચે કેટલીક વ્યક્તિઓનાં ચિત્રો છે. વ્યક્તિનું નામ ચિત્રમાં નીચે આપેલું છે. તેના વ્યવસાયને લખતો શબ્દ શોધી વાક્યનોડ બનાવીને બોલો. ઉદાહરણ પ્રમાણે કામ કરો.

Example: That is Kantibhai.
He is a driver.



Kantibhai



Govindbhai



Salmaben



Manubhai



Bhanusinh

Picture 4: Lesson 2, Exercise 2, Men have a range of occupations, but women?

Lesson 3: 'A Picture Book'

There were 82 words and 21 sentences in this lesson. There were four male dominant words and one female dominant word out of the total sex biased words which constituted about 80 per cent and 20 per cent respectively of the total

number of male-female dominant words. The number of male dominant words was 60 per cent more than that of female dominant words. Similarly, four sentences were found to be male dominated and one sentence was found to be female dominated. As with the proportion of male and female dominant words, male dominant sentences (80 per cent) were 60 per cent more than the female dominant sentences (20 per cent). Hence this lesson was categorised as male dominated. Some of the examples of female dominant and male dominant words and sentences are given below

Male dominant words: Elephant, Mahant, monkey, peacock.

Female dominant words: Peahen.

Male dominant sentences:

- This is a monkey.
- It is a peacock.
- It is an elephant.
- He is a Mahant.

Female dominant sentences:

- It is a peahen

This lesson was about a picture book. The picture book however, gave more preference to the male sex. There were four words and four sentences in the lesson which were male dominant, while only one word and one sentence in the lesson were female dominant. Although the lesson was about animals, the males of animals, like elephant, peacock, and monkey were depicted. The females of animals could have also been included.

Lesson 4: 'Time for School'

There were 139 words and 28 sentences in this lesson. There were five male dominant words and five female dominant words, about 50 per cent each, out of the total number of male-female dominant words. Eight sentences were found to be male dominated and three sentences were found to be female dominated.

The male dominant sentences were found to be 72.73 per cent and female dominant sentences were found to be 27.27 per cent of the total number of male-female dominated sentences. Male dominant sentences were found to be 45.46 per cent more than the female dominant sentences. Hence the lesson was categorised as male dominant. Some of the examples of female dominant and male dominant words and sentences are given below.

Male dominant words: Vipul, Yusuf, his, Kishorebhai, he.

Female dominant words: Mummy, mother, Sujata, her, Miss Desai

Male dominant sentences:

- Is this you note book Vipul?
- Who is he?
- He is Kishorebhai
- It is his shop.
- It is his bicycle.
- Is that his shop?
- Vipul, this is my class.
- Is that his motor car?

Female dominant sentences:

- Sujata, is this your box?
- That is her Scooter.
- She is my teacher.

This lesson was about children who were going to school and they described whatever they saw on their way. The lesson was dominated by the male sex, in the form of sentences like, 'who is he?', 'Is that his shop?', 'Is that his motor car?', 'Is that his bicycle?' etc. These sentences could have been made neutral with questions like, 'This is a stationery shop' or 'Is this a stationery shop?', 'Whose is it?' or 'Who is the owner of this shop?', 'This motor car is lovely', 'Whom does it belong to?', 'This bicycle is beautiful', 'Whose bicycle is this?'.

Lesson 5: 'A Picnic'

There were 129 words and 27 sentences in this lesson. There were five male dominant words and an equal number of female dominant words out of the total number of male-female dominant words. Out of the total number of male-female dominant sentences six were found to be male dominant (60 per cent) and four were found to be female dominant (40 per cent), the male dominant sentences being 20 per cent more than the female dominant sentences. The lesson was therefore considered as male dominant. Some of the examples of female dominated and male dominated words and sentences are given below:

Male dominant words: Sir, Vipul, Yusuf, Kirit, Mr. Raval.

Female dominant words: Asha, Lata, Miss Desai, Sonal, Neha.

Male dominant sentences:

- Yusuf, here is your cap.
- Kirit, is this your pouch?
- It is Mr. Raval's pouch
- Is it Vipul's camera?
- It is Yusuf's camera.
- Thank you, Sir.

Female dominant sentences:

- Sonal this is your purse.
- Madam, is it your purse?
- It is Asha's basket?
- It is Lata's basket.

The lesson 'A Picnic' gave equal preference to both sexes. However, the theme of the lesson was found stereotyped. Female characters were shown carrying articles like basket, bag, and purse while male characters were shown carrying cap, camera and pouch. Further, it was found that the picture accompanying the text contained more male characters than female characters.

Lesson 7: 'A Garden'

There were 162 words and 31 sentences in this lesson. There were nine male dominant words and three female dominant words, constituting 75 per cent and 25 per cent of the total male-female dominant words respectively. Three sentences were found to be male dominated and two sentences were found to be female dominated. The male dominated sentences were found to be 60 per cent and female dominant sentences were found to be 40 per cent of the total biased sentences. Male dominated sentences were found 20 per cent more than the female dominant sentences. The lesson was therefore male dominated. Some of the examples of female dominated and male dominated words and sentences are given below.

Male dominant words: Ashoka tree, Vipul, sunflower, Manoj, he, balloon man, man, Parrot, hawker. (Though the words parrot, hawker, and sun flower are neutral words, these are depicted as males in this lesson).

Female dominant words: Sujata, Roopa, sister.

Male dominant sentences:

- Hello, Manoj, I am Vipul.
- Who is that man?
- He is a balloon man.

Female dominant sentences:

- Come Sujata, let's go.
- Bye Roopa.

This lesson was meant to provide the learners with some general information, but was found to be male dominant, as neutral words like Ashoka trees, hawkers, parrots, balloon were referred to as belonging to the male sex. Words such as 'balloon man' could be replaced with 'balloon seller', 'man' could be replaced by 'person'.

Lesson 8: 'Abdul Chacha's Shop'

There were 220 words and 41 sentences in this lesson. There were six male dominant words and one female dominant word. Out of the total sex biased words 85.7 per cent were found to be male dominant and 14.29 per cent were found to be female dominant words. Male dominant words were found to be 71.42 per cent more than the female dominant words. Eight sentences were found to be male dominated and one sentence was found to be female dominated. The male dominated sentences were found to be 88.89 per cent and female dominated sentences were found to be 11.11 per cent of the total male-female dominant sentences. Male dominated sentences were found 77.78 per cent more than the female dominated sentences. Hence this lesson was categorised as male dominated. Some examples of female dominant and male dominant words and sentences are given below

Male dominant words: Abdul Chacha, Rahimbhai, brothers, Vipul, Mr. Mehta, he.

Female dominant words: Sujata

Male dominant sentences:

- This is Abdul Chacha.
- He is Rahimbhai. He is my brother.
- Excuse me! Are you Abdul Chacha?
- What are these Chacha?
- Thank you, Rahimbhai.
- Abdul Chacha, bye bye.
- Whose keys are these, Abdulbhai?

Female dominant sentences:

- This is Sujata, my sister

The title of this lesson itself is male dominant. 'Abdul Chacha's Shop' could have been given a more neutral name like "India Store", "Sunshine Stationery Shop", "Kiddies Shop", etc. There were three male characters and

only one female character in the lesson. The words Mr. Mehta's children could be written as Mr. and Mrs. Mehta's children. The boy in the lesson, Vipul introduces himself and his sister Sujata, to Abdul Chacha. Instead, Sujata could have introduced herself and her brother to Abdul Chacha.

Lesson 9: 'Puzzles'

There were 271 words and 47 sentences in this lesson. There were 10 male dominant words and two female dominant words. Out of the total number of biased words, 83.33 per cent were male dominant words and 16.67 per cent were female dominant words, with male dominant words being 66.34 per cent more than the female dominant words. Eight sentences were found to be male dominated and two sentences were found to be female dominated. Thus out of the total number of biased sentences, 80 per cent and 20 per cent were male dominant and female dominant respectively. Male dominated sentences were found 60 per cent more than the female dominated sentences. The lesson was therefore categorised as male dominated. Some of the examples of female dominant and male dominant words and sentences are given below

Male dominant words: Mr. Mackwan, son, Nagaroo, Somabhai, Karsanbhai, Bhanusinh.

Female dominant words: Mrs. Mackwan, Alice, daughter.

Male dominant sentences:

- Mr. Mackwan is a teacher
- Now, it is my turn papa.
- Somubhai is a hawker
- Karsanbhai is a hawker.
- Bhanusinh is a policeman
- Karsanbhai has a plough.
- Somubhai has a pushcart.
- Joseph has a word game.

Female dominant Sentence:

- Alice has a story book.

The content of this lesson, though the title 'Puzzles' was neutral, was found to be male dominant. There were ten male dominant words and eight male dominated sentences whereas, there were only two words and two sentences related to female sex. Like, the lesson 'A Garden' here too, neutral words like, hawker, farmer were used for male characters. To make the lesson more neutral, female characters in similar occupations could have been shown. For instance, instead of Karsanbhai, a Kamlaben could have been introduced and shown as working in the fields, because the majority of the agricultural labour in India are women.

Lesson 10: 'Mr. Nair's Circus'

There were 187 words and 22 sentences in this lesson. There were nine male dominant words and two female dominant words. Out of the total number of male-female dominant words, 81.82 per cent were male dominant words and 18.18 per cent were female dominant words. Male dominant words were found to be 63.64 per cent more than the female dominant words. Ten sentences were found to be male dominated and one sentence was found to be female dominated. The male dominated sentences were found to be 90.91 per cent and female dominated sentences were found to be 9.09 per cent of the total sex biased sentences. Male dominated sentences were found 81.82 per cent more than the female dominated sentences. The lesson was therefore categorised as male dominated due to more male dominant words and sentences. Some of the examples of female dominated and male dominated words and sentences are given below.

Male dominant words: Mr Nair's Circus, Vipul, ring master, men, clowns, lions, man, he, his, elephant.

Female dominant words: Sujata, girls.

Male dominant sentences:

- It is Mr. Hair's circus
- Are those men clowns ?
- This clown is short. He is fat.
- His cap is red.
- He has a green umbrella.
- Who is that man ?
- He is a ring master.
- He is tall.
- He has a whip.
- Vipul, Sujata and their friends are at Mr. Nair's circus.

Female dominant sentences:

- Look at those girls.

This lesson was dominated by the male sex starting with the title. Although a large number of women artists are found in Circus troops, the focus of this lesson was on male artists like the clowns and the ring master. Girls were shown only as cyclists. In the picture accompanying the text, one had to look hard to find a female character, who was illustrated as a trapeze artist.

Lesson 11: 'A Railway Station'

There were 197 words and 22 sentences in this lesson. There are three male dominant words and no female dominant word. There were a total of six male dominated sentences without a single female dominated sentence. The lesson was found to be male dominated due to only male dominated words and sentences. Some of the examples of male dominated words and sentences are given below:

Male dominant words: Man, he, men, (neutral words like, guard, hawker, and vender are used as male dominant words).

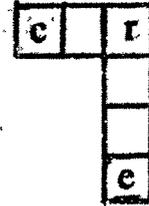
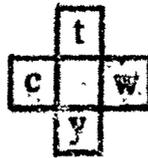
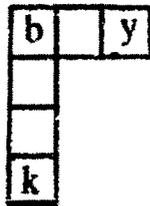
Male dominant sentences:

- Who is that man ?
- He is a guard.
- Who are these men ?
- That is vendor.
- He has news papers.
- Has he magazines too ?
- Yes he has.
- Who are those men ?
- They are hawkers.

The lesson 'A Railway Station' was totally male dominated. Only males were shown at the railway station. The lesson could have introduced female characters in the following manner:

- Sujata and Neha are watching the passengers.
- Asha wants to go to Ahmedabad by Gujarat Queen.
- Miss Desai has come to receive her brother.
- Miss Neeta is a ticket collector. She is collecting tickets at the gate.
- Miss Sonal is an announcer. She is announcing the arrival and departure of the trains.

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4. Arrange the following sentences in proper order and write

Picture 5: Lesson 11, Exercise 3, *Boy and Book*.

Lesson 12: 'Dr. Jadeja's Hospital'

There were 130 words and 16 sentences in this lesson. There are three male dominant words and not a single female dominant word. There were a total of eight male dominated sentences but not a single female dominated sentence. Hence this lesson was categorised as male dominant. Some examples of male dominated words and sentences are given below:

Male dominant words: Dr. Jadeja, his, he.

Male dominant sentences:

- This is Dr. Jadeja's hospital.
- Dr. Jadeja has a telephone.
- Dr. Jadeja is a good doctor
- He is kind.
- His fees are not high.
- He is a busy doctor.
- He has many patients.
- His hospital is full.

The lesson gives information about a hospital and the desirable qualities of a good doctor. The title of this lesson can be said to be neutral, as Dr. Jadeja could be a man or a woman, but the theme was focused on a male doctor. There was not a single female character in the text. In the picture accompanying the text in this lesson showed a nurse walking out of the ward with a tray in her hands.

Lesson 13: 'In the Kitchen'

There were 231 words and 25 sentences in this lesson. There were five male dominant words and four female dominant words. Out of the total sex biased words, 55.56 per cent and 44.44 per cent were male dominant words and female dominant words respectively. Male dominant words were found 11.12 per cent more than the female dominant words. Six sentences were found to be male

dominated, while there was only one female dominated sentence. The male dominated sentences were found to be 85.71 per cent and female dominated sentences were found to be 14.29 per cent of the total biased sentences. Male dominated sentences were found 71.42 per cent more than the female dominated sentences. The lesson was found to be male dominated due to more male dominated words and sentences. Some examples of female and male dominated words and sentences are given below.

Male dominant words: Vasudevbbhai, son, his, Falgun, he.

Female dominant words: Maya, daughter, Leelaben, her.

Male dominant sentences:

- This is Vasudevbbhai
- His name is Falgun.
- Vasudevbbhai is near the gas stove.
- He has a book in his hand.
- Falgun is near Vasudevbbhai
- He has spoon in his hand.

Female dominant sentences:

- That is Maya's cat.

The theme of the lesson was good and there were equal number of characters from both the sexes. However, the lesson gave more importance to Vasudev and his son. The content could have been made neutral by adding some more female dominant and non-stereotyped sentences such as, "Leelaben was giving instructions to Falgun", "Maya was watching her father", "Vasudevbbhai is making milk shake", "Leelaben is showing them the method", "Maya is bringing fruit from refrigerator", etc.

Lesson 14: 'Uttarayan'

There were 201 words and 34 sentences in this lesson. There were eight male dominant words and two female dominant words. Out of the total sex biased

words 80 per cent were male dominant words and 20 per cent were female dominant words. Male dominant words were found 60 per cent more than the female dominant words. Four sentences were found to be male dominated and three sentences were found to be female dominated. The male dominated sentences accounted for 57.14 per cent and the female dominant sentences accounted for 42.86 per cent of the total number of biased sentences. Male dominated sentences were found 14.28 per cent more than the female dominated sentences. The lesson was found to be male dominated due to the occurrence of more male dominant words and sentences. Some examples of female and male dominated words and sentences are given below.

Male dominant words: Rameshbhai, Vipul, father, Karimbhai, Yusuf, his, Surendra, uncle.

Female dominant words: Sujata, Sarojben,

Male dominant sentences:

- Yusuf and his father Karimbhai are there.
- Hey, Surendra, your kite is here.
- Uncle, it is there in the corner.
- Thank you, uncle.

Female dominant sentences:

- Sujata, it's our neighbour's kite
- Where is your kite, Sujata ?
- Look mummy, my kite is going up.

In this lesson, there were only two female characters (mother and daughter) as against five male characters. Some more female characters could have been introduced.

Lesson 15: 'At the Zoo'

There were 209 words and 32 sentences in this lesson. There were five male dominant words and two female dominant words. Out of the total sex biased

words, 71.43 per cent were male dominant and 28.57 per cent were female dominant. Male dominant words were 42.86 per cent more than the female dominant words. Ten sentences were found to be male dominated, while only four sentences were found to be female dominated. The male dominated sentences were found to be 71.43 per cent and female dominated sentences were found to be 28.57 per cent of the total biased sentences. Male dominated sentences were found 42.86 per cent more than the female dominated sentences. This lesson was categorised as male dominated due to the occurrence of more male dominant words and sentences. Following are some of female and male dominated words and sentences.

Male dominant words: Joseph, Mr. Mackwan, lion, animals, Papa.

Female dominant words: Alice, Mrs. Mackwan, lioness.

Male dominant sentences:

- They are near the lion's cage
- The lion is not sleeping
- He is walking in the cage.
- He is looking at the people .
- Joseph has an umbrella.
- He is pushing it into the cage.
- Hey, Joseph! Don't tease the animal.
- He is growling.
- I am sorry, Papa.

Female dominant sentences:

- Alice is throwing a banana.
- Alice is reading the notice.
- The lioness is in the corner.
- She is sleeping.

This lesson was found to be male dominant. The lion was walking in the cage, while the lioness was sleeping in a corner. Mr. Mackwan's son Joseph,

was teasing the lion, Mr. Mackwan was instructing him not to tease the lion. Mr. Mackwan's daughter Alice and his wife Mrs Mackwan, as well as the lioness are not given equal space in the lesson.

Lesson 16: 'In the Library'

There were 271 words and 41 sentences in this lesson. There were six male dominant words and an equal number of female dominant words. Six sentences were found to be male dominated and 15 sentences were found to be female dominated. The male dominated sentences were 28.57 per cent and female dominated sentences were 71.43 per cent of the total biased sentences. Female dominated sentences were 42.85 per cent more than the male dominant sentences. The lesson was found to be female dominated due to more female biased sentences. Some examples of female dominated and male dominated words and sentences are given below.

Male dominant words: Kantibhai, peon, he, Kanan, Samir, boys.

Female dominant words: Mrs. Desai, librarian, she, Renuka, Kanan, madam.

Male dominant sentences:

- Kantibhai is a peon.
- He is standing near a cupboard
- He is arranging the books.
- Samir is sitting under fan.
- He is writing in his notebook.
- Two boys are talking.

Female dominant sentences:

- Mrs. Desai is a librarian
- She is gentle and helpful
- She is sitting on her chair
- She is reading.
- Kanan is sitting in a corner.
- She is reading a book.

- Renuka is entering the library
- She has a diary in her hand
- Madam, which book is this?
- Madam, where are English story books ?
- Thank you, Madam.
- Renuka is opening the cupboard.
- She is taking out a story book.
- She is sitting on a chair.
- She is reading the storybook

This lesson was female dominant as it was in the form of a conversation between a girl, Renuka, and a librarian, who was a woman. As in the case of most of the books, where female characters have the roles of teacher, nurse, librarian, etc., this lesson also depicted the two female characters as this lesson too depicted females in the role of teacher and student

Lesson 17: 'Tina's Telephone'

There were 290 words and 52 sentences in this lesson. There were eight male dominant words and four female dominant words. Out of the total sex biased words, 66.67 per cent and 33.33 per cent were male and female dominant words respectively. Male dominant words were more in number than the female dominant words by 33.34 per cent. There were 12 sentences which were male dominated, while only five sentences were found to be female dominated. The male dominated sentences were 70.59 per cent and female dominated sentences were 29.41 per cent of the total biased sentences. Male dominated sentences outnumbered female dominated sentences by 41.18 per cent. The lesson was found to be male dominated due to more male dominant words and sentences. In the following are some examples of female male dominated words and sentences.

Male dominant words: Papa, Tiku, him, he, Kapil Dev, Sureshbhai, uncle, brother.

Female dominant words: Tina, Mummy, she, her.

Male dominant sentences:

- Papa is watching television.
- Hello, papa
- What is on television now, Papa ?
- Are they playing in Rajkot Papa ?
- Is he playing well ?
- Thank you, Papa.
- Her uncle Sureshbhai is there.
- He is watching a cricket match on television.
- Dial the number . . . call your papa
- Papa, uncle is here.
- Please send, Sureshbhai here
- All right, Papa.

Female dominant sentences:

- This is Tina's telephone
- Tina is in the drawing room
- Tina is testing her phone.
- Is mummy watching it.
- She is reading a news paper

The title of this lesson was female dominated as it contained a female name; the theme was about a girl, Tina, who is testing her toy telephone. The conversation however, is carried out with her father, and it includes discussion on the Uncle, a cricket match being played in Rajkot, etc. Tina's mother finds only passing mention in the conversation. She is not watching the cricket match, but reading a newspaper. Another stereotype showing women do not watch sports on television.

Lesson 18: 'On the Farm'

There were 217 words and 34 sentences in this lesson. There were eight male dominant words and five female dominant words. Out of the total sex biased words 61.54 per cent and 38.46 per cent were male dominant and female dominant words respectively. Male dominant words were found 23.08 per cent more than the female dominant words. There were 13 sentences which were male dominant and nine sentences were female dominant. In terms of percentage there were 59.09 per cent male dominant sentences and 40.91 per cent female dominant sentences out of the total biased sentences. Male dominated sentences exceeded female dominant sentences by 18.18 per cent. This lesson was found to be male dominated due to more male dominant words and sentences. Some examples of female and male dominated words and sentences are given below.

Male dominant words: Alichacha, His farm, he, Mohan, man, Hasan, him.

Female dominant words: Meena, Ameena, Auntie, girls, mummy.

Male dominant sentences:

- That is Alichacha.
- He is ploughing his farm.
- He is Mohan.
- He's sowing seeds.
- What he is sowing ?
- He is sowing cucumber.
- What that man is doing ?
- Is, he beating some one?
- He's thrashing the corn
- Hasan is near the well.
- He is singing songs.
- Please send him here.

Female dominant sentences:

- This is Meena.
- This is Ameena.
- Meena is from Surat.
- Ameena is from Kavi.
- Meena is visiting Ameena in Kavi.
- Ameena is taking her round the farm.
- My mummy is milking the cow.
- Come on girls, have fresh milk.
- Thank you, aunty.

The lesson 'On the Farm' was more male dominant. Though the conversation was between Meena and Ameena, two female characters, the information was mostly about male characters. Although women in a farmer's family usually work with the men on the farm and play an active part, here women are shown only taking care of the cattle, milking them. Women could have been shown selling vegetables and farm produce at the market.

Lesson 19: 'Decorating the Hall'

There were 242 words and 54 sentences in this lesson. There were six male dominant words and four female dominant words. Out of the total sex biased words, 60 per cent were male dominant and 40 per cent female dominant words respectively. Male dominant words were 20 per cent more than the female dominant words. Eight sentences were found to be male dominated, while only six sentences were found to be female dominated. The male dominated sentences were 57.14 per cent and female dominated sentences were 42.86 per cent of the total male-female dominant sentences. Male dominant sentences were 14.28 per cent more than the female dominated sentences. The lesson was found to be male dominated due to more male dominant words and sentences.

Some examples of female dominated and male dominated words and sentences are given below.

Male dominant words: Vivek Vidyalaya, Hemant, David, Principal Shah, he, Mr. Christie.

Female dominant words: Lucy, Rabia, Kusum, Meena.

Male dominant sentences:

- Hemant is fixing ribbons to the walls
- Hemant don't use blue ribbon.
- Hemant is fixing it below the white ribbon.
- He is fixing it below the orange one
- Principal Shah is in the hall.
- He is talking to the children.
- Now Mr. Christie is taking photographs.
- Thank you, sir.

Female dominant sentences:

- Lucy, give me that orange ribbon
- Where is green ribbon Lucy ?
- Rabia, please give me some balloons.
- Rabia and Kusum are working together.
- Rabia is giving a string and scissors to her.
- Kusum is fixing balloons to the ceiling.

The lesson has a neutral title and theme, i.e., decoration of the school hall by students. However, the students involved in the decoration of the school hall were predominantly girls (four girls and only two boys). This reinforces the existing stereotype that decoration is the domain of girls and women.

Lesson 20: 'Players and their Kit'

There were 211 words and 32 sentences in this lesson. There were five male dominant words and no female dominant word. There were a total of eight male

dominated sentences and not a single female dominant sentence. The lesson was found to be male dominated due to the occurrence of only male dominant words and sentences. Some examples of male dominant words and sentences are given below.

Male dominant words: Gopal, Salim, he, Arun, Kiran. (Though words such as wicket keeper, player, cricketer and bowler are non biased words, they are associated with male characters).

Male dominant sentences:

- Gopal and Salim are friends.
- He is a hockey player.
- Salim is a cricketer.
- He is showing his kit to Gopal.
- Arun is the wicket keeper.
- Kiran is fast bowler.
- Thank you, Gopal.

The lesson 'Players and their Kit' is fully dominated by the male sex. Women's hockey and cricket do exist and these could have been introduced in the textbook as a theme.

Lesson 21: 'Good Manners'

There were 245 words and 39 sentences in this lesson. There were six male dominant words and not a single female dominant word. There were a total of 15 male dominated sentences and no female dominated sentence. The lesson was found to be male dominant as a result of the presence of male dominant words and sentences. The following are some examples of male dominated words and sentences in this lesson.

Male dominant words: Balu, Raju, he, uncle, Maganbhai, man.

Male dominant sentences:

- Balu is a student.
- He is in class VIII.
- Raju is his classmate
- Balu and Raju and some other passengers are waiting for the bus.
- He is writing something on the wall.
- Don't write there, Raju.
- Look Balu, that's our bus.
- Oh, no, Raju don't push.
- Raju is near the window.
- Balu is on his left.
- Near Balu is an elderly man
- This name is Maganbhai.
- Maganbhai is taking out a packet.
- He has match box in his hand.
- Excuse me, uncle.
- Raju and Balu are helping the children.

In the lesson 'Good Manners' all the characters were male. A few female characters could have been added. This lesson also reflects the stereotype that boys are always up to some mischief and need to be disciplined all the time.

Lesson 22: 'A Busy Day'

There were 339 words and 46 sentences in this lesson. There were seven male dominant words and four female dominant words. Out of the total male-female dominant words 63.64 per cent were male dominant words and 36.36 per cent were female dominant words. Male dominant words were found to be 27.28 per cent more than the female dominant words. Fifteen sentences were found to be male dominated and three sentences were found to be female dominated. Of the total number of male-female dominant sentences, 83.33 per cent were male

dominated sentences and 16.67 per cent were female dominated sentences. Male dominated sentences were found 71.66 per cent more than the female dominated sentences. The lesson was found to be male dominated due to the use of more male dominated words and sentences. Some examples of female dominated and male dominated words and sentences that occurred in this lesson have been presented below.

Male dominant words: Atul, his parents, Vinod, uncle, he, Papa, Kiran.

Female dominant words: Meena, Veena, auntie, mummy, sister.

Male dominant sentences:

- Atul was very busy.
- Atul and his sister were at the Railway Station.
- Atul and Meena were at the book stall.
- That is Vinod uncle.
- Kiran and Vina auntie are also there.
- Hello, Atul.
- Hello, Kiran, how was the journey ?
- Atul was at the market
- His bag was full
- He was in the kitchen.
- Atul and Kiran were in public library
- Was Atul in the drawing room ?
- He was busy with his home work.
- Atul was in bed.

Female dominant sentences:

- Was Meena there ?
- No, she wasn't.
- She was in the market with Veena auntie.

This lesson was a story of the siblings, Atul and his sister Meena. Atul was the main character in the lesson whereas Meena had very little part. Atul is shown taking his cousin to the library, going to the market, helping his mother in the kitchen, while Meena, his sister, has a marginal role.

Lesson 23: 'A Thief in the House'

There were 375 words and 59 sentences in this lesson. There were five male dominant words and two female dominant words. Out of the total sex biased words which were found, 71.43 per cent and 28.57 per cent were for male and female dominant words respectively. Male dominant words were found 42.86 per cent more than the female dominant words. Fifteen sentences were found to be male dominated and there was not a single female dominated sentence. The lesson was found to be male dominated due to the usage of more male dominant words and sentences. Some examples of female dominated and male dominated words and sentences are given below.

Male dominant words: Mr. Parmar, he, Sunil Sharma, men, man. (Though police inspector and stranger were neutral words, these were used for the male sex).

Female dominant words: Miss Mehta, Mrs. Parmar.

Male dominant sentences:

- He had diary in his hand.
- He was quite polite.
- Mr. Parmar's neighbours were also there.
- Where were you last evening Mr. Sharma ?
- He was dark.
- He had long hair.
- He had small bag in his hand.
- Was he thief ?
- Had he a bag in his hand ?
- There were some men in a line.

- This is the man.
- He was near Mr. Parmar's house.
- But he had no cap on his head.
- Oh, yes, this was the man.

The lesson was more male dominated. Though the number of characters was equal for both the sexes, more importance was given to the male sex. Neighbours were addressed as Mr. Parmar's neighbours. The police inspector could have been a woman.

Lesson 24: 'The Sports Day'

There were 190 words and 25 sentences in this lesson. There were five male dominant words and three female dominant words. Out of the total sex biased words, 62.5 per cent and 37.5 per cent were found to be male and female dominant words respectively. Male dominant words were found 25 per cent more than the female dominant words. Seven sentences were found to be male dominated whereas not even a single sentence was female dominated. The lesson was found to be male dominant due to the use of male dominant words and sentences. Some of the examples of female and male dominated words and sentences are given below.

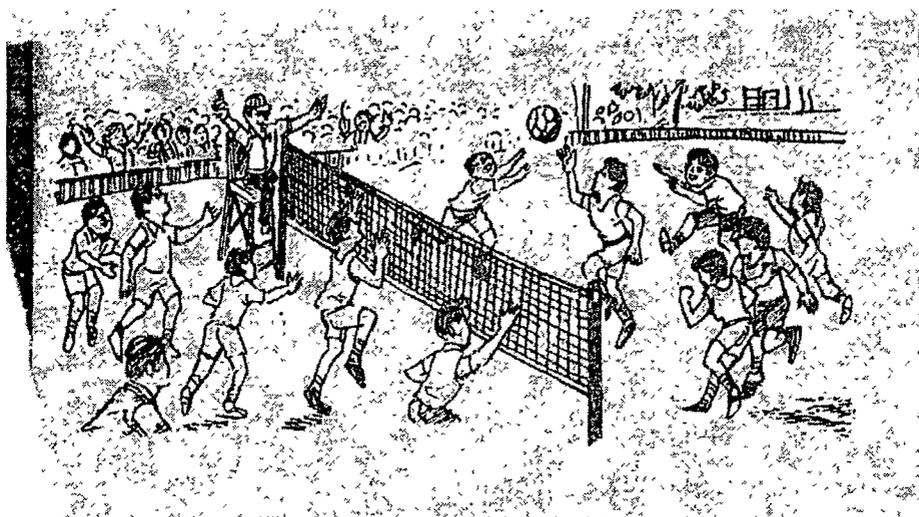
Male dominant words: Boys, Kirit, Mr. Kachwala, principal Mehta, he.

Female dominant words: Veena, Usha, Anisha.

Male dominant sentences:

- Kirit won the first prize in high jump.
- Mr. Kachwala was the chief guest.
- Principal Mehta welcomed the guests.
- He spoke the activities of the school.
- Mr. Kachwala gave away the prizes.
- He congratulated all the winners and the participants.
- He also spoke about the place of sports in life.

The lesson 'The Sports Day' was found non-biased. The lesson was about the sports day. The students of class IX and VIII participated in different events. Mostly the lesson was written on the basis of third person singulars and plurals. But at the end of the lesson it was found to be male dominant. The principal of the school, the chief guest were males. A few more female characters could have been introduced in the lesson to make it more neutral.



Picture 6: Lesson 24, A Sports Day in progress. Where are the girls?

Lesson 25: 'Mohan Did Not Copy'

There were 150 words and 29 sentences in this lesson. There were five male dominant words and no female dominant word. There were a total of 10 male dominated sentences and no female dominated sentence. The lesson was found to be male dominated due to the use of male dominant words and sentences only. The following are some examples of male dominated words and sentences that appear in this lesson.

Male dominant words: Mohandas Gandhi, he, himself, inspector, teacher.

Male dominant sentences:

- What made Mohandas Gandhi a Mahatma ?

- He had many qualities.
- He loved truth.
- He practiced truth.
- He watched his own actions.
- Mohan was a student in Rajkot.
- He did not stand first ?
- He was always honest.
- Mohan was the students of class V.
- He wrote a wrong spelling.
- He made a sign to Mohan.

The whole lesson was about Mohandas Gandhi. There was no female character in the lesson. Though the lesson was based on factual information, a few sentences about his mother and wife could have been added towards the end to make the lesson neutral.

Lesson 26: 'Mango Tree for Grand Children'

There were 205 words and 26 sentences in this lesson. There were seven male dominant words and two female dominant words. Out of the total sex biased words, 77.78 per cent and 22.22 per cent were found to be male and female dominant words respectively. Male dominant words were 55.56 per cent more than the female dominant words. Nine sentences were found to be male dominated and two sentences were found to be female dominated. The male dominated sentences were 81.82 per cent and female dominated sentences were 18.18 per cent of the total biased sentences. Male dominated sentences were found 63.64 per cent more than the female dominated sentences. The lesson was found to be male dominated due to more male dominant words and sentences. Examples of female dominant and male dominant words and sentences are given below.

Male dominant words: Safi, Sunil, grand father, Vipul, Dinu, his, he.

Female dominant words: Meena, mother.

Male dominant sentences:

- What did you eat at Atul's farm ?
- He didn't buy them.
- Did Atul buy them for you ?
- There is a mango tree in his farm.
- Atul's grand father planted it.
- When did he plant ?
- He planted it 20 years ago.
- Yesterday was Atul's birthday.
- He planted another mango tree for his grand children.

Female dominant sentences:

- I helped my mother.
- I helped my sister.

In the lesson 'Mango tree for Grand Children', though the title was sex neutral, the content was dominated by male characters. The lesson is about a boy who plants a mango tree just like his grandfather had. Though there are two female characters in the lesson, Meena and her Mother, their presence is benign.

Lesson 27: 'Wit and Wisdom'

There were 150 words and 29 sentences in this lesson. There were four male dominant and four female dominant words. Four sentences were found to be male dominated and seven sentences were found to be female dominated. The male dominated sentences were 36.36 per cent and the female dominated sentences were 63.64 per cent of the total biased sentences. Female dominated sentences were found 27.28 per cent more than the male dominated sentences. Examples of female and male dominated words and sentences are given below.

Male dominant words: Men, his, man, Nasruddin.

Female dominant words: Women, woman, wife, she.

Male dominant sentences:

- He looked foolish.
- But he was very wise.
- He was wonderful man.
- He smiled and said you one write.

Female dominant sentences:

- Once two women had a quarrel.
- One of the women came to Nasruddin.
- That woman had a sharp tongue.
- It was all her fault.
- That woman is quarrelsome.
- She had a bad temper.

In the lesson 'Wit and Wisdom', though there were equal number of male and female words and a more number of female dominant sentences, the theme was found to be male dominated. The male character, Nasruddin was assigned a higher role as a wise philosopher and the female characters were labelled as quarrelsome and were portrayed as quarrelling with each other. Thus the lesson was biased against women.

Supplementary Lessons**Lesson 1: 'Guru Nanak'**

There were 243 words and 33 sentences in this lesson. There were 11 male dominant words and three female dominant words. Out of the total male-female dominant words, 78.57 per cent and 21.43 per cent were male and female dominant words respectively. Male dominant words were found 57.14 per cent more than the female dominant words. There were a total of 13 male dominated sentences and no female dominated sentence. The lesson was found to be male dominated due to the occurrence of more male dominated words and sentences.

The following are some examples of male dominated words and sentences that occurred in the lesson.

Male dominant words: Guru Nanak, God, his, Nanak, holy man, he, Kalu, father, Daulat Khan, Mardana, brothers (though governor and store keeper were non-dominant words, those were used for male persons).

Male dominant sentences:

- There is one God, His name is Truth.
- Nanak was a holy man.
- He loved god.
- The name of the village is Nankana sahib.
- His father name was Kalu.
- Nanak married at the age of 15.
- His father took him to the Governor
- His name was Daulat Khan
- Daulat Khan made him a store keeper.
- Nanak had God in his mind.
- He had a dear friend named Mardana.
- He was a Muslim, a musician.
- Nanak and Mardana visited many places.

In the lesson 'Guru Nanak' the title itself was male dominant. Though the story is about the first Sikh Guru, some female characters, like his sister Nanki, (who incidentally, was the first to recognise his extraordinariness), who could have been given some more space in the narration.

Lesson 2: 'The Stories of Gopal Bhand'

There were 363 words and 40 sentences in this lesson. There were seven male dominant words and one female dominant word. Out of the total sex biased words 87.5 per cent and 12.5 per cent were male dominant and female dominant words respectively. Male dominant words were found 75 per cent more than the

female dominant words. Ten sentences were found to be male dominated and one sentence was found to be female dominated. The male dominated sentences were found to be 90.9 per cent and the female dominated were 9.1 per cent of the total number of male-female dominated sentences. Male dominated sentences were found 81.8 per cent more than the female dominated sentences. The lesson was found to be male dominated due to the use of more male dominated words and sentences. Some examples of the female and male dominated words and sentences are given below.

Male dominant words: Kind, his, Raja Krishna Chandra, Gopal Bhand, Jester, he (though the words like, soldiers, jester, your majesty, courtiers labourer, are non-dominant words, these have been used for males).

Male dominant sentences:

- There was a king in Bengal.
- His name was Raja Krishna Chandra.
- There was a jester in his court.
- His name was Gopal Bhand.
- He was wise and witty
- He played tricks and cut jokes.
- The king listened to his jokes and laughed.
- Once Gopal met king in the morning.
- He said, 'good morning' your majesty!
- The king said, "good morning".

The whole lesson is about a King and Gopal Bhand. Only one sentence referred to a female character, who was Gopal's wife who tells him to get a 'Palkhi' (palanquin) from the king as a transport. This lesson was completely male dominated.

Lesson 3: 'Water'

There were 320 words and 57 sentences in this lesson. There were four male dominant words and two female dominant words. Out of the total sex biased words 66.67 per cent were male dominant words and 33.33 per cent were female dominant words. Male dominant words were found 33.34 per cent more than the female dominant words. Ten sentences were found to be male dominant and none were found to be female dominant. However, because of the presence of more male dominant words, the lesson was found to be male dominated. Some examples of female dominant and male dominant words are given below.

Male dominant words: Ramubhai, Kanu, Arif, Rahul.

Female dominant words: Usha, Dahiben.

The lesson was based on a play on school children and their male teacher, Ramubhai. It was about water. A house wife, Dahiben, is washing clothes and vessels in a pond and taking the same water for cooking. The female is once again shown as doing mundane jobs of household work and the male as performing the higher role of a teacher. Depiction of sharing of roles could have brought neutrality to the lesson.

Lesson 4: 'A Brave Adivasi Girl'

There were 302 words and 41 sentences in this lesson. There are five female dominant words and no male dominant word. There were a total of 10 female dominated sentences without a single male dominated sentence. The lesson was found to be female dominated due to the use of only female dominant words and sentences. Examples of female dominated words and sentences are as follows.

Female dominant words: Nirmala, Sayal, her, she, girl.

Female dominant sentences:

- Nirmala's family was not very poor.
- In the same village there lived another girl named Sayal.
- She was brave and beautiful.

- 'Hello Nirmala,' said Sayal.
- Nirmala didn't answer.
- She walked away
- Nirmala heard a sound.
- The Python attacked Nirmala.
- It coiled itself around Nirmala's legs.
- She had great pain.

The lesson was about two girls Sayal and Nirmala and was found to be female dominant. Sayal saves Nirmala from a python and gets a bravery award. This lesson is inspiring. However, it was the only lesson found in the entire English textbook of standard VIII, which was female dominant. More of such lessons should be included in the textbook, as students of standard VIII are at an impressionable age and can imbibe positive qualities and values such as those demonstrated by the adivasi girl Sayal.

Overall, from the detailed content analysis of 27 detailed study lessons and four supplementary lessons in the English textbook of standard VIII, it was found that 23 lessons were male dominated, three lessons were female dominated, two lessons were sex neutral and three lessons were stereotyped.

The lessons, 'Hello, I am Vipul', 'Fancy Dress', 'A Picture Book', 'Time for School', 'A Garden', 'Abdul Chacha's Shop', 'Puzzles', 'Mr. Nair's Circus', 'A Railway Station', 'Dr. Jadeja's Hospital', 'Uttarayan', 'At the Zoo', 'On the Farm', 'Players and their Kit', 'Good Manners', 'A Busy Day', 'A Thief in the House', 'Mohan Did Not Copy', 'Mango Tree for Grand Children', 'Wit and Wisdom', 'Guru Nanak', and 'The Stories of Gopal Bhand' were found to be male dominated.

These lessons were found to be male dominated due to one or more of the following reasons:

- The number of male dominant words and sentences were found more than those of female dominant words and sentences.
- Though there were equal number of male and female dominant words and sentences, the theme of the lesson was male dominated.
- Only male dominant words and sentences were used.
- Though the theme of the lesson was on a female character, the content of the lesson was dominated by male characters.
- Stereotyped roles of both male and female characters.
- Overemphasis was on male characters.

The lessons like, 'In the Library', 'Tina's Telephone', 'A Brave Adivasi Girl' were found to be female dominated due to the occurrence of more female dominant words and sentences, and female dominant themes. The lessons like, 'In the Kitchen', and 'The Sports Day' were found to be neutral as they had more number of neutral words. Third person and singular number form of nouns and related pronouns were found to be used more in these lessons that made these lessons more neutral. Had the textbook accommodated more such lessons, the textbook could have been made gender neutral.

The lessons like, 'A Picnic', 'Decorating the Hall', and 'Water' were found to assign stereotyped roles to the characters of both sexes. In doing so women are assigned inferior roles, while men are depicted as holding higher status roles.

As there were 23 male dominant lessons, three stereotyped lessons, only three female dominant lessons and two neutral lessons, the lower English Textbook of standard VIII was considered male dominated.

4.1.5.2 Analysis of English textbook of standard IX

There were 25 prose lessons, four supplementary lessons and five poems in the English textbook of standard IX (lower level). The content analysis of all the prose lessons and supplementary lessons were carried out separately to find out the elements of sexist bias. The list of the lessons that were subjected to analysis is placed below:

Contents of English text book of Standard IX

Detailed study

- | | |
|---------------------------|-------------------------------------|
| 1. Aren't We Lucky | 18. Oh, Robert! |
| 2. To the Shopping Centre | 19. Rules of the Road |
| 3. Onam | 20. The Legend Of the Sun
Flower |
| 4. Earn While You learn | 21. The Picture Goes Up |
| 5. Tenali Raman | 22. English Around Us |
| 6. A Proud Pandit | 23. And the Monkey Was
Trapped |
| 7. A Foot Ball Team | 24. A Noble Gift |
| 8. A Letter | 25. The Capital Of Gujarat |
| 9. A Science Fair | |
| 10. The Clever Jackal | |
| 11. Beautiful Birds | |
| 12. A Cheerful Man | |
| 13. Neither This Nor That | |
| 14. The Other Side | |
| 15. William Tell | |
| 16. Learning to Learn | |
| 17. An Eclipse | |

Supplementary Lessons

1. Tagore in Ahmedabad
2. Our National Parks and Sanctuaries
3. Tit for Tat
4. Dr. Bhimrao Ambedkar

The analysis of each of the lessons listed above was carried out in the same way as the lessons of the textbooks of standard VIII. The numbers of male and female dominant words and sentences occurring in each lesson of the English textbook of standard IX, and the themes of these lessons have been presented in this section.

Detailed Lessons

Lesson 1: “Aren’t We Lucky”

There were 56 sentences and 287 words in this lesson. There were 13 male dominant words while not a single female dominant word found in it. Due to the presence of these male dominant words, 10 sentences were found to be male dominant and none were female dominant. Following are some examples of male dominant words and sentences occurring in the lesson.

Male dominant words: Govind, village boy, a farmer, his father, he, uncle, and uncle’s house, his friends, Karim, Rajiv, Lakshman, uncle’s mill, my uncle.

Male dominant sentences:

- Govind is a village boy.
- His father is a farmer.
- He is a Sarpanch of the village.
- Govind’s uncle is a mill worker.
- Govind went to his uncle’s house.
- He visited many places.
- Govind is back to village.
- He had nice time.
- He and his friends are on the village play ground.
- Karim: Govind, you went to Ahmedabad.
- I visited my uncle’s mill.
- Karim: Is there any big airport in Ahmedabad, Govind ?

The lesson ‘Aren’t We Lucky’ was male dominant. Introduction of an equal number of female characters in the lesson could have made it more neutral.

Lesson 2: “To the Shopping Centre”

There were 68 sentences and 478 words in this lesson. There were five male dominant words and four female dominant words. Out of the total male-female

dominant words, 55.56 per cent were male dominant words and 44.44 per cent were female dominant words. Male dominant words were found 11.12 per cent more than female dominant words. On account of the higher number of male dominant words, six sentences were found to be male dominated and five sentences were found to be female dominated. Similarly, the male and female dominated sentences were found to be 54.55 per cent and 45.45 per cent respectively. Male dominated sentences were found to be 9.1 per cent more than that of female dominated sentences. The lesson seemed to be neutral as far as the number of male and female dominant words and sentences were concerned. Some of the examples of male favouring and female biased words and sentences are given below.

Male dominant words: Vipul, Anand shopping centre, quiz master, Ashok Chakra, lions.

Female dominant words: Sujata, mother, she, mummy.

Male dominant sentences:

- I am the quiz master.
- How many lions are there in the Ashok Chakra ?
- There are three lions.
- Vipul picked up a trolley.
- Vipul picked up a tin.
- Vipul said, Hurry up Sujata.

Female dominant sentences:

- Mother wanted few things.
- What things mummy?
- Sujata wrote down the items.
- Mummy gave the money to Vipul.
- Sujata picked up a packet.

The lesson 'To the Shopping Centre' was found to be a stereotyped lesson as it assigned stereotyped roles to both the male and female characters.

dominant words. Due to the occurrence of higher number of male dominant words, 15 sentences were found to be male dominated and while the other six sentences were found to be female dominated. Similarly, the male and female dominated sentences were found to be 71.43 per cent and 28.57 per cent respectively. Male dominated sentences were also found 43 per cent more than female dominated sentences. The lesson seemed to be male dominated as far as the number of male and female dominant words and sentences were concerned. Some of the examples of male dominated and female dominated words and sentences are given below

Male dominant words: Raghavan, he, King Mahabali, king, Gods, kingdom, him, his, Yusuf, Vipul, Sumoha, brother, young men, Principal Desai and Rakesh.

Female dominant words: Mrs. Nair, she, mother, young girls, Ameena.

Male dominant sentences:

- Raghavan is from Kerala.
- He studies in Sarvajani Vidyalaya.
- We remember our King Mahabali.
- King Mahabali was a just King.
- He was kind and popular
- People worshipped him.
- The gods did not like this.
- He visits his people once a year.
- We celebrate his visit as Onam.
- People make idols of King Mahabali.
- We welcome King Mahabali
- Young men take part in boat races.
- My brother works in Cochin.
- He says people of Kerala never use thalis.
- The God granted his wish.

Female dominant sentences:

- She went to the Sarvajanic Vidyalaya.
- She spoke about Onam.
- Young girls dance around lamps.
- Mrs. Nair thanked everyone.
- She then invited questions.
- The women prepare lot of items.

The lesson 'Onam' was male dominated as it was focused on legend of King Mahabali. The principal of the school is indicated as being a male and about a male student, Raghavan.

Lesson 4: "Earn While You Learn"

There were 51 sentences and 425 words in this lesson. There were seven male dominant words and six female dominant words. Out of the total sex biased words, 53.85 per cent words were male dominant and 46.15 per cent, female dominant. Male dominant words were 7.7 per cent more than female dominant words. There were 11 male dominated sentences and seven female dominated sentences. Similarly, the male dominated and female dominated sentences were found to be 61.11 per cent and 38.79 per cent respectively. Male dominated sentences were 22.32 per cent more than female dominated sentences. The lesson seemed to be male dominated because of the number of male dominated words and sentences were concerned. Some examples of male dominant and female dominant words and sentences are given below.

Male dominant words: Paresh, Hitesh, Mustak, father, uncle, boys, brothers.

Female dominant words: House wife, Manisha, Ramilaben, girls, she, her.

Male dominant sentences:

- Do you work like your father or uncle ?
- Mustak studies in standard 11.
- He works for a news paper agent.
- He takes a whole lot of news paper.

- He distributes the news paper.
- He gets up quite early.
- He goes to school at 11 o'clock.
- Hitesh and Paresh are brothers.
- Hitesh and Paresh carry tiffins.
- Do Hitesh and Paresh work in the evening too ?
- My sons are great help to me.

Female dominant sentences:

- Manisha is only 15.
- She is in ninth standard.
- Her family income is low.
- Manisha teaches her neighbour's children.
- She teaches them Arithmetic and Language.
- She teaches them from 8 O' clock to 9 O' clock.
- Ramilaben says, " My sons are a great help to me."

The lesson 'Earn While You Learn' was found to be more biased towards the male sex. There were three boys Paresh, Hitesh and Mustak, who study and work to supplement the income of their families. Only one girl, Manisha, who was studying in standard IX was shown to be engaged in an income generating activity to support her low income family. Boys were shown doing outdoor jobs, whereas Manisha was shown working from within the house as a tutor of her neighbour's children. The mother of Hitesh and Paresh was said to be proud of her sons, no such thing is said about Manisha.



Picture 8: Earn while you Learn. *Mustak works as a newspaper agent and Manisha is teaching her neighbour's daughter*

Lesson 5: 'Tenali Raman'

There were 54 sentences and 405 words in this lesson. There were seven male and two female dominant words. Out of the total sex biased words, 77.78 per cent and 22.22 per cent were male dominant and female dominant respectively. Male dominant words were 55.56 per cent more than female dominant words. In all, 11 sentences were found to be male dominated and two sentences were found to be female dominated. Similarly, the male dominated and female dominated sentences were found to be 84.62 per cent and 15.38 per cent respectively. Male dominated sentences were also found 69.24 per cent more than female dominated sentences. The lesson seemed to be male dominated due to the occurrence of a higher number of number male dominated words and sentences. The following are some examples of the male and female dominated words and sentences in the lesson.

Male dominant words : Tenali Raman, Birbal, he, his, Soldier, boy, man.

Female dominant words : Wife, she.

Male dominant sentences:

- You know Birbal.
- Tenali Raman was like Birbal.
- He too had a great sense of humour.
- His stories also show wit and wisdom.
- Tenali Raman and his wife went to bed. But Tenali Raman did not sleep.
- He asked his wife first go and get the halwa and then I will tell you a bright idea.
- His wife brought the halwa.
- Tenali Raman often went to tea stall.
- One naughty boy used to hit his cap.
- Once there was a man in his place.
- He was a soldier.
- He just hit the cap.

Female dominant sentences:

- Once Tenali Raman's wife prepared halwa.
- She served some halwa to Tenali Raman.

Owing to the presence of more male dominated words and sentences, the lesson 'Tenali Raman' was found favouring the male sex. All the examples that were cited in the lesson were of males. Men's dominance over women comes out very clearly and strongly from this lesson. Tenali Raman is shown ordering his wife to get the halwa from the kitchen, which she had to obey.

Lesson 6: 'A Proud Pandit'

There were 397 words and 45 sentences in this lesson. There were five male dominant words and no female dominant words. Due to the prevalence of only male dominant words, 10 sentences were found to be male dominated. This made the lesson male dominated. Some of the examples of male dominated words and sentences are as follows:

Male dominant words: Pandit, rich man, boat man, Nathu, Sir.

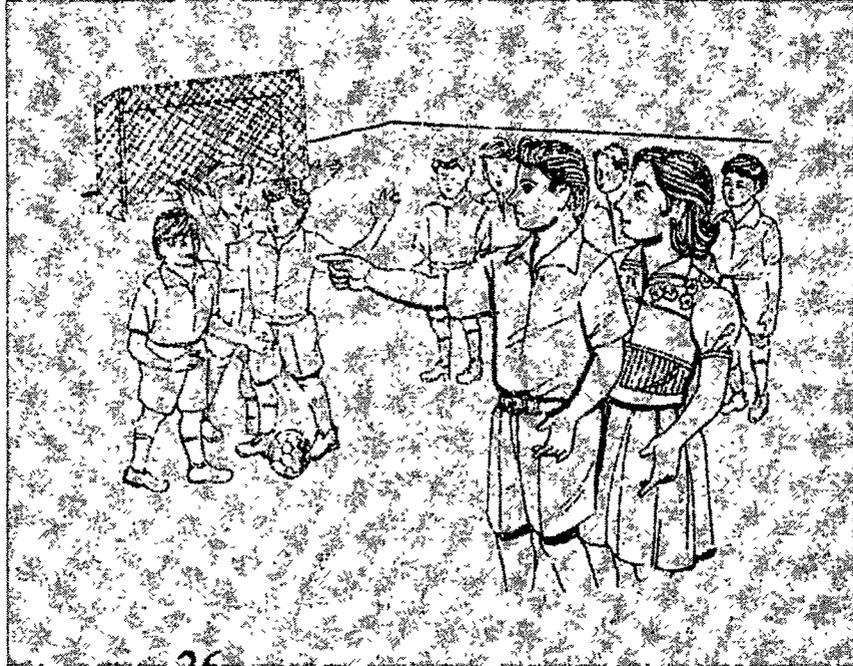
Male dominant sentences:

- Once there lived a Pandit in a village.
- He was very proud.
- Once a rich man invited him.
- He took with him a bundle of books.
- The boatman took people across the river.
- The boatman greeted Pandit with a smile.
- Nathu, you are a big fool.
- Nathu, looked at him and said, "How about you sir?"
- The poor Pandit had no answer.
- "O, learned man, can't you swim?"

The lesson 'A Proud Pandit' is replete with male characters like, the boat man, the pandit and the rich man. In the picture accompanying the text, only one female figure is to be seen on the boat carrying the Pandit and other passengers.

Lesson 7: 'A Foot Ball Team'

There were 308 words and 50 sentences in this lesson. There were 7 male dominant words and 2 were female dominant words. Out of the total sex biased words, 77.78 per cent and 22.22 per cent were found to be male and female dominant words respectively. The male dominant words were found to be 55.56 per cent more than the female dominant words. Due to this, there were more male dominant sentences, i.e., 10 sentences than female dominant sentences, i.e. 2. The male and female dominated sentences were 83.33 per cent and 16.67 per cent respectively, male dominated sentences being 66.67 per cent more than the number of female dominated sentences. The lesson seemed to be male dominant as far as the number of male and female dominant words and sentences were concerned. The following are some examples of the male dominant and female dominant words the lesson contained.



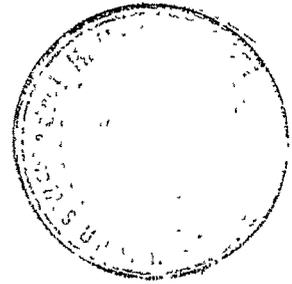
Picture 9: A Football Team *Jaimini and her cousin Ashok being introduced to his school's football team*

Male dominant words: Ashok Patel, Principal, Sir, Ramesh, he, Peter, Aziz.

Female dominant words: Jaimini, She

Male dominant sentences:

- Ashok Patel is a student of the Shastri High school.
- May I come in sir ?
- Good morning sir.
- Hello, Ramesh ! How are you ?
- He is an all-rounder
- He is a good Player.
- Aziz is a good goal-keeper.
- He is very active.
- He can easily kick the ball
- Ramesh is a captain of our football team.



Female dominant sentences:

- You can take her to library.
- Take her to the playground.

The Lesson 'A Foot Ball Team' was male dominant as all the characters except one were males. The males were in the roles of principal, students playing foot ball. The female in the lesson is a girl who is watching an all male football team prepare for a match.

Lesson 8: 'A Letter'

There were 250 words and 32 sentences in this lesson. There were 3 male and 3 female dominant words. Out of the total sex biased words 50 per cent for each were shared by each sex. Five sentences were found to be female dominated while not a single sentence was male dominant. The lesson was hence categorised as female dominant due to the occurrence of more female biased words and sentences. Examples of female male dominated words and sentences that appear in the lesson are given below.

Male dominant words: Pritam society, Rampur, Uncle.

Female dominant words: Asha, Amita, Aunt

Female dominated sentences:

- Asha and Amita are friends.
- Amita will visit to south India.
- Asha wrote about the tour
- Amita will visit Jog Falls and Bandipur Sanctuary.
- Amita will be away from home.

The Lesson 'A Letter' was found portraying girls in a different light. It showed girls going out on camps or on a tour. Thus it was inspiring for girls and there should be more of such stories in textbooks.

Lesson 9: 'A Science Fair'

There were 365 words and 51 sentences in this lesson. There were 5 male dominant words and only one female dominant word. Out of the total sex biased words, 83.33 per cent and 16.67 per cent were male and female dominant words respectively. Male dominant words were 66.66 per cent more than female dominant words. Because of the higher frequency of male dominated words, there were 10 male dominated sentences and one female dominated sentence. Similarly, the male dominated and female dominated sentences were found to be 90.9 per cent and 9.1 per cent respectively. Male dominated sentences were also found 81.8 per cent more than female dominated sentences. The lesson is found to be male dominated because of the higher number of male words and sentences were concerned, some examples of which are given below.

Male dominant words: Bhaskar Raval, Mr. Jayesh Gandhi, Kamal, he, Sir.

Female dominant words: Miss Lilly Menon

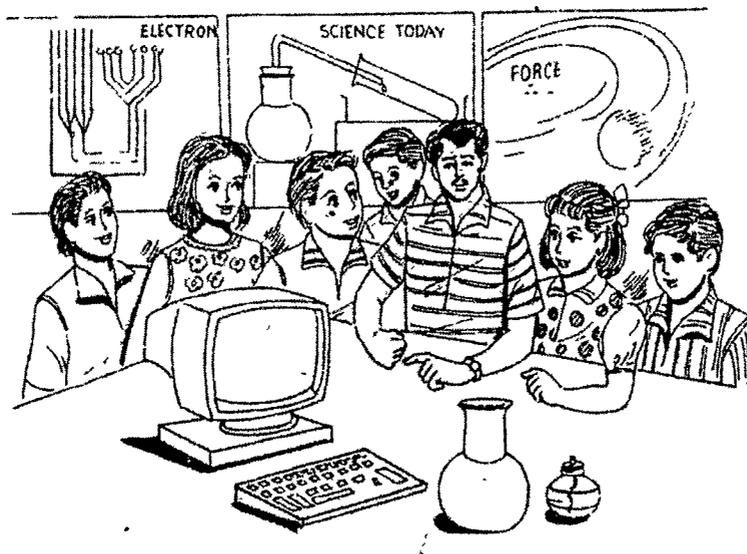
Male dominant sentences:

- Bhaskar Raval is a student of Std. IX.
- He is the president of the Science club of his School.
- Mr. Jayesh Gandhi is a science teacher.
- He is in charge of club.
- Good Morning Sir,
- What is it Sir,
- Please, give the details of the fair Sir.
- Sir, will there be different sections in the fair ?
- Certainly Sir.
- Good bye Sir.

Female dominant Sentence:

- Miss Lilly Menon is the Secretary

The lesson "A Science Fair" is biased towards the male sex. It is about a Science club which had 30 members, the president/in charge of the club is a male, the science teacher in the lesson is a male. The only female character who finds mention in this lesson is Miss Lilly Menon, in the stereotyped role of a secretary of the said Science club. Further, in the picture accompanying the text, which showed a group of students watching a scientific experiment in progress, the number of boys was disproportionately higher than that of girls. The lesson shows a bias against the female sex by excluding them from science related courses. The courses like Science, Engineering, Computers, etc. have been allotted to males in the text, thus once again, reinforcing the stereotype that boys and men have more aptitude for science than girls or women.



Picture 10: A Science Fair. Jayesh Gandhi, the Science Teacher, there are four boys and two girls.

Lesson 10: 'The Clever Jackal'

There were 494 words and 61 sentences in this lesson. There were 8 male dominant words as against only one female dominant word. Out of the total sex biased words, 88.89 per cent were male dominant and 11.11 per cent were female dominant. Male dominant words were 77.78 per cent more than female

dominant words. Ten sentences were found to be male dominated while not a single sentence was female dominated. The lesson seemed to be male dominated as a result of the higher number of male dominated words and sentences. Some examples of male and female dominated words and sentences are given below.

Male dominant words: Farmer, the Master, kind man, Tiger, Jackal, Horse, man.

Female dominant Word: Wife

Male dominant sentences:

- He is growling.
- A farmer comes there.
- The Tiger sees him
- O, Farmer! Please, open the door.
- O, kind man trust me.
- He opens the door.
- Thank you for your kindness, O, farmer.
- Man is cruel.
- Dear farmer, I cannot understand your story.
- Will you not help me, Sir ?

In the, lesson 'The Clever Jackal" all the characters, including the animals like tiger, horse, jackal, were males. The pronoun "He" was used for all the animals. There was not a single female character, though a wife is mentioned. Fables and folk tales such as this could be changed to make it more neutral.

Lesson 11: 'Beautiful Birds'

The lesson 'Beautiful birds' was found to be totally neutral. It was all about birds. The third person singular number and related pronouns had been used to describe the birds in the lesson. Most of the words and sentences were found to be neutral, for example,

- Do you know these birds ?
- It is pelican.
- Here are few birds.
- Here is a wood pecker
- This is the picture of an owl.
- Now, look at this bird.
- It is weaving nest.
- It is a weaver bird.

This type of lesson is good for school children. It is informative as well as gender neutral. More lessons of this nature should have been included in the textbook.

Lesson 12: 'A Cheerful Man'

There were 432 words and 48 sentences in this lesson. There were 13 male dominant words and not a single female dominant word. Due to a large number of male dominant words, 12 sentences were found to be male dominated. The lesson was found to be male dominated as the number of male biased words and sentences were more than that of the female. Some of the examples of male dominant words and sentences are given below.

Male dominant words: Aamir, Prince of Khorasan, he, camels, poor man, guards, cook, prisoners, dog, robbers.

Male dominant sentences:

- Title sentence itself is male dominant, i.e., a cheerful man.
- Aamir was a prince of Khorasan.
- Some robbers attacked his caravan.

- He is a cheerful man.
- At last he found one small pot and two potatoes.
- He put the pot on the fire.
- He searched for salt.
- The pot stuck to his (dog) head.
- He laughed.
- The chief of robbers heard this.
- He liked the cheerful prince.

As a whole, the lesson 'A cheerful man' is found male dominant. Though there were some non dominant words like cook, robbers, prisoners, in the lesson, these words are referred to males. Even the dog in the lesson is referred to with the pronoun "he".

Lesson 13: 'Neither this nor that'

There were 423 words and 52 sentences in this lesson. There were four male dominant words and two female dominant words. Of the total male-female dominant words, 66.67 per cent were male dominant and 33.33 per cent were female dominant. Male dominant words were 33.34 per cent more than female dominant words. Six sentences were found to be male dominated and two sentences were found to be female dominated. The male dominated sentences were 75 per cent and female dominated sentences were lesser by 50 per cent, constituting 25 per cent of the total male-female dominant sentences. Overall the lesson was male dominated because of greater number of male dominant words and sentences. Some of the examples of female and male dominated words and sentences are given below.

Male dominant words: Sumeet, He, Papa, Father,

Female dominant words: Shehnaz, Zakira

Male dominant sentences:

- Sumeet went to Vadodara.
- He went there with his parents.

- He saw many paintings there.
- He liked the statues.
- His father laughed.
- My father says we will visit both.

Female dominant sentences:

- Hello, Shehnaz.
- She is like me.

The lesson 'Neither this nor that' was more male dominant. Women could have been shown as driving cars, working as bus drivers or conductors.

Lesson 14: 'The other side'

There were 295 words and 38 sentences in this lesson. There were eight and two female dominant words. Out of the total male-female dominant words, 80 per cent words were male dominant and 20 per cent of words were female dominant. There were 10 male dominant sentences and not a single female dominated sentence. The lesson was found to be male dominated due to more male dominated words and sentences. Some of the examples of female-male dominated words and sentences are given below.

Male dominant words: Strange man, he, his, Mulla Nasruddin, him, son's birthday, courtiers, king

Female dominant words: Wife, aunt

Male dominant sentences:

- The man is riding a donkey.
- He is riding with his face to its tail.
- What a strange man!
- This picture is of Mulla Nasruddin.
- He was different and thought differently.
- Mulla and some courtiers went for hunting with the king.
- The king said, "What a charming deer".

- He took the aim.
- The Mulla said, "Congratulations."
- The king got angry. He looked at him.

The lesson 'The other side' is again male dominant. In this lesson a male person, 'Mulla' Nasruddin is shown as being different from others. He thinks and acts differently. Though Mulla's wife has been included in the lesson, the space given to her is less and she is not portrayed as wise as he.

Lesson 15: 'William Tell'

In the lesson 'William Tell', there were 328 words and 36 sentences. There were nine male dominant words and 12 male dominant sentences in the lesson, and not a single female dominated word or sentence. The lesson was found to be totally male dominated due to only male dominant words and sentences. Some examples of male dominated words and sentences are given below.

Male dominant words: Brave man, His, William Tell, he, son, guard, Gessler, boy, father.

Male dominant sentences:

- Many years ago there lived a brave man Switzerland.
- He was a good archer.
- He had a son.
- He was also a brave boy.
- Gessler was the governor of Switzerland.
- He was cruel man.
- He kept his hat on a pole.
- William Tell went to the market place.
- Take the boy and tie him on that tree.
- He took the aim.
- The boy looked at his father with pride.
- William Tell ran to his son and kissed him.

The lesson "William Tell" was found to be totally dominated by the male sex. The theme of the lesson is about a courageous father, William Tell, an archer, who defies the unjust rules governing his land and risks the life of his son. Similar stories of brave women could have been presented. There are several women in Indian history and mythology, such as 'Panna' who sacrificed her son to save the life of her master's son, Shivaji's mother Jijabai, the Rani of Jhansi, etc.

Lesson 16: 'Learning to Learn'

There were 400 words and 46 sentences in this lesson. There were six male dominant words and four female dominant words. Out of the total male-female dominant words 60 per cent and 40 per cent were found to be male and female dominant words respectively. There were 12 sentences which were male dominated and three sentences were female dominated. The male dominated sentences were found to be 80 per cent and female dominated sentences were found to be 20 per cent of the total male-female dominant sentences. Male dominated sentences were 60 per cent more than the female dominated sentences. The lesson was found to be male dominated due to the occurrence of more male dominated words and sentences. Examples of male dominated words and sentences are given below

Male dominant words: Headmaster, scientist (used as male), his, boy, Mr. Edison.

Female dominant words: Mother, mum, Mrs. Edison, she,

Male dominant sentences:

- Thomas Alva Edison was a great scientist.
- He invented many things.
- He tried to make human life comfortable.
- Thomas disappeared from the house.
- His father laughed.
- He was full of curiosity.

- He wanted to know many things.
- The boy is not a good pupil.
- He took his hat and went home.
- He was eager to study.
- He wants come to your school again.
- He was only twelve.

Male dominant sentences:

- Mrs. Edison said, "I know my son well.
- She encouraged him to ask questions.
- She inspired him to read many books.

The lesson 'Learning to learn' is again a story of a male. It is about Thomas Edison as a child prodigy, performing an experiment in the age of 12. His mother takes responsibility of her son and encourages him, as all mothers are expected to do. Similar stories about women, for example Sarojini Naidu, who wrote a poem of 130 lines at the age of 13, could also be introduced.

Lesson 17: 'An Eclipse'

In the lesson 'An eclipse', there were 401 words and 56 sentences. There were five male dominant words and no female dominant word. Similarly four sentences were found to be male dominated and there was no female dominated sentence. The lesson was therefore found to be totally male dominated. The following are some examples of male dominated words and sentences.

Male dominant words : Anandbhai, Sumeet, uncle, he, Chinese men,

Male dominant sentences :

- Anandbhai is Sumeet's Uncle.
- He is showing a book to Sumeet.
- But uncle, how does an eclipse really take place ?
- May I borrow it for a few days, uncle ?

In this lesson both the main characters are male though the lesson is on general information to the students about an eclipse. To make the lesson more neutral, some female characters could have been added. The same conversation could be shown as taking place between a girl and a woman.

Lesson 18: 'Oh, Robert'

There were 520 words and 66 sentences in this lesson. There were 14 male dominant words and three female dominant words. Of the total male-female dominant words, 82.35 per cent and 17.65 per cent were found to be male and female dominant words respectively. Male dominant words were 64.7 per cent more than the female dominant words. 15 sentences were male dominated, while only three sentences were female dominated. The male dominated sentences were found to be 83.33 per cent and female dominated sentences were found to be 16.67 per cent of the total biased sentences. Male dominated sentences were found 66.7 per cent more than the female dominated sentences. The lesson was found to be male dominated due to more male dominated words and sentences. Examples of male and female dominated words and sentences are given below.

Male dominant words: Greg, bandit, Robert, Mr. White, his, he, master, him, Sir, son, barber, blacksmith, Allan, Daniel, Jack.

Female dominant words: Mrs. White, she, her.

Male dominant sentences

- His name was Robert.
- He was polite but little stupid.
- "Sir, my mistress says that she is going out."
- Mr. White sent Robert to the doctor.
- Robert went to the doctor and said, "I am Mr. White's servant."
- Mr. White says that the young master had' hen pox'.
- He went to with Robert to Mr. White's house.
- Greg has chickenpox.
- Once Mr. White told a story to his son.

- First he went to a barber's shop
- Next he went to the Black Smith
- Robert thus went from one shop to another.
- People gathered in front of Mr. White's house
- He saw the crowd.
- Hey, Allan, Daniel, Jack, What's the matter?

Female dominant sentences:

- Once Mrs. White said to Robert. Tell your master, I am going out.
- She says she wants her purse.

The lesson 'Oh, Robert' was dominated by male characters. Except Ms. White all the characters were found to be male

Lesson 19: 'Rules of the Road'

There were 458 words and 45 sentences in this lesson. There was not a single word in the text that showed dominance of either sex. So, the lesson 'Rules of the road' was found to be neutral. Third person singular number and pronouns were used in the lesson. Most of the words and sentences were found neutral. For example,

- We live in big cities and towns.
- Do we know when to get on the bus and when to get off ?
- A passenger falls off the bus and gets head injuries.
- It tells us both, where to cross the road and when to cross it.
- It also says: Wait for the green light for pedestrians.

Lessons like these, which are neutral and informative, are very useful for the school children. More of such lessons should be included in the textbook.

Lesson 20: 'The Legend of the Sunflower'

There were 540 words and 59 sentences in this lesson. There were six male dominant words and eight female dominant words. Out of the total dominant words, 42.86 per cent were male dominant and 57.14 per cent were female dominant. Female dominant words were found 14.28 per cent more than the male dominant words. Eight sentences were found to be male dominated and 10 sentences were found to be female dominated. The male dominated sentences were found to be 44.44 per cent and female dominated sentences were found to be 65.66 per cent of the total male-female dominant sentences. Female dominated sentences were 21.12 per cent more than the male dominated sentences. The lesson was found to be female dominant due to more female dominated words and sentences. Some of the examples of female and male dominated words and sentences are given below.

Male dominant words: Father, king, prince, sun, his, husband,

Female dominant words: She, princess, her, mother-in-law, mother, young lady, old woman, girl.

Male dominant sentences:

- The king did not know what to do.
- Go and marry the Sun but don't show me your face again. Said the king.
- He drove the princess out of the palace.
- The sun said to the princess, "How can you disobey my mother?"
- How can you stare at me like this?
- But the sun drove her out of the palace.
- How handsome and bright he is.
- The sun was not at home.

Female dominant sentences:

- The princess did not know where to go.
- She walked on and on.
- The princess entered the palace.

- She welcomed the princess.
- What do you want young lady ?
- The old woman liked the girl.
- In the beginning she never looked at her husband face.
- She controlled her feeling.
- She went to Sun's mother to seek permission to look at Sun's face.
- The old woman felt sorry for the princess.

Though there are more number of female dominant words and sentences in this lesson was still found to be male dominant. The sunflower, who is a princess, is punished by both her father and her husband for disobedience. Her father turned her out of the palace for marrying a person of her choice. Her husband turned her out of the palace for looking at his face, when he had instructed her never to do it. Such a theme can lead to the perpetuation of ill treatment of women.

Lesson 21: 'The Picture goes up'

There were 381 words and 54 sentences in this lesson. There were six male dominant words and three female dominant words and of the total sex biased words, 66.67 per cent and 33.33 per cent were found to be male and female dominant words respectively. Male dominant words were found 33.34 per cent more than the female dominant words. Thirteen sentences were found to be male dominated and three sentences were found to be female dominated. The male dominated sentences were found to be 81.25 per cent and female dominated sentences were found to be 18.75 per cent of the total male-female dominant sentences. Male dominated sentences were found 62.5 per cent more than the female dominated sentences. The lesson was found to be male dominated due to use of more male dominant words and sentences. For example:

Male dominant words: Mr. Shah, Manoj, Kunal, uncle, Dinukaka's place.

Female dominant words: Mrs. Shah, Payal, she,

Male dominant sentences :

- Uncle, let us hang the picture on that wall.
- No Manoj, it is not a good place.
- Manoj bring out ladder from the backyard.
- Kunal, go to Dinukaka's place and bring his hammer.
- Manoj and Kunal carried out Mr. Shah's instructions.
- Mr. Shah climbed one or two steps.
- Kunal, let us help uncle.
- Mr. Shah then climbed up the ladder.
- Mr. Shah put the nail.
- May I hold the ladder, papa.
- Mr. Shah then fixed the nail.
- He said how nice it looks!
- What happened papa ?

Female dominant sentences:

- Mrs. Shah had a bright idea.
- Let your mother decide
- Payal, let me have the nail.

This lesson was found to be male dominant. Most of the work done by the various characters in the lesson was done by males. Also, the number of male characters was twice that of the female characters. Some of the male dominant sentences could have been made female dominant. The content could be made unbiased to some extent by adding an equal number of male and female characters.

Lesson 22: 'English around us'

In this lesson there were 254 words and 37 sentences. There were two female dominant words and not a single male dominant word. Four sentences in the lesson were found to be female dominant and none of them were male dominant.

The lesson was found to be female dominated because only female dominant words and sentences have been used. For example:

Female dominant words: Asha, Bhoomika

Female dominant sentences:

- Asha and Bhoomika are classmates.
- Asha is pleased, but Bhoomika is little worried.
- Asha and Bhoomika sat down and prepared some cards.
- Asha and Bhoomika are now ready with their items.

In short, the lesson 'English around us' females were dominant. Therefore an equal representation of male characters could be created in such lessons.

Lesson 23: 'And the Monkey was Trapped'

There were 342 words and 39 sentences in this lesson. There were two male dominant words and two female dominant words. Of the total sex biased words 50 per cent each was found male and female dominant respectively. Seven sentences were found to be female dominated, but not a single sentence favouring the male sex. The lesson was found to be female dominated due to more female dominant words and sentences. Following are some examples of female and male dominated words and sentences.

Male dominant words: Shri Shankarbahi Vasava (Sarpanch), He (monkey catcher)

Female dominant words: Mother monkey, she

Female dominant sentences:

- The mother monkey was shocked.
- She got wild.
- She began to attack the people
- Mad monkey went near the cage.
- She saw the bananas in it.

- Soon she entered the cage to eat the bananas.
- She sat there and began to eat the bananas.

The lesson 'And the Monkey was Trapped' was the story of a mother monkey, which lost its baby and became wild. Though the lesson was found to be dominant towards female sex, the theme was totally dominated by the male sex.

Lesson 24: 'The Noble Gift'

There were 664 words and 69 sentences in this lesson. There were seven male and four female dominant words. Out of the total male-female dominant words, 63.64 per cent and 36.36 per cent words were dominated by males and females respectively. Male dominant words were found 27.28 per cent more than the female dominant words. There were 15 sentences which were male dominant and seven sentences which were female dominant. The male dominated sentences were found to be 68.18 per cent and female dominated sentences were found to be 31.82 per cent of the total dominant sentences. Male dominated sentences were found 36.36 per cent more than the female dominated sentences. The lesson was found to be male dominated due to more male dominated words and sentences. Some examples of female and male dominated words and sentences are given below.

Male dominant words: Rich man, he, my master, young priest, Lord Buddha, king, your Holiness.

Female dominant words: She, Ya-toe, young girl.

Male dominant sentences:

- Once there lived a rich man in a city in China.
- He had many servants in his house.
- One morning a young priest came to the rich mans house.
- The priest said, "We are putting up a large statue of Lord Buddha".
- The Priest collected the gifts.

- I cannot accept the small coin said the priest.
- All the gold and silver coins and ornaments collected by one priests were melted.
- The head Priest came to see the statue.
- He said, "This is not even as beautiful as an ordinary statue".
- The head Priest said, "What can be the reason ?"
- The head Priest though for some time.
- Priest said brothers, "You went to collect gifts for the statue."
- The young priest said, "I hurt a young girl's feelings."
- The head Priest said "Now I understand the matter."
- The head Priest came to see the statue.

Female dominant sentences:

- The young girl called Ya-toe
- She was younger than all the servants.
- She worked hard and honest.
- One day Ya-toe found a small coin.
- I will keep and give to my mother on festival day.
- Ya-toe said, "Sir, please accept this small coin for the status of Lord Buddha."
- Ya-toe's eyes filled with tears.

Though the lesson 'A noble gift' was a story about a young girl, male characters were described more. The gift collectors were all priests (male persons) and even the gift donors were depicted as males. All the servants were also males, except the young girl. The girl was shown as poor and her gift was not accepted.

Lesson 25: 'The Capital of Gujarat'

There were total 404 words and 47 sentences in this lesson. There were no male or female dominant words or sentences in this lesson. The lesson was related to

general information about Gandhinagar, the capital of Gujarat. The information was given about different sectors in the city like, the Vidhan Sabha, hospitals, schools, mosque, church, temple, town hall, children's park, deer park, state library, the rose garden, district panchayat, etc.

Supplementary Lessons

Lesson 1: 'Tagore in Ahmedabad'

There were 332 words and 38 sentences in this lesson. There were 08 male dominant words and no female dominant words. There were a total of 11 male dominated sentences and no female dominant sentences. The lesson was found to be male dominated due to the use of only male dominant words and sentences. For example:

Male dominant words: Rabindranath Tagore, he, brother, Jyotindranath, poet, handsome, Satyendranath, Shahjahan.

Male dominant sentences:

- Rabindranath was a great poet.
- He was also excellent painter.
- Shantiniketan is Tagore's great gift to the world.
- Rabindranath belonged to a well known Bengali Family.
- He was very fond of his elder brother.
- Jyotindra loved out door life.
- Rabi did not like to kill animals.
- He did not like caged birds.
- He loved his own freedom, his first songs and set them to tunes.

The lesson "Tagore in Ahmedabad" was entirely on male characters. The textbook could include a biography of women poets and thinkers.

Lesson 2: ' Our National Parks and Sanctuaries'

There were 372 words and 43 sentences in this lesson. There are five male dominant words while there was not a single word that favoured the female sex.

There were four male dominated sentences without a single female dominant sentence. The lesson was found to be male dominated as there were more male dominant words and sentences in the content. Examples of male dominant words and sentences are given below.

Male dominant words: Corbett Park, Jim Corbett, his, he, man eaters of Kumaon.

Male dominant sentences:

- The Corbett Park gets its name from the famous writer and hunter Jim Corbett.
- He lived many years ago.
- He hunted tigers.
- His books the 'Man eaters of Kumaon' and 'My India' are very interesting.

This lesson was again a male centred lesson; it was about the well-known hunter and conservationist, Jim Corbett.

Lesson 3: 'Tit for Tat'

There were 575 words and 66 sentences in this lesson, 10 male dominant words and not a single word favouring female . There were 14 male dominated sentences and no female dominated sentence. The lesson was found to be male dominated due to the use of male dominant words and sentences. Following are some examples of the male dominated words and sentences in the lesson.

Male dominant words: Bharatpur, merchant Bhagwandas, he, father, Laxmidas, his, himself, horse, hawk, king.

Male dominant sentences:

- Once there lived a merchant named Bhagwandas.
- He was rich and generous.
- He was always ready to help the poor.
- Bhagwandas had trunk, he loved it very much.
- He failed to pay attention to his business.
- He suffered heavy losses.

- He sold all his property.
- He did not sell his trunk.
- He went to Laxmidas' House.
- He told him the story of his success.
- He decided to teach him a lesson.
- He talked to Laxmidas for sometime.
- The kind ordered to return Laxmidas trunk.
- He also asked Bhagwandas to return the horse.

The lesson 'Tit for Tat' was male dominant, as it was based on two male characters.

Lesson 4: 'Dr. Bhimrao Ambedkar'

There were 410 words and 47 sentences in this lesson. There were 6 male dominant words and 2 female dominant words.

Male dominant words: Bhimrao, father, Buddha, Kabir, Jyotiba Phule, Gandhi.

Female dominant words: mother, aunt.

Male dominant sentences:

- Bhimrao was born in a Mahar family.
- His father, Ramjirao was a Subedar.
- He was sent to school.
- He loved and helped Bhimrao.
- Maharaja Gaekwad of Baroda and the Maharaja of Kolhapur helped him with scholarship.
- He studied law in England.
- Dr. Ambedkar was greatly influenced by three great men of the country.
- He liked Buddhism.
- Gandhiji and Dr. Ambedkar worked for the uplift of the Harijans.
- Dr. Ambedkar played an important role in framing the Constitution of India.
- This great son of India died on 6th December, 1956.

The entire lesson was on Dr. Ambedkar. The female characters were his mother, who died when he was very young and his aunt Morabai, who brought him up. The lesson was focussed on the male character and was hence found to be male dominant.

From the detailed content analysis of 25 detailed lessons and four supplementary lessons of the lower level English textbook of standard IX, it was found that 23 lessons were male dominated, two lessons were female dominated, and three lessons were neutral and only one lesson was found stereotyped. The lessons like, 'Aren't We Lucky', 'Onam', 'Earn While You Learn', 'Tenali Raman', 'A Proud Pandit', 'A Foot Ball Team', 'A Science Fair', 'The Clever Jackal', 'A Cheerful Man', 'Neither this nor That', 'The Other Side', 'William Tell', 'Learning to Learn', 'An Eclipse', 'Oh, Robert', 'The Legend of the Sunflower', 'The Picture goes up', 'And the Monkey was Trapped', 'The Noble Gift', 'Tagore in Ahmedabad', 'Our National Parks and Sanctuaries', 'Tit for Tat', and 'Dr. Bhimrao Ambedkar' were found to be male dominated. These lessons were found to be male dominated due to one or more of the following reasons.

- The number of male dominant words and sentences were more than that of female dominated words and sentences.
- Though there were equal number of male and female dominated words and sentences, the theme of the lesson was male dominated.
- Only male dominated words and sentences were found.
- Though the lesson was on a female character, it was dominated by other male characters.
- Presentation of stereotyped roles for either of the male or female characters.
- Over emphasis on male characters.

The lessons like, 'A Letter', and 'English around us' were found to be female dominant, due to the use of more number of female dominant words and

sentences, and female dominant themes. If more female dominant lessons had been added in the English textbook, it could have become more neutral.

The lessons like, 'Beautiful Birds', 'Rules of the Road', and 'The Capital of Gujarat' were found to be neutral due to more number of neutral words. Third person and singular number form of nouns and related pronouns were found to be used more in these lessons. Had the textbook contained more of such lessons, it would have become more neutral.

The lesson 'To The Shopping Centre' was found to be stereotyped, where more of the stereotyped roles of the female was shown, which made the lesson male dominant.

Thus it can be concluded that as 23 lessons were male dominated, one was stereotyped and only two were female dominated, the lower English textbook of standard IX was male dominated.

4.1.5.3 Analysis of English textbook of standard X

There were 25 detailed study lessons, four supplementary lessons and six poems in the lower level English textbook of standard X. The content analysis of all the detailed and supplementary lessons was done to find out the elements of sexist bias. The list of lessons that were analysed has been provided below.

Contents of English text book of Standard X

Detailed lessons

1. Test Your General Knowledge
2. Muharram
3. I Should, I Will
4. The Glass Eye
5. Gulliver In Lilliput
6. An Act of Service
7. Strange but True
8. Olympics – The Festival of Sports
9. Rajasthan
10. Orpheus and Eurydice
11. I'm Afraid I have Broken it
12. Have you Heard this one
13. The Tireless Pump
14. Nicholas Writes to Jaikrishna
15. The Prodigal Son
16. Lindbergh's Adventure
17. A Sincere Worker but a Forgetful Husband
18. Anwar Helps a Foreigner
19. Vaishali at the Police- Station
20. How much Land does A Man need
21. A Visit to CSMCRI¹
22. Prevention of Cruelty to Animals
23. The Indian Village – Then and Now
24. Sagar Becomes Self-reliant

25 Atlanta's Race

Supplementary lessons

1. Some Word Origins
2. Suleman Patel – The Lion of Camera
3. The Spirit of Sacrifice
4. Computers – The Thinking Machines.

¹ CSMCRI: Centre for Salt and Marine Chemicals Research Institute

The analysis of each of the lessons listed above was carried out in the same way as the lessons of the textbooks of standard IX. The number of male and female dominant words and sentences occurring in each lesson of the English textbook of standard X and the themes of these lessons have been presented in this section.

Detailed Lessons

Lesson 1: 'Test Your General Knowledge'

There were 517 words and 77 sentences in this lesson. There were 13 male dominant words and one female dominant word. Out of the total sex biased words of which 92.86 per cent and 7.14 per cent were found to be male and female dominant words respectively. Male dominant words were found to be 85.72 per cent more than the female dominant words. There were 13 male dominated sentences and one female dominated sentence. The male dominated sentences were also found to be 92.86 per cent and female dominated sentences were found to be 7.14 per cent of the total biased sentences. Like male dominant words, the male dominated sentences were also found to be 85.72 per cent more than the female dominated sentences. The lesson was found to be male dominated due to the presence of more male dominated words and sentences. Some examples of female and male dominated words and sentences are given below.

Male dominant words: Vipul, his, quiz master, father, Mr. Shah, boys, uncle, Sumeet, Joseph, Salim, Papa.

Female dominant words: Sujata

Male dominant sentences:

- "O.K", said the boys.
- "I can be the quiz master", said Vipul's father.
- Mr. Shah asked the questions.
- Four of the boys answered them.
- Thank you, Uncle.
- Thank you, Papa.

Female dominant sentence:

- Sujata participated in the quiz.

The lesson 'Test your General Knowledge' was found to be more biased towards the male sex. Not only were the quiz participants in the lesson predominantly boys, the general knowledge questions posed in the quiz which were related to great achievers of Gujarat were all men.

Lesson 2: 'Muharram'

There were 614 words and 66 sentences in this lesson. There were 16 male dominant words and one female dominant word. Out of the total male-female dominant words, 94.12 per cent and 5.88 per cent were found to be male and female dominant words respectively. Male dominant words were found 88.24 per cent more than the female dominant words. 10 sentences were found to be male dominated and one sentence was found to be female dominated. The male dominant sentences were found to be 90.91 per cent and female dominant sentences were found to be 9.09 per cent of the total biased sentences. Male dominated sentences were 81.82 per cent more than the female dominated sentences. The lesson was found to be male dominated due to the use of more male dominated words and sentences. Examples of female and male dominated words and sentences contained in the lesson are given below.

Male dominant words: Mankind, Imam Hussain, son, Prophet Mohammed, Hazrat Ali, Khalifa of Islam, his father, he, himself, grand father, himself, Muawiya, man, Yazeed, God.

Female dominant words: Women, Fatima

Male dominant sentences:

- In the history of mankind such people are remembered.
- Imam Hussain was a great religious leader of Islam.
- He was the son of Fatima
- Prophet Mohammed, Hazrat Ali was the fourth Khalifa of Islam.
- He was a religious person with a pure heart.
- On the death of Muawiya, his son Yazeed declared himself Khalifa.

- He was cruel and dishonest.
- He drank wine.
- Imam Hussain was a man of courage.
- Yazeed was a heartless ruler
- One by one Imam Hussain's followers went forward to fight.

Female dominant sentence:

- He was the son of Fatima.

The lesson was on the significance of 'Muharram' and the martyrdom of the important religious leaders in early Islamic history. The story was male centred.

Lesson 3: ' I Should, I Will'

There were 572 words and 69 sentences in this lesson. There was only one male dominant word and most of the other words were found to be non-biased. The lesson was on environment and how to reduce pollution of different kinds like, noise pollution, air pollution, environment pollution, etc. The lesson was found generally neutral as words and sentences used were not found to be neither male nor female dominant. However, the use of the only male dominant word 'mankind' should have been avoided and instead, the word 'humankind' could have been used. More of this type of lessons should have been included in the text to make the contents neutral. These were some of the neutral words included in this lesson.

Neutral words: Political Leaders, social workers, people of the world, scientists, the government, million of people, human population.

Lesson 4: 'The Glass Eye'

There were 573 words and 69 sentences in this lesson. There were six male dominant words and one female dominant word. Out of the total dominant words, 85.71 per cent and 14.29 per cent were found male and female dominant words respectively. Male dominant words were found 71.42 per cent more than the female dominant words. 10 sentences were found to be male dominated while there was not a single female dominated sentence. The lesson was found to be male dominated due to usage of more

male dominated words and sentences. Some examples of biased words and sentences contained in the lesson are given below:

Male dominant words: Boy scout, Mr. Bakshi, he, boys, Rupesh, Sir.

Male dominant sentences:

- It was a camp of boy scouts.
- Mr. Bakshi was the teacher in charge of the camp.
- He was young and enthusiastic.
- He inspired the boys to be self reliant and helpful.
- He inspired them to be bold and courageous.
- It's me, Rupesh Sir, the boy said.
- Other boys will see it and laugh at me.
- Mr. Bakshi said, that is a physical defect.
- Other boys will see it and laugh at me.
- Rupesh first showed his empty hand.

The lesson 'Glass eye' was about boy scouts and their activities. It was found to be male centred.

Lesson 5: 'Gulliver in Lilliput'

There were 686 words and 76 sentences in this lesson. There were eight male dominant words and no female dominant words. There were 10 male dominated sentences and no female dominant sentence. The lesson was found to be male dominated, due to the occurrence of more male dominated words and sentences. The following are some of the examples of male dominated words and sentences.

Male dominant words: Man, Gulliver, himself, he, king, tiny men, king's palace,

Male dominant sentences:

- Gulliver found himself on an island.
- Ho could neither see anyone nor hear any human voice.
- Gulliver woke up the next morning.
- He tried to get up but he could not.

- He could neither stand up nor move his arms or legs.
- He was in Lilliput.
- He lay quietly on the ground.
- The tiny men then made a platform near his head.
- Gulliver was now very hungry and thirsty.
- Now the king of the tiny men wanted to see Gulliver.

This lesson was about Gulliver, a doctor, who drifts to Lilliput, an island of tiny men, after a ship wreck. The lesson was male dominant as all the characters were male.

Lesson 6: ' An Act of Service'

There were 555 words and 61 sentences in this lesson. There were five male dominant words and 13 male dominated sentences but not a single female dominant word or sentence. The lesson was found to be male dominated due to the use of more male dominated words and sentences. Examples of male dominated words and sentences along with some non-biased words are given below.

Male dominant words: Abhay, he, himself, post master, men.

Non-dominant words: People, guide, dead bodies, doctor, police party, everyone

Male dominant sentences:

- Abhay, a young tourist guide, too, was getting ready to go to bed.
- He tried to look out but could not see anything
- How tragic ! Abhay said to himself.
- A man was lying in the snow
- The man was alive but he was seriously injured.
- Abhay and others carried him.
- Abhay thought for a moment and said to himself, I must save this man.
- He fell down and lost his torch in the snow.
- He tried hard to reach there.
- It was also the post master's house

- He saw Abhay lying at his door step.
- He took him inside.
- The post master informed the doctor.

Due to the absence of any female characters the lesson was found to be male dominated. A few female characters could have been introduced in the lessons to make it more neutral.

Lesson 7: 'Strange But True'

There were 481 words and 73 sentences in this lesson. There were four male dominant words and three female dominant words. Out of the total sex biased words 57.14 per cent and 42.86 per cent were found male and female dominant words respectively. Male dominant words were found 14.28 per cent more than the female dominant words. Seven sentences were found to be male dominated and five sentences were found to be female dominated. The male dominated sentences were found to be 58.33 per cent and female dominant sentences were found to be 41.67 per cent of the total biased sentences. Male dominated sentences were found 16.66 per cent more than the female dominated sentences. Though the lesson was found to be male dominant to some extent due to more male dominant words and sentences, it was found to be more neutral in its content. Some examples of female and male dominated words and sentences are given below.

Male dominant words: Vipul, Joseph, a man, fireman. Though animal keeper was a non-dominant word, it was found used with a man making it a male dominant word.

Female dominant words: Mother, Meena, Rekha

Male dominant sentences:

- A man went to see a zoo.
- The man went to the monkey's cage.
- He went near the cage and tried to read it (notice).
- While he was reading a notice, a monkey snatched away his spectacles.
- He got them from the monkey.
- A fireman was standing there.

Female dominant sentence:

- Meena, why are you late ?
- She was making 'Khir'.
- Did you wait till she finished?
- Yes, Mummy.
- Rekha and I cleaned it up.

The male and the female characters in the lesson 'Strange but true' were found to be equal in number. To bring about more neutrality to the lesson, the words like, "fire man" could be written as "fire fighter" without change in the meaning of the word. Though these types of words are being used since long, to bring about more neutrality, they could have been replaced by such sex neutral words as pointed out above.

Lesson 8: 'Olympic, the Festival of Sport'

There were 403 words and 49 sentences in this lesson. There were five male dominant words and one female dominant word. Out of the total sex biased words 83.33 per cent and 16.67 per cent were male and female dominant words respectively. Male dominant words were found 66.66 per cent more than the female dominant words. Three sentences were found to be male dominated while not a single sentence was female biased. The lesson was found to be male dominated due to more male dominated words and sentences. Some of the examples of female and male dominated words and sentences are given below.

Male dominant words: God Zeus, Roman emperor, French man, Father of modern Olympics, sportsmanship.

Female dominant words: Sports women

Non-biased words: Sports person, people.

Male dominant sentences:

- Years ago a Frenchman Baron Pierre de Coubertin impressed by the idea behind the games, tried to revive them.
- Baron Coubertin is rightly called the father of modern Olympics

- Sports persons take an oath that they would participate in the games with the spirit of sportsmanship.

The lesson was about Olympic Games. Though the theme is non-biased, it was found male dominant due to more male dominant words. More emphasis should be given on more neutral words and sentences. Instead of sportsman, it could be used as sports person.

Lesson 9: ' Rajasthan'

There were 515 words and 64 sentences in this lesson. There were seven male dominant words and three male dominated sentences and 2 female dominant words and three female dominated sentences. Overall the lesson was found to be male dominant due to the presence of more male dominant words and sentences. Examples of these are given below.

Male dominant words: Kings, Maharana Pratap, Maharana Udaisingh, man, men, heroic.

Male dominant sentences:

- Rajasthan is the land of the kings and the home of Rajputs.
- Maharana Pratap, who rode his favourite horse Chetak, died in the battle of Haldighati.

Female dominant sentences:

- Chittor is also associated with Padmini, the beautiful Rajput queen.

The lesson was about Rajasthan and the main attraction were forts, lakes, hills, temples, battle grounds of Haldighati, Chittor. Words like "bravery", "courageous" were mostly used for the male characters. The words like beautiful, innocent, thin, cute, attractive, sweet, gentle, etc, were mostly used for the female.

Lesson 10: 'Orpheus and Eurydice'

There were 780 words and 83 sentences in this lesson. There were four male dominant words and two female dominant words. Out of the total sex biased words 66.67 per cent were male dominant and 33.33 per cent female dominant. Male dominant words were

found 33.34 per cent more than the female dominant words. 12 sentences were found to be male dominated and two sentences were found to be female dominated. The male dominated sentences were found to be 85.71 per cent and female dominated sentences were found to be 14.29 per cent of the total biased sentences. Male dominated sentences were found 71.42 per cent more than the female dominated sentences. The lesson was found to be male dominated due to usage of more male dominated words and sentences. Some of the examples of female and male dominated words and sentences in the lesson are given below.

Male dominant words: Orpheus, God, Pluto, boatman, he

Female dominant words: Eurydice, she

Male dominant sentences:

- He could play beautifully on his lyre.
- Orpheus had a beautiful wife.
- When Orpheus saw her dead, he was full of grief.
- He could not play on his lyre.
- He could not sing. He was very sad. He could not bear to live without Eurydice.
- He said to his friends, 'I can't live without Eurydice'.
- He went on and on until he came to the river of death.
- He (the boatman) willingly carried Orpheus to the other side of the river.
- He (dog) sat down quietly and let Orpheus enter the gates.
- Pluto the god of death saw Orpheus, he could not believe his eyes.
- He (Orpheus) took the lyre and began to sing.
- He played sweet music on his lyre.

Female dominant sentences:

- There she was, sweet and gentle.
- And she disappeared.

The lesson was about a couple who loved each other very much and could not stay without each other. Once the wife was bitten by a snake and died. Husband reached the god of death with great difficulties. He broke his promise and lost his life. The lesson depicted attributes associated with female like, delicate, beautiful, sweet and

gentle. Similarly the words like, brave, courageous, strong , daring are associated only with male sex. Due to more emphasis on male sex the lesson was found to be male dominated.

Lesson 11: 'I am Afraid I've Broken it'

There were 448 words and 67 sentences in this lesson. Four words were found to be male dominant. There were eight female dominated sentences.

Male dominant words: Daddy, Suresh, him, he

Female dominant words:

Male dominant sentences:

Female dominant sentences:

- Oh, auntie, you ?
- How are you Reena ?
- How are you auntie ?
- Be comfortable auntie ?
- What about you, Reena ?
- Hello, Reena, Oh good evening Sudha auntie.
- What are you doing Reena ?
- You are always busy like a bee (such sentences are used for females)

The male as well as the female stereotyped roles were given expression in the lesson. The female have been shown doing household chores like, mending their blouses, knitting, cleaning, shopping etc. and the males were found doing things like, repairing watches, helping outsiders and playing. The lesson was found to be more biased towards the female sex. This lesson would help create a female dominant atmosphere in the class and a female dominated mind set among the learners. Some male characters could have been added to make the lesson neutral. In the lesson, Suresh had been entrusted with watch repairing but he could not complete it because the wheel was missing. The content could have been made unbiased to some extent by adding either more conversation with Suresh or by including more number of male characters.

Lesson 12: 'Have you Heard This One'

There were 528 words and 74 sentences in this lesson. There were nine male dominant words and no female dominant word in the lesson. 15 sentences were found to be male dominated while not a single female dominated sentence was found. The lesson was found to be male dominated due to only male dominated words and sentences. Some of the examples of male dominated words and sentences are given below:.

Male dominant words: Mulla Nasruddin, Sir, shopkeeper, man, fellow, him, old man, he. (Even the neutral words like shopkeeper and people were used for male sex).

Male dominant sentences:

- You have read some stories of Mulla Nasruddin.
- Nasruddin went to a fruit shop.
- Nasruddin pointed to melon and said, how much are the melons ?
- Give me your shopping bag, Sir.
- I have put the melon in your bag, Sir.
- One dinar, Sir, said the shopkeeper.
- They are really juicy Sir, my brother had brought them from Damascus.
- Those bananas look good, said the Mulla looking at a bunch of bananas.
- But he took the grapes back and gave him the bananas.
- They also one dinar, Sir.
- The shopkeeper shouted, "Sir, you haven't paid the money".
- He picked up a stick and rushed after the Mulla.
- That fellow has cheated me.
- He said to the people outside the shop.
- He is Mulla Nasruddin. He is fond of playing jokes.

The lesson 'Have you heard this one' was found to favour the male sex more. This lesson is likely to create a male dominant atmosphere in the class and a male dominated mind set among the learners. Some female characters could have been added in this lesson to make it neutral.

Lesson 13: 'The Tireless Pump'

There were 570 words and 60 sentences in this lesson. There were five male dominant words and one female dominant word. Out of the total sex biased words 83.33 per cent were male dominant and 16.67 per cent female dominant. Male dominant words were found 66.66 per cent more than the female dominant words. Eight sentences were found to be male dominated while it was without a single female dominated sentence. The lesson was found to be male dominated due to predominance of male dominant words and sentences. Some of the examples of female and male dominated words and sentences are given below.

Male dominant words: Dr. Denton Cooley, his, driver, young man (Even the neutral word like, driver was used for male sex).

Female dominant words: Wife

Male dominant sentences:

- A bus driver brought to his institute.
- His case was serious.
- His heart had a major defect.
- He needed another heart of a suitable doner.
- He said to the patient's wife, "if we do not get him a new heart, we will loose him".
- Dr. Cooley performed another operation.
- He removed the artificial heart and put the young man's heart in its place.
- He was the first man in medical history who

The lesson was found to be male dominated. A doctor (heart specialist) performed an operation on a driver. He replaced his heart with an artificial one and the man survived.

Lesson 14: 'Nicholas Writes to Jaikrishna'

There were 330 words and 42 sentences in this lesson. There were two male dominant words (Nicholas, and Jaikrishna) without a single female dominant word. The lesson was found to be a non-biased lesson in terms of sex preference. The lesson was found

written using third person and first person singular form of words like, I, we, our, your, you, children, parents, which made the lesson and its content more neutral.

Lesson 15: 'The Prodigal Son'

There were 620 words and 66 sentences in this lesson. There were eight male dominant words and 11 male dominant sentences without even a single female dominant word or sentence. The lesson was found to be male dominated due to male dominant words and sentences. Some of the examples of male dominated words and sentences are given.

Male dominant words: Farmer, sons, he, rich man, his, father, brother, servants. (Even neutral words like, servant, friends were used for male sex).

Male dominant sentences:

- A farmer had two sons.
- He was a rich man.
- His sons helped him on the farm.
- He went to his father and asked for his share.
- But the son did not listen to him.
- He wasted his money.
- He went to his friends for help.
- At last he returned to his father's house.
- The elder brother was angry.
- He rushed to his father.
- The father smiled and said lovingly.

All the characters in the lesson were male, making the lesson a male dominant. To make the lesson neutral to some extent, some female characters like, sisters, and mother etc could have been added. Similarly the sentences like, "farmer had two sons and two daughters," their mother was very loving", "both the daughters were married", "sisters loved their brothers", etc. could have been added to make the lesson unbiased to some extent.

Lesson 16: 'Lindbergh's adventure'

There were 480 words and 57 sentences in this lesson. There were six male dominant words and 10 male dominant sentences without even a single female dominant word or sentence. The lesson was found to be male dominated due to male biased words and sentences. Some of the examples of male dominated words and sentences are given below.

Male dominant words: Charles Lindbergh, Shri J.R.D. Tata, man, St. Louis, he, American gentleman, police officer. (Even neutral words like, pilot, police officer were used for male sex).

Male dominant sentences:

- Charles Lindbergh was a brave American pilot.
- Lindbergh was only twenty seven years old.
- But he was a brave man.
- Lindbergh took off at 7.52 a.m. that morning.
- He passed the first day and night in such uncertain weather.
- Lindbergh thought that his troubles were over.
- He could not see anything.
- Lindbergh's long tiring flight came to an end.
- When he stepped down, some young man carried him on their shoulders.
- One young police officer did a clever trick. He took Lindbergh's hat and placed it on the head of an American gentleman.

The lesson was about the story of a young American pilot. The lesson narrated one of his flights he had and the various difficulties he faced and how he overcame them. The lesson was found more male dominant. This lesson could create a male dominant atmosphere in the class and a male dominated mind set among the learners. Either some female characters could have been added in the lesson or some solo brave incident of some female characters could have been included in the contents to bring neutrality in the content.

Lesson 17: 'A Sincere Worker But a Forgetful Husband'

There were 522 words and 57 sentences in this lesson. There were three male dominant words and two female dominant words. Out of the total sex biased words which were found in the lesson 60 per cent and 40 per cent were found to be male and female dominant words respectively. Male dominant words were found 20 per cent more than the female dominant words. 12 sentences were found to be male dominated and six sentences were found to be female dominated. The male dominated sentences were found to be 66.67 per cent and female dominated sentences were found to be 33.33 per cent of the total biased sentences. The male dominated sentences were found to be 33.34 per cent more than the female dominated sentences. The lesson was therefore found to be male dominated due to more male dominant words and sentences. Some of the examples of female male dominated words and sentences are given below.

Male dominant words: Mr. Wagle, husband, he. (Even neutral words like, manager, worker, typist were used for male sex).

Female dominant words: Mrs. Wagle, she

Male dominant sentences:

- Mr. Wagle was the manager of a well known firm.
- He is very sincere.
- He works very hard.
- He is the first to come to the office and the last to leave.
- He has a loving wife.
- Mr. Wagle was still in the office.
- He thought he must pick up his briefcase and go home.
- He had to wait for another fifteen minutes.
- He had arrived there before others came.
- He had immediately called the purchase manager.
- He was much annoyed.
- He had promised his wife.

Female dominant sentences:

- Mrs. Wagle had waited long for her husband.
- She had prepared a nice dinner.
- She had thought of going out with him.
- She rushed to open the door.
- She saw that her husband had arrived.
- She was not in a mood.

This lesson was about a husband and his wife in the stereotyped roles of a hard working man and a housewife who waits for her husband to come home. The lesson not only showed the male character in a higher status job, but also the wife as someone who could be pacified with gifts.

Lesson 18: 'Anwar Helps a Foreigner'

There were 562 words and 66 sentences in this lesson. There were six male dominant words and two female dominant words. Out of the total sex biased words which were found in the lesson 75 per cent and 25 per cent were found to be male and female dominant words respectively. Male dominant words were found 50 per cent more than the female dominant words. 13 sentences were found to be male dominated while only five were found to be female dominated. The male dominated sentences were found to be 72.22 per cent and female dominated, 27.78 per cent of the total dominant sentences. The male dominated sentences were found 44.44 per cent more than the female dominated sentences. The lesson was found to be male dominant due to more male dominated words and sentences. Some of the examples of female and male dominated words and sentences contained in the lesson are given below.

Male dominant words: Anwar, he, man, clerk, his, Rasikbhai. Even the non-dominant words like, clerk, book seller, inquiry counter, classmate etc are used as male sex words.

Female dominant words: Mrs. Brown, she.

Male dominant sentences:

- Anwar is a first year student in a college.
- He asked the man about Bharuch-Valsad bus.
- He thought he would buy a newspaper and a magazine.
- He met his classmate.
- Then his friend left as his bus had already arrived at the platform.
- I'm Anwar. I'm a student.
- He said that he would show you some paperbacks.
- Rasikbhai brought a few books.
- He again said something to Anwar.
- Rasikbhai said something and went in.
- Is he showing something else?
- Rasikbhai returned with two books.
- He said you could get off at Ankleshwar.

Female dominant sentences:

- Excuse me, I am Mrs. Brown.
- Mrs. Brown did not understand.
- Mrs. Brown sat on a bench.
- What did he say? She asked Anwar.
- The bus arrived and Mrs. Brown got in. She thanked Anwar for this help.
- Good bye, Mrs. Brown.

The lesson was about a foreigner, Mrs. Brown who was helped by a college student Anwar. Most of the characters like, the clerk, the inquiry counter man, book seller, etc. were males. The lesson was found to be male dominant. The lesson could have been made neutral by adding some more female characters. A girl student could have replaced Anwar in the lesson.

Lesson 19: 'Vaishali at the Police Station'

There were 523 words and 70 sentences in this lesson. There were seven male dominant words and eight female dominant words. Out of the total male-female dominant words, 46.67 per cent were male dominant and 53.33 per cent were female

dominant words. Female dominant words were found 6.66 per cent more than the male dominant words. There were 11 sentences which were found to be male dominated and five sentences were found to be female dominated. The male dominated sentences were found to be 68.75 per cent and female dominated sentences were found to be 31.25 per cent of the total dominant sentences. Male dominated sentences were found 37.5 per cent more than the female dominated sentences. The lesson was found to be male dominant due to the higher number of male dominated sentences, such as:

Male dominant words: Aditya, he, police man, papa, father, man, gentleman, Prakash Modi. Even the non-dominant words like, parents, police officer, child, teacher etc. are used as male sex words.

Female dominant words: She, her, daughter, girl, mother, mummy, Vaishali, Sushilaben.

Male dominant sentences:

- Today you are late, Aditya.
- One policeman got her biscuits.
- He asked her where she lived.
- He was her father.
- He rushed after the man Zoooom, and brought him there.
- The gentleman was first surprised to see his daughter at the police station.
- The police officer told him that she was lost.
- What did the gentleman say?
- He said, his name was Prakash Modi.
- He was a teacher.
- He was very thankful to the police officer and his colleagues.

Female dominant sentences:

- She was alone and she was crying.
- Once she said she was three and then four.
- She said she lived in a house.
- She meant the household work.
- Oh, mummy, it was thrilling.

The lesson was about a four-year-old girl who was lost, but found in the end. Although the title indicates that the story is about a girl, the focus of the lesson is more on the male characters – a boy scout who helps the girl and male police officers. The characters could have been substituted with a girl guide and female police officers.

Lesson 20: 'How Much Land Does a Man Need'

There were 597 words and 65 sentences in this lesson. There were two male dominant words and 11 male dominated sentences without any female dominant word or sentence. The lesson was found to be male dominant due to use of male dominated words and sentences. Some of the examples of male dominated words and sentences in the lesson are given below.

Male dominant words: Pahom, he.

Male dominant sentences:

- Pahom was the owner of a big stretch of fertile land in Russia.
- He cultivated the land.
- He was rich, he was not satisfied.
- He wanted more land.
- Pahom once met a land broker.
- He said that Pahom could have a lot of land.
- Pahom was very happy.
- He made necessary preparation.
- He gave the gifts to the Baskers.
- The Basker chief was glad.
- Pahom now was ready to start.

The lesson was found totally male dominant as there is not a single character belonging to the female sex.

Lesson 21: 'A Visit to the CSMCRI'

There were 595 words and 83 sentences in this lesson. There were 11 male dominant words and four female dominant words. Out of the total male-female dominant words

73.33 per cent and 26.67 per cent were found to be male and female dominant words respectively. Male dominant words were found 46.66 per cent more than the female dominant words. Seven sentences were found to be male dominated and two sentences female dominated. The male dominated sentences were found to be 77.78 per cent and female dominated 22.22 per cent of the total biased sentences. Male dominated sentences were found 55.56 per cent more than the female dominated sentences. The lesson was found to be male dominant due to more male dominated words and sentences. Some of the examples of female and male dominated words and sentences contained in the lesson are given below.

Male dominant words: Nirmal Vidyalaya, Mr. Gujubhai Badheka, Mr. Vyas, Ruchir, Sir, Ketan, Mr. Sharma, Sachin, Mehul, Jaydev, Mahesh.

Female dominant words: Sunanda, Shilpa, Usha, she.

Male dominant sentences:

- Sir, who will show us around?
- Sir, what are the activities of the institute?
- Sir, what about the other parts of Gujarat?
- Sir, is the she water processed in the plant given to the fields?
- What is there on that table, Sir?
- Are you planning to start a new project, Sir?
- The teacher Mr. Vyas thanked the assistant PRO.

Female dominant sentences:

- She is right.
- It is a sea weed, Shilpa.

The lesson 'A visit to the CSMCRI' was a lesson about students who wanted to learn about CSMCRI. The lesson was male dominated as there were more male students and less female students. A female PRO could have replaced the male PRO in the institute. Even a female teacher could have been there instead of a male one. By adding such female characters the lesson could have been made non-biased to some extent.

Lesson 22: 'Prevention of Cruelty to Animals'

There were 574 words and 67 sentences in this lesson. There were three male dominant words and one female dominant word out of the total sex biased words of which 75 per cent and 25 per cent were found to be male and female dominant words respectively. Male dominant words were found 50 per cent more than the female dominant words. One sentence was found to be male dominated and two sentences were found to be female dominated. The male dominated sentences were found to be 33.33 per cent and female dominated sentences were found to be 66.67 per cent of the total biased sentences. Female dominated sentences were found to be 33.34 per cent more than the male dominated sentences. The lesson was found to be neutral when looked from the point of view of the number of male and female dominant words and sentences also. The lesson was on animals and how to prevent cruelty against them. Theme wise also the lesson was found to be neutral. Some examples of female and male dominated words and sentences along with some neutral words are given in the following.

Male dominant words: Mr. President, man, mischievous boys

Female dominant words: Sarita

Neutral words: Friends, visitors, people, president

Female dominant sentences:

- Sarita took part in the competition.
- Here is Sarita's speech.

The lesson was about animals and how to prevent cruelty against them. The lesson was found to be neutral on the basis of the number of male and female dominant words and sentences. The theme of the lesson was also neutral.

Lesson 23: 'The Indian Village Then and Now'

There were 411 words and 45 sentences in this lesson. There was only one male dominant word while no word that was female dominant was found in the lesson sentence. The lesson was found to be neutral in terms of biased words and sentences

as their number was found to be very low. The lesson was on Indian villages, narrating their past and the present conditions. The lesson was also found to be neutral in its content. This type of lesson is more suited for school children.

Lesson 24: 'Sagar Becomes Self Reliant'

There were 502 words and 58 sentences in this lesson. There were five male dominant words and more than 17 male dominated sentences without any female biased word or sentence. The lesson was found to be male dominated due to only male dominated words and sentences. Some of the examples of male dominated words and sentences contained in the lesson are given below.

Male dominant words: Sagar, he, father, boy, himself

Male dominant sentences:

- Sagar studies in the tenth standard.
- He is an intelligent boy.
- He is also hardworking boy.
- Last year he stood first in the class.
- He got a prize.
- Sagar spoke more fluently than any other and got the first prize.
- His father bought him a cycle.
- Father, how can I learn cycle repairing?
- Sagar was quick learner.
- He could learn more quickly.
- He began to repair his friend's cycle.
- He put a sign board, "Sagar, Bicycle Doctor".
- Sagar began to earn while he was still a tenth standard student.
- His earning was more than hundred rupees per month.
- His father said, don't you deposit in a bank.
- He liked the suggestion.
- He deposited three hundred rupees.
- He was youngest depositor of the bank.

The lesson was male dominated as there were only male characters.

The lesson was male dominant. Similar stories of young girls who become self-reliant in non-stereotyped professions could be portrayed.

Lesson 25: 'Atlanta's Race'

There were 534 words and 56 sentences in this lesson. There were five male dominant words and four female dominant words. Out of the total sex biased words 55.56 per cent were male dominant words and 44.44 per cent were female dominant. Male dominant words were found 11.12 per cent more than the female dominant words. 10 sentences each were found to be male and female dominated. Both male dominated and female dominated sentences were found to be 50 per cent each. Some of the examples of female and male dominated words and sentences contained in the lesson are given below.

Male dominant words: A prince, young man, he, Milanion, hunters

Female dominant words: Atlanta, She, young woman, huntress.

Male dominant sentences:

- A young man tried to win her in a race.
- A prince had also heard of Atlanta.
- He wanted to marry her.
- He could not run so fast as Atlanta.
- He lost the race.
- He had to accept the penalty of death.
- A young man Milanion decided to try his luck.
- He made up his mind to win the race.
- He decided to go to the temple of Venus.
- He prayed for Venus's blessings.

Female dominant sentences:

- Many years ago there lived in Greece a beautiful young woman called Atlanta.
- She was left by her father in a jungle to die.
- She was brought by huntress

- She was interested in sports.
- She became a brave huntress.
- She did not want to marry.
- She laid down a condition.
- She would marry a person who could run faster than she in a running race.
- She turned to pick up an apple.
- At last Atlanta lost the race.

The lesson was about a very fast runner called Atlanta. The lesson was found to be neutral as there were nearly equal number of male dominant and female dominant words and sentences. It was also neutral in content as both the male and the female characters were given equal preference.

Supplementary lessons

Lesson 1: 'Some Word Origins'

There were 441 words and 49 sentences in this lesson. There were eight male dominant words and nine male dominated sentences without any female dominant word or sentence. The lesson was found to be male dominant due to use of only male dominant words and sentences. Some of the examples of male dominated words and sentences in the lesson are given below.

Male dominant words: A British police man, bobby (police man's other name), Sir, British prime minister, Robert Peel, Bobby's men, Fourth Earl of Sandwich, His servant, Male, Spooner.

Male dominant sentences:

- A British police man is called 'bobby'.
- Robert Peel was a British Prime Minister.
- So the London policemen began to be called bobby's men.
- The policemen began to be called Bobbies.
- The Earl of Sandwich was very fond of playing cards.
- He played cards for hours and hours.
- His servant would bring bread and meat for him.
- The Earl did not like to stop playing and eat.

The lesson was about word origins. All the examples were related to male characters. The lesson was found to be male dominant.

Lesson 2: 'Suleman Patel'

There were 474 words and 54 sentences in this lesson. There were 11 male dominant words and 12 male dominated sentences without a single female dominant word or sentence. Therefore this lesson was found to be male dominant. Some of the examples of the male dominant words and sentences occurring in the lesson are given below.

Male dominant words: Suleman Patel, Cameraman, he, Pandit Jawaharlal Nehru, boy, father, son, self made man, poor man, kind hearted man, Salim Ali. Though there were some neutral words like, photographer, friend, people, bird watcher, those were used for male sex.

Male dominant sentences:

- He was a self made cameraman.
- His life story was very inspiring.
- Suleman was the son of a poor farmer at Thangadh.
- He had studied up to standard VII.
- He eagerly watched a government photographer.
- Pandit Jawaharlal Nehru was also there.
- As a boy he wandered for days together.
- He was extremely delighted.
- He was in the film industry in Bombay.
- He worked very hard to become a successful photographer.
- His excellent photograph of a group of nine lions drinking water from a river made him world famous.
- A simple poor man of Saurashtra became the most famous photographer by his own efforts and determination.

As it was the story of a successful male character, the lesson was found to be male dominant. To bring neutrality in the content, a few stories of successful women (Sarojini Naidu, Rani of Jhansi) could be added to the textbook.

Lesson 3: 'The Spirit of Sacrifice'

There were 737 words and 86 sentences in this lesson. There were nine male dominant words and six female dominant words. Out of the total sex biased words, male dominant words were found to be 60 per cent, about 20 per cent more than the female dominant words (40 per cent). Six sentences were found to be male dominated and five sentences were found to be female dominated. Of the total biased sentences the male dominated sentences were found to be 54.55 per cent, about 9.1 per cent higher than the female dominated sentences (45.45 per cent). The lesson was found to be more or less neutral as nearly equal number of male and female dominated words and sentences occurred. Several neutral words were also used. Some of the examples of female dominant and male dominated words and sentences are given along with the neutral words in what follows.

Male dominant words: Mahatma Gandhi, husband, Gulam Rossolbhai, he his, him, himself, fellow countrymen, God.

Female dominant words: Women, Aminabai, she, wife, her, Smt. Anasuyaben Sarabhai.

Neutral words: Leaders, freedom fighter, people, farmers, soldiers, government, prisoners, jailer, children.

Male dominant sentences:

- Gandhiji was released from jail
- He had come to Ahmedabad.
- Gandhiji thought they should not suffer alone.
- Now the male members of Satyagrah Ashram were already in jail.
- Our fellow countrymen are suffering.
- Gandhiji asked her if she had the consent of her husband.

Female dominant sentences:

- The women were happy.
- One of the women in Satyagrah ashram was Aminaben.
- Gandhiji asked her if she had the consent of her husband.
- She had gone there for his permission.
- She told him how the farmers of Rass were suffering.

The lesson was found to be neutral as emphasis was given to the characters of both sexes, although it reinforced the stereotype that females need to have permission or consent of men in the family (in this case it was the husband) in the decisions they make. In the present day context, such instances could be written as consulting with the family rather than as seeking permission of male members.

Lesson 4: 'Computers – The Thinking Machines'

There were 319 words and 37 sentences in this lesson. The lesson was found to be neutral. As the title indicates, the lesson "Computers – The Thinking Machines" is about computers and it talked about the advantages and its control system of computers. The lesson was on modern science and scientific inventions and the generic third person pronoun of the neuter gender "it" was used through out the lesson; hence it was found to be neutral in its content. Such lessons are more suited for school children.

From the detailed content analysis of the English Textbook of standard X having 25 detailed study lessons four self study (supplementary) lessons, it was found that 21 lessons were male dominant, seven lessons were neutral and one lesson was stereotyped. The lessons like, 'Test Your General Knowledge', 'Muharram', 'The Glass Eye', 'Gulliver in Lilliput', 'An Act of Service', 'Olympic, The Festival of Sport', 'Rajasthan', 'Orpheus and Eurydice', 'Have you Heard This One', 'The Tireless Pump', 'The Prodigal Son', 'Lindbergh's adventure', 'A Sincere Worker But a Forgetful Husband', 'Anwar Helps a Foreigner', 'Vaishali at the Police Station', 'How Much Land Does a Man Need', 'A Visit to the CSMCRT', 'The Indian Village Then and Now', 'Sagar Becomes Self Reliant', 'Some Word Origins', and 'Suleman Patel' were found to be male dominated.

These lessons were found to be male dominated due to one or more of the following reasons:

- The number of male dominant words and sentences were found more than those of female dominated words and sentences.
- Though there were equal number of male and female dominant words and sentences, the theme of the lesson was male dominated.
- There were only male dominant words and sentences.
- Though the lesson was on female characters, it was dominated by male characters.
- Male and female characters were shown in stereotyped roles.
- Over emphasis was on male characters.

There was not a single female dominant lesson due to which the English textbook was found to be more male dominated. There is a need to add at least 50 per cent female dominated lessons to make the textbook neutral, i.e. the textbook should contain an equal number of male dominant and female dominant lessons.

There were a large number of neutral lessons in the English textbook of standard X. The lessons like, 'I Should, I Will', 'Strange But True', 'Nicholas Writes to Jaikrishna', 'Prevention of Cruelty to Animals', 'Atlanta's Race', 'The Spirit of Sacrifice', and 'Computer – The Thinking Machine' were found to be neutral due to the occurrence of neutral words at a higher frequency. The third person and singular number forms of nouns and related pronouns were found to be used more in these lessons to make these lessons more neutral. Attempt should have been made to add more number of such neutral lessons in the English textbook. The lesson 'I am Afraid I've Broken it' was found to be stereotyped, as more of the stereotyped roles of females were shown, which made the lesson biased towards the male sex. Stereotyped roles of the females should have been avoided to help in making the lessons more neutral. As there were 21 male dominant lessons as against one stereotyped lesson and seven neutral lessons, and there was not a single female dominant lesson, the lower English textbook of standard X was found to be male dominant.

Recently, a new English (lower level) textbook has been introduced for standard VIII. A quick review of this textbook found that women are underrepresented also in the

new textbook. It was found that out of the number of text architects listed, only 8 are females, the remaining 19 are males. None of the subject advisors, artists, layout planners of the new textbook are women; only 2 of the authors and 4 reviewers are women. The themes of most of the lessons are male-centred. Only two lessons in the entire textbook, in the supplementary section, have females as central characters (Minaldevi, queen of Patan of medieval Gujarat and Sarojini Naidu, freedom fighter). Out of the 15 lessons in the detailed study section, only one lesson has two main female characters, a young girl and her grandmother. This lesson is in the form of a conversation on places of tourist interest in Ahmedabad and other general knowledge information, and the lesson says little else about the two female characters. There are in all 143 pictures of males as against only 20 pictures of females. Female characters are mostly in the roles of a sister, daughter, student, teacher, mother, and grandmother. There are lessons on games like cricket and quiz being played. Only boys are shown playing cricket. In the quiz also, though the description in the text shows participation of girls in the quiz, the pictures on the same depict boys. Further, the questions posed in the quiz on the achievers and famous people of Gujarat are all men. Another lesson in the textbook describes the election of the Students' Council (Shala Panchayat) in a school. Interestingly, all the four candidates standing for the election are boys and the picture illustrating the voting process contains 2 girls and a boy and a (female) teacher. The girls are shown to be voting. In another lesson, "Let's go shopping", two women and a girl are shown to be buying groceries, mainly household items. In yet another lesson, the female character is a princess who will be given away in marriage by her father to the one who passes the test he had set. The story however revolves around the adventures of a prince and two of his friends who help him in achieving the tasks set by the king. Thus, women, appear in stereotyped roles of mothers, teachers, sisters, daughters, grandmothers, and as a prized object or reward for males who demonstrate courage, strength and perseverance. It may be recalled that in the previous lower English textbook for standard VIII, there was a lesson about a brave adivasi girl, but the present textbook does not have any such peer role models for the adolescent students. Thus a rapid review of the new English textbook of standard VIII shows that women have been sidelined in the portrayal in the textbooks yet again.

4.2 Observation of Sexist Elements in Various Settings in Schools

The second objective of the present study was to observe and analyse elements of sexism in classroom transaction of English curriculum. As also mentioned earlier in Chapter 3, with the permission of the authorities of the selected schools, the English classes of standard VIII, IX and X were observed. The researcher observed the English periods from beginning to end. The duration of the English period in the schools was 30-35 minutes. In addition to the classroom observation, the interactions between students, teachers, and even parents were observed at different places on the school premises, like, corridors, prayer hall, playground, canteen, common rooms, parents meeting, gatherings, cultural programmes, picnic groups, etc., to find out the sexist elements in their interaction and differential treatment of boys and girls.

The observation focused broadly on the following issues:

- Teachers' attitude in general towards boys and girls, regarding their abilities.
- Encouragement in choice of careers and career aspirations of boys and girls.
- Teachers' efforts to involve boys and girls in the process of instruction, classroom participation, and participation in other extra curricular activities, such as sports, social and cultural functions held at the school.
- Attention given to boys and girls in the class.
- Types of roles, tasks, duties, responsibilities assigned to boys and girls.
- Evaluation of boys and girls.
- Controlling the behaviour and disciplinary measures for boys and girls.
- Segregation of boys and girls, interactions between them.

At the outset it may be mentioned that two of the selected schools, School A and School C, did not have students of both sexes. Hence, much of the observations on segregation of boys and girls and the interactions between them are from School B. What made the observations more interesting was the fact that even in Schools A and B where there were only single-sex groups, gender stereotypes were being reinforced by the teachers. In both these schools, another kind of discrimination existed, i.e., between high achievers and low achievers or slow learners, with the latter being ignored

generally. Thus discrimination in some form, if not always gender-based, did exist in the classrooms.

4.2.1 In the classroom

While (lower level) English textbooks have failed to provide a proper representation of women and girls, teachers who teach these textbooks were also found reinforcing gender stereotypes in the classroom. In some cases it was not so subtle. In fact, in each of the three schools observed, there were a few instances when the teacher was quite rude to students who dared to challenge the teacher's view point.

In School A, which is a girls' school, the entire teaching staff were women. During the instruction of Lesson 24, "Sagar becomes Self-reliant", in an English class of standard X, the teacher read out the lesson and provided the meanings of difficult words. The lesson was about a school boy, Sagar, who had a recurring problem with his cycle. Finally, Sagar teaches himself how to repair a cycle. Making use of the knowledge he acquired, Sagar undertakes cycle repairing for others and earns some money. On the advice of his father, he deposited the money in a bank. The bank presented him a calendar recognizing him as the youngest depositor in the bank. Having read out the lesson and provided the meanings of difficult words, the teacher told the class that they must try to emulate an intelligent boy like Sagar. At this, one of the girls in the class got up and said, *"Teacher we can also repair our own things, like binding and covering our torn books, cook meals by watching our mothers..."*

The teacher interrupted saying, *"Yes, but these things are very simple to do. But what Sagar (the boy in Lesson 24) did was something really good. Girls cannot do such things."*

Hearing this another girl in the class got up and said, *"Madam, cycle repairing is easy, but I can repair a sewing machine. I know how to open the entire sewing machine, take out the parts and then put them together."*

As if inspired by this, another girl got up to say, *"Ma'am, I can repair the fuse of our house, I know how to replace the wire of an electric iron..."*

Cutting her short, the teacher said, *"These are easy things to do. Anybody can do it."*

But the girl did not give up, she continued, *“Excuse me, ma’am, but my Daddy also cannot do it, but I can. Ma’am I can fix the telephone wires also, I can connect telephone wires from one room to another and make it an ‘intercom’...”*

Again the teacher cut her short, she seemed to be losing her temper, *“I told you that these things are easier to mend.”*

Refusing to be put down, the girl said, *“But Ma’am I can even tighten the brake of my Sunny (two-wheeler), I can put the gear wire in my Daddy’s scooter...”*

Finally, the teacher, who was by then visibly annoyed, said, *“Now just sit down! You may be able to boast about doing these things now. But girls have to look after the house and family. They cannot do all these things after marriage. So don’t dream about all these things. Now just sit down!”*

Notwithstanding the teacher’s response, the girl said, *“Ma’am, I have told my father that I will become an engineer.”*

The teacher, said, *“What will you achieve by becoming an Engineer (engineer banke kya karegi)? You’d better learn how to cooking and stitching (khana banana seekh, seena piroona seekh), says she wants to become an engineer!”*

The teacher seemed to be opposed to the idea of a girl doing, the “work of boys”. However, it was vehemence of her opposition which was quite unsettling.

In School B, which was a co-education school, while lesson 7, “Strange but True”, was in progress. The first half of the lesson describes a man who goes to the Zoo and gets too close to the monkeys’ cage and his spectacles are snatched by the monkeys. After the man manages to get them back he reads the signboard saying “Beware of the monkeys. They snatch spectacles.” The second half of the lesson is about two friends, Meena and Rekha who were making “khir”, which boils over when they are busy talking to a fireman. After the lesson was read, one of the girls in the class raised her hand and said, “They (author) could have written the same story with a lady instead of a man watching the monkeys and a man instead of a woman making “khir”. There was a murmur of disapproval, the idea did not find any approval among her classmates. Another girl stood up and said, “how can that be possible? It is always the men who are watchers, only men go on outings, not women and only ladies do the

cooking or make things in the kitchen.” But the previous girl countered, *“In big, five star hotels, all the chefs are men. They make all types of dishes. So, why can they not be shown to be cooking?”* At this point the teacher (male) joined the argument and said, *“The content of the lesson is correct. Men go out and women are supposed to remain in the house and look after the house. Look at me, I am working and earning. But my wife is at home, she has to do only household work and take care of the children. How can a woman compare herself with a man?”*

A similar observation was made in School C, which despite being a co-education school, had predominantly boys. Lesson 17, “A Sincere Worker, but a forgetful husband,” appearing in the textbook of standard X was being taught by a male teacher. As the title of the lesson itself suggests, the lesson was about Mr. Wagle, who was a very sincere worker, but a forgetful husband. On his wedding anniversary he forgets to come home early and so to make up for it, he buys his wife a sari. His wife was very happy that he remembered the day and his wife. The boys in the class liked the lesson very much. In the round of discussion that followed, they began to think of what gifts they would bring their wives when they get married. One of the boys however, asked the teacher, *“Sir, why did Mrs. Wagle not bring any gift for her husband?”* The teacher said, *“The wife remains at home, she is the home minister. She does not go out to earn. Her husband earns so he has to please her, because she is at home only.”* Another boy asked, *“Sir, if her husband loves her and he can bring her a sari, she could also have taken money from him and could have bought him a gift?”* The teacher’s response was as follows: *“Wives have no brains (akal). They don’t know all these things. They only know how to get angry and they only know to worry and get upset. Even Ravana has said that a woman’s brain is in the heel of her left foot (aurat ke akal, left aydhi mein hoti hai).* Everyone found it amusing. Another boy got up and asked, *“Sir, (if that is true) then what about your wife?”*

The teacher replied, *“So what? It is the same with her, after all she is also a woman only. All ladies have no sense.”*

Yet another boy asked, *“Sir, what about mothers then?”*

The teacher responded, *“Now just be quite and sit down.”*

But the boy said, *“Sir, my mother is very intelligent. She is teaching us. How can I even think that she has no sense? Sir, my mother is a genius. .”*

The discussion was cut short and the boy was told to sit down.

Later, in the same school, while teaching Lesson 19, “Vaishali at the Police Station”, the teacher was found making sexist remarks. The lesson was about a boy scout named Aditya, who helps a young girl named Vaishali who had lost her way. Aditya brings Vaishali to the police station. While explaining the lesson, teacher stressed that boys and girls to follow traditional roles and customs and warned them of the negative consequences of not doing so. According to this male teacher, *“In the olden days, girls never needed to go out of the house. Nowadays girls want the same rights as men. So, if Vaishali loses her way in childhood, what will she do when she grows up?”*

The teacher then concluded, *“No matter how much women shout and scream on the top of their voices that they want the same rights as men, women cannot match step with men. They cannot take (bold) steps like men. Girls should study up to fourth or seventh standard. They should learn to read and write letters. That would be enough for them, why do they want to become doctors and engineers like men? They should sit at home, help their mothers and should take care of their younger brothers and sisters at home. It hardly matters for girls whether they are educated or not. After all they have to look after their homes all their life.”*

Similarly, there were also instances, especially during the discussion in the classroom, which showed that students too held certain strong beliefs regarding how men and women, for that matter, boys and girls should behave. The following are some of the instances of reinforcement of gender stereotypes by teachers as well as students that were observed in the classrooms.

During the discussion on Lesson 20, “Legend of the Sunflower” of standard IX, in School B, the teacher said, *“When a husband says something to his wife (instructs), she must obey; otherwise, crises and quarrels will take place in the family.”*

A boy in the class shared, *"Ma'am my father is like that, he wants everything in his hand. Even though it is not my mother's fault he gets mad at her and I feel very sorry for my mother. I always take her side."*

When the teacher asked him what he would do when he grew up, he replied, *"Naturally, I will become like my father. I will order everyone around just like my Papa does, otherwise my wife would start bossing on me (nahin toh wife sar pe chadh jayegi)."*

Another boy in the class said they were all scared of the Social Studies teacher and that even his own daughter was scared of him. Yet another boy stood up and said, *"I will also order people around like the Social Studies Sir."* His classmate sitting in a corner endorsed this view saying, *"Ordering people around and bossing over them, that's what boys are for (doosron per hokum chalane ke liye)."*

These statements caused the girl monitor to stand up and condemn the action of the Sun in the lesson. She said, *"the Sun in the lesson ought to be ashamed of throwing his wife, the princess out of the house If I had a husband like the Sun, I would have left him first."*

Reacting strongly to this, a boy said, *"the Sun took the right step. When he had told his wife not to look, she should have obeyed. The Sun is right. If girls (who disobey) are left scot-free they will not do anything. The home is the right place for them. If they don't obey, they should be locked inside their houses "*

All this time the teacher did not intervene and the teacher's silence in this regard confirmed that the teacher too perhaps subscribed to the same view as the boys in the class.

4.2.1.1 Classroom participation

In School B, girls seemed to be very self-conscious and did not ask as many questions in the class as boys did and they also did not volunteer to give answers, unless they

were certain that it was the correct answer. In contrast, boys did not seem to be very much bothered or feel shy to answer, even if it was incorrect.

Boys were found less attentive in the class and more interested in extra curricular activities, particularly in those that required them to go out of the school. Girls were found to be more attentive in the class and more interested in indoor activities in the school.

4.2.1.2 Evaluation

While teaching the contents of the lessons as well as during discussions, teachers in School B, tended to ask boys questions more frequently than to the girls in the class, to read the lesson, answer questions posed to the class, etc.

4.2.1.3 Assignment of tasks, roles and responsibilities

In all the three schools teachers assigned a variety of tasks and responsibilities to the students, within the class as well as outside. Table 4.15 enumerates the tasks

Table 4.15: Tasks and responsibilities assigned to boys and girls

Boys	Girls
Minding the class (boys' section) Bringing snacks, tea, paying personal bills, etc	Minding the class (girls' section) Bringing chalk from the staff room, wiping the blackboard, the table, putting table cloth, bringing water for the teacher, etc
Shifting furniture on exam days in different class rooms	Sweeping, cleaning furniture, cleaning windows, switching lights on and off
Buying and helping with the decoration of auditorium for cultural programmes, preparing the playground for 26 th January, 15 th August, sports day, arranging mikes, etc.	Giving flowers to guests, parents, serving tea, water, etc
Prefect duties at the water room, main gate, cycle stand, cleaning up the ground after recess, etc	Duties in the classroom, like disposing garbage, keeping classroom neat and clean, writing date, no. of students present/absent on the blackboard, etc
Collecting note books from teachers' room, getting photocopies,	Collecting notebooks, helping teacher in correcting them
Helping teachers calculate marks for entry in the mark sheets	Making students read in the class, checking their home work, helping weak students with their work
Making students read in the class	Distributing notebooks, pamphlets, copies of circulars, etc

In School B, boys were given different leadership roles headings like that of Head Boy, Captain, Vice Captain in games, drama and debates, etc. Girls were found given secondary roles of class and or row monitors. Monitors were appointed separately for boys and girls in standard VIII and IX, while there were no separate monitors in standard X.

Boys who were prefects in School B were found to be non-cooperative towards girls. In this school, it was observed that the teacher had formed groups of students in the class, made some groups in the class and these groups were given the responsibility of carrying out tasks like, minding the class and maintaining discipline, dictation, asking questions from the exercises of the English textbooks, providing notes, collection as well as distribution of notebooks for and after correction, correction of home work and notebooks, etc. These groups which were headed by boys were found giving greater preference to other boys in the class in all these activities, neglecting girls. In the absence of the teacher, or when the teacher is busy completing other work, monitors conducted the reading of lessons, spelling tests, and sometimes they played word games. When they played word games or quiz, mostly boys participated in the games, while girls kept the scores.

Other than classroom or school related tasks, often teachers made the students do even their personal work. In School A, teachers assigned girls a variety of tasks, such as sweeping classrooms and the school premises in the absence of the cleaners, kitchen duties (when the cook/peon) was absent, they had to make snacks and tea for teachers, but under the instructions and supervision of teachers who were free during the fourth period (before the recess). Many a time girls were sent to the teacher's house to help the teachers with cooking, or bringing sweaters, shawls, raincoats or umbrellas in the winter and rainy season, and delivering messages to the homes of girls who were absent. When asked if they enjoyed such tasks, girls said they felt proud that the teacher trusted them with these tasks. The parents of these girls too did not mind that their daughters were being given such tasks. On the contrary, they were happy that their daughters were getting the opportunity to take responsibilities and practice their domestic skills. They felt that this would help them when they get married and have to

run a house. However, a few mothers, who were themselves working women, did not like the idea of assigning such tasks to girls. They felt it was distracting them from their studies.

In School B, teachers assigned mostly to boys their personal work which required them to go out of the school. In School B and C, boys were asked to ring the school bell, sent out of the school to bring tea, coffee and snacks for the teacher in the absence of the peon, refills for their pens, pay their bills (electricity, telephone and house tax), delivering messages to their homes, etc. Boys of standard IX and X were only too keen to run such personal errands for their teachers, one, because they could go out of the school with permission, and two, many of them felt that if they ran such errands, the teachers would be more gracious in evaluating their work and give them more marks in exams.

In the single-sex schools, as also mentioned earlier, discrimination existed against boys and girls in the roles and responsibilities or tasks that were assigned. Generally, the teachers did not assign high achievers tasks that involved going out of the class or the school. In an informal discussion with a teacher, it was revealed that it was common for teachers to ask students who were slow learners or low achievers, were mischief makers, who had short attention span to run errands for them because they would not be missing much in the class!

4.2.1.4 Illustrating

While teaching English lessons, both male and female teachers gave more examples and illustrations of male figures. They did not make any attempt to include the female supporting characters in the lessons in the discussion. For instance, in a class of standard X, while discussing a lesson, which had a boy named Abhay, who becomes self-reliant, the teacher gave further examples of only male characters from the Ramayana and the Mahabharata.

Further, in discussions on career and future aspirations, teachers tended to address their questions more to the boys than to the girls. A lesson was in progress in

standard VIII of School B, when the female teacher asked one of the boys what he would like to become when he grew up (bada hokar kya banega). The boy replied, *"I want to become a lawyer."*

The teacher said, *"You should go for medical (become a doctor). Your father is a rich man, he can easily afford to pay for your college fees."*

Another girl was posed the same question, the girl said she wanted to become a doctor. The teacher responded. *"Why do you want to become a doctor? First of all, you need money (to pay for the fees), then you have to study for 5 to 7 years till you get a degree. Then why do you want to become a doctor? You should take commerce, so that you can find work in a bank."*

In another class, in a discussion on career aspirations, most of the boys and girls wanted to pursue careers that were expected of them; boys wanted to become doctors, engineers, businessmen, etc. and girls wanted to become good wives, teachers, nurses, bank employees, etc. One of the girls, however, said that she would like to become a bus driver. Another girl said that she wanted to become a clown in order to make other people laugh. The entire class including the teacher burst out laughing at this unusual choice of career. The girl however, did not receive any positive response to this.

The observation of the classroom interactions showed that teachers admired males for their strength, perseverance, courage and hard work, while they admired the females for their domestic skills.

4.2.1.5 Control and punishment

More restrictions were imposed on girls by the teachers in both School A and School B. Girls were told to be quiet as they had to one day get married and go to their in-laws' place. Teachers discouraged arguments, saying it would spoil their habits. Boys were reminded that they had to concentrate on their studies to be able to study further and choose a career.

Male as well as female teachers punished those who disobeyed, had not done the homework or played pranks in the class. As punishment, boys were told to kneel down, run a few rounds of the playground, stand on the bench, do sit ups, and sometimes they were hit with a duster. Girls were spared these, but were asked to stand in corner in front of the entire class or were given imposition. Girls generally were subjected to verbal admonitions and insults than physical punishments. Girls in the co-education school were generally very regular in their work and did not do anything to provoke the teacher to punish them. Girls worked harder than boys and they were more regular in their homework; the fear of punishment also made them adhere to the teachers' instructions and norms of behaviours.

Interestingly, girls who came were tolerated, but boys were punished. The school authorities and teachers tolerated because they felt the girls had to help their mothers with their household chores. Similarly, teachers in School B were more tolerant of girls who did not do their homework. They said that girls had to help their mothers with their work, therefore it was alright if they could not manage to finish their homework. However, they were stricter with the boys. They emphasized that boys should concentrate on their studies because after all they have to run the house, i.e., earn a livelihood.

4.2.2 In the corridors and prayer ground

Boys and girls were found in the corridors in large numbers, mostly during recess or sometimes when they had a free period. It was observed that they formed groups of their own sex and stood in the corridors and did not mix much with each other. Girls generally preferred to stand in groups and eat the snacks they brought from home, while boys were found running around, colliding with each other, playing. It was also observed that whenever, girls were found running in the corridor by the teachers, the teachers would admonish them for running and not behaving like a girl should. Such restrictions were not always imposed on boys, who were found in a similar situation, running and playing in the corridor.

At the prayer ground, it was found that boys and girls are separated from each other in the co-education school (School B). There were separate lines found for boys and girls. Girls hesitated to stand in the boys' line. Even teachers instructed them to stand separately.

4.2.3 At the playground

The general picture that emerged from the observations in the three schools was that girls were less active than boys during the PT period. They were found watching boys play, or talking in groups. Most of the games teachers were male, and they motivated the boys more than they did the girls to play different games. Boys played all types of outdoor games and were found to be more interested in games like, cricket, football, volley ball, basket ball, etc. Girls were found to be playing games like Kho-Kho.

The play areas of girls and boys were also segregated as were the play groups of boys and girls. Certain games were reserved exclusively for boys and others for girls. Girls are actively discouraged from playing what are known as 'boys' games'. While teaching lesson 7, "A Football Team", in standard IX of School A, the teacher began to praise the central character Jaimini, saying that *"What a decent girl she is! She is interested in seeing new things and knowing about them, like her cousin's school and bold enough to talk to his friends. On top of that, she even takes the permission of the school principal and goes around the school. She is interested in football and asks questions about the team and she does not forget to wish the team good luck..."*

One of the girls stood up and said, *"because she is a character in a book, it sounds good. Why, the other day when I asked our PT teacher shall we play football, the teacher said have you gone mad? This game is meant for boys You play kho-kho, or skipping. But I told her that I know how to play the game, its rules and regulations, that I even go to the M.S. (university) playground and twice I have played there. But she scolded me and said, I know how smart you are. You just know how to show off and nothing else (sirf show baazi aati hai, aur kuchh nahin)."*

The English teacher supported the PT teacher saying, *“She (PT teacher) is right. How many years will you play? Hardly 2 to 3 years and then? You will go for further studies? Then why do you unnecessarily spend your time on all this? Instead you should concentrate on things that will help you in the future. Girls don’t play games after they are married. But it is different in the case of boys. They can continue in sports even after marriage, like Sachin (Tendulkar), Gavaskar, Ronaldo and Rivaldo...”*

The girl became silent and the teacher continued with the lesson.

Games that are considered suitable or appropriate for girls are as follows:

- Skipping rope
- Langdi
- Satodiya (also played by boys)
- Leader (standing stamp; also played by boys)
- Kho-kho
- Throwball (with a net)
- Badminton

Games like langdi, leader, and kho-kho do not need any equipment. For satodiya, only a ball and stones are needed. Thus the games that girls are encouraged to play generally need no or very little investment in terms of equipment.

Girls however, also like to play games that are known as “boys’ games”, which are: Kabbadi, ‘catching the tail’, chor-police (cops and robbers), *itti-dandoo*, football, cricket, and volleyball.

Some of these games, like kabbadi, chor-police, catching tail, leader (standing stamp) involve physical contact. Therefore these games are not played in the co-education school. However, there is strong disapproval of such games also in single-sex schools. For instance, in School A, some of the girls said that they wanted to play chor-police, catching the tail, but the teachers did not allow them to play, saying that

“Are you street urchins to play these games? These are played by street boys, this is a school, keep that in mind and play some “good and sober” games, which looks nice and suits you.” (reported by a girl from School A).

Teachers were also disapproving of the more rough-and-tumble games such as kabbadi, in which all the players of one side try to catch and pin down the player from the other side. In this game, the players fall, scramble, crawl, the teachers did not deem it as feminine or very becoming of girls to play this game. Satodiya (involves aiming and hitting seven flat stones stacked on top of the another). Teachers do not have a very high opinion of the game, they say

“What kind of game is this? Just throwing the ball on stones.”

The game “standing stamp” was also disapproved of by teachers,

“Again and again you punch each other on the back, are you boys?”

When asked why they do not play all the games they liked, one of the girls said, *“The teacher shouts at us and reminds us that you are girls. Why are you playing games of boys, so shamelessly (ladkon jaise, besharam jaise)? One can see your whole salwar. Such games are not becoming of girls!”*

Girls were instructed to play “decent” games, like kho-kho, skipping, and langdi. They were also not allowed to play football or cricket, which were strictly games for boys.

Once the investigator observed the boys and girls of IX standard of School B playing together. Two girls and a boy fell down. The teacher noticed this and shouted at the girls,

“You shameless girls, how many times do I have to tell you not to play such games with boys, but you girls are the limit, you just won’t listen. God knows what you will do when you go to your marital homes (sasural). You will become a pain in the neck (naak mein dum) for your mother-in-law ” The girls giggled and ran back to their class. Turning to the investigator the teacher said,

"These girls don't listen to any one. They seem to be possessed by the thought of playing boys' games (ladkon ke games khelne ka bhoot savar hai). Men and women can never be equal, it is the way nature has made them. Why do you bother at all to study all this?"

However, it is not always the teacher's disapproval that prevents girls from playing these games which are meant for boys. Girls in the co-education school did not want to play kabbadi any more, particularly not with boys or in front of boys, because they wanted to avoid physical contact with boys. In this school, in the primary section, boys and girls play together, but when they reach middle and secondary level, they do not play together. Many girls do not like to be touched by boys and avoid games that involve physical contact. In the words of two girls from this school, *"When we play ("standing stamp") together boys punch us on the back, I don't like it when they do that."*

Said the other girl,

"I don't like to play kabbadi together any more. They (boys) make us fall down and try to grab our legs and pull us by our legs. I feel bad. After all we are girls. Moreover, my mother says that I am grown up now and I should not be playing with boys."

A group of five girls from standard IX of School B said they stopped playing because of the same reason. They said,

"In eighth standard we used to play football with the boys, but now we are not interested, because many times we fall down with boys and other students laugh at us. That is why this year we have decided we will not play."

Not only girls, boys also feel quite shy and embarrassed to play with girls. They are also very conscious about the remarks that other boys and girls would make about them and another student of the opposite sex. They were careful not to behave in a way that would make their classmates to tease them. A boy of standard VIII who was asked why he did not play with girls, responded thus,

"I do want to play with them (mein toh khelna chahta hun), but other boys tease me. They say, now wear a frock and come if you want to play with girls."

In School C, which is a boys' school, it was observed that boys play all games except skipping. Boys in the primary section who play with a skipping rope are teased by older boys, who call them "zanana", or "ladki".

A game that was taboo also for boys was playing with marbles. Teachers did not allow students to play marbles in school, because this game was considered to be equal to gambling.

It was found that girls and boys in the co-education school do play together up to standard VIII and when they reach standard IX, the segregation starts. Students of both sexes were told by parents and teachers and they themselves began to feel that they were getting older and should not be playing together.

Apart from the play ground, it was observed that most girls did not demonstrate any eagerness to play. While boys were found playing even in the 10 minute recess break that they got, mainly for drinking water, girls did not play in the breaks, nor did many of them go willingly out of the class during a free period. While boys looked forward to going to the play ground, girls preferred to stay back in the classroom.

In the free period, the many girls wanted to finish their home work in the school so that they could help their mothers with the household work, besides going to work themselves.

The few boys who stayed back in the class did so because they wanted to finish their tuition assignments so that they could spend more time watching cricket or other sports on TV.

There was also another reason why girls did not go to the play ground during free periods. Once, in the absence of the English teacher, the students of standard X were taken to the play ground by the PT teacher. Girls in the class did not want to go and

they preferred sitting in the class and spend the free time either talking with each other or completing some written work.

When asked why they preferred/ were avoiding to go to the playground, some of the girls said that they had been warned by their mothers not to play with or mix with boys too much. On probing, why they had enrolled in a co-education school when they did not want to have any interaction with boys, the girls said that there was no other alternative. They had wanted to study in a Marathi medium school and this was the only school where they could get enrolled.

Thus there was strict gender separation in the games boys and girls played. Girls were instructed by their parents not to interact with boys. Sharpe's (1976) analysis of school girls also suggested that girls are not only kept at home to make them carry out domestic tasks, but also to exercise the social control on them, as adolescent girls are seen to be 'at risk' if they are allowed too much freedom. Social control on adolescent girls and their sexuality thus begins and continues till they are married.

4.2.4 In extra curricular activities

The investigator made an attempt to observe the extra curricular activities of the students in schools such as picnics, sports days, Independence Day celebrations, and annual functions.

Not surprisingly, it was found that parents were reluctant to send their daughters, who were in co-education schools to picnics. Girls were allowed to go on picnics only if there was a female teacher accompanying the students. Parents made a lot of inquiries regarding the picnic destination, who all were going, when would they be returning, etc. Girls were not sent to picnics that required the students to stay overnight. Very few girls attended the NCC camps. The parents of these girls had higher educational attainment.

Overall, whenever there were cultural or social activities to be undertaken by boys and girls together, girls had to answer a number of questions to their parents, and they are told repeatedly to take care, come home early, and not to talk too much with

boys. Some parents even came to the school to watch their daughters prepare for these activities. When there were cultural programmes in the school, many parents waited till their daughters finish so that they could take them home.

In the fancy dress competition held in one of the schools, boys dressed up like, beggars, policemen, street singers (male), Gandhi, jokers, or stone age men, whereas girls dressed like fairies, house wives, Japanese girls, Rajasthani women, old women, etc. Thus even in the fancy dress competitions boys and girls disguised themselves as characters who were of their own sex, and girls tended to dress up like stereotyped characters.

The investigator had the opportunity to observe the preparations of and rehearsals for the annual day function in the three schools where the study was carried out. In all the three schools, there were 10 to 12 stage presentations, the majority of them group performances and prize distribution. In the girls' school, School A, one of the performances included a group presentation which involved participation of girls from the 'nursery' section to higher secondary section. This performance aimed to present the Sindhi women's tradition of singing songs (popularly known as ladies sangeet). There is a Sindhi folk song for every occasion or stage in a person's life. The performance depicted the birth of a son in a family, songs welcoming the child and a lullaby were sung. The boy begins to go to school, then pursues higher studies, becomes an engineer, then he gets engaged, his fiancée undergoes the '*haldi*' ceremony, then the boy's mother demands a heavy dowry. She says her son is an engineer and they had spent a lot on his education. Therefore the bride's family has to compensate for their investment and give the amount of dowry she demanded. The bride's family argues that their daughter is equally educated and talented; she would work after she was married and her income would anyway go to her husband and her in-laws. The bride's family members said that they would give dowry only according to their means. Both parties reach a compromise and finally the wedding takes place and the bride goes to her husband's family. The rituals involved in each of these major occasions were depicted and conveyed through traditional songs. It was interesting to note that in an all-girls school, a performance was being presented, which was male-

centered, starting with celebrations on the birth of a male child, who goes on to become an engineer and finally gets married. Although the issue of dowry was also touched upon in the performance it was not in the form of a protest, rather, it showed the bride's family giving into the demand, but only as much as they could afford. As School A was a girls school, all the male characters were played by girls. Girls did not seem to exhibit any inhibition in playing the part of male characters. In fact, one of the girls who played the role of Ranjha, the central character of the legendary love story Heer-Ranjha, even won a prize for her performance, which, except her voice, was very convincing.

In School B, which was a co-education school, male characters were played by boys and female characters by girls. Here gender separation became very obvious in the performances of students of secondary level. There were hardly any dances from the secondary section, except a *dandiya-raas garba* performance, which involved both boys and girls. Boys and girls were very shy and some of them were even apprehensive that they would have to perform with each other. Here the teachers had a major role. They had a say in the selection of participants. Often they would force students to take part. For instance, during selection of students for the play depicting the life of Shrawan Kumar (a character in Ramayana, who epitomizes devotion to parents). Two boys and two girls were needed for the playing the parts of Shrawan Kumar, his father, his mother and his wife respectively. When the teacher announced this in the class, girls did not volunteer, because they felt shy and feared that they would be teased by other students for playing the roles of wives. The teacher was very strict, she warned the students selected for the part as well as the rest of the class not to tease them and threatened that she would take some strict action against those who disobeyed this instruction. In spite of this warning, other students were found calling out to the participants in this play as, "*Where is Shrawan Kumar's mother? Where is his father? The teacher is calling them.*"

During the rehearsals, it was observed that teachers themselves did not encourage dance performances of boys and girls that would require physical proximity, like clapping each other's hands, holding hands, or putting hands on the shoulder or waist of the partners (as in many folk dances). In the rehearsals of the *dandiya-raas*

garba, it was observed that girls were not uncomfortable practicing with boys, probably because they danced in two separate circles and only the dandiyas (sticks) made contact. Boys and girls were not very comfortable in performances that involved looking into the partner's face or eyes.

There were also a couple of instances when parents of girls objected to their daughter's participation in performances that include boys. They approached the teacher in charge of the drama or dance, and told them to look for some other girls as they did not want problems to be created later. The teacher had to convince the parents that it was natural and normal for boys and girls to perform together and assured them that no one would make any adverse comments about their daughters performing on stage with boys.

In School C, which consisted predominantly of boys, the parts of female characters were played by boys. However, unlike School A, where all girls did not need much persuasion to take up the roles of male characters, in School C, it was found that boys were extremely reluctant to play female characters. For instance, one of the teachers decided to present a Japanese love story, which required the central male and the female characters to wear traditional Japanese costumes and carry a fan. The teacher found a tall, good looking boy to perform the role of the hero and found a shorter, very fair, good looking boy from standard IX to play the role of the heroine. This boy refused to wear a frock, but the teacher was equally adamant and convinced the boy that no one in the audience would come to know that the female character was a boy. Finally the boy gave in and wore the costume, high heel sandals and carried a fan. He just had to utter a few words in English. The entire play lasted about 10 minutes. However, at the end, when the boy said "Sayonara", one of his classmates in the audience called out his name, and everyone came to know that it was a boy playing the role of a girl. As the play was very well received by the audience, the boy did not seem to have experienced any humiliation. On the contrary, after the performance he told the investigator that he and his partner in the play were trying to control their laughter all the time and that it felt very odd to play the role of a girl. He said, *"I felt like laughing again and again, but I was controlling my laughter. It was so odd when I had to dance with him*

(other boy) and to embrace him. The other boy was also laughing on the stage, he was laughing in every sentence that he spoke, and sometimes he even had to cover his mouth."

During celebrations in the schools, students are involved in the decoration of the school. Even here there was difference in the type of tasks that were assigned to boys and girls. For instance, in School B, on 15 August, Independence Day, and other occasions it was found that many boys were given the task of going out of the school to buy decorative materials, while girls were given the task of decorating the school premises.

4.2.5 Interpersonal interactions

The following are some of the observations of the interpersonal relations and interactions between students, and between students and teachers.

4.2.5.1 Between students

In School B, boys and girls sit separately and some of them talked with students of the opposite sex, but not without a reason. Boys and girls do not like to sit together. Boys and girls had their own groups, and would eat together and play with their own groups. Generally, boys did not share their study notes or notebooks, jokes or funny incidents with girls. However, girls, especially those in IX and X standard were more willing to share their notebooks, homework with the boys and some boys would treat girls with snacks. Boys of standard IX and X did not bring lunch boxes and bought snacks from the canteen or outside. Some of them exchanged the snacks they bought with that of the girls. It was also observed that these boys had access to money, which they spent in treating girls or teachers, but not everyday. Some boys also stole girls' lunch boxes, but girls did not seem to mind.

Boys were helpful to other boys. Although they had frequent fights with each other, they would patch up soon. These was not found to be the case among girls, who took longer time to forgive in such cases and did not talk with each other for weeks together.

Boys and girls were found teasing each other and were being teased by others in their respective groups. Boys were more vocal in teaching girls, they called them chatterboxes, 'cat walk' (for those who were perceived as fashionable), sharmili (those who were shy), dumb, etc. Girls teased only boys who were shy or silent, and that too in the absence of the teacher and other boys

Interestingly, although boys and girls did not speak to each other without a reason, boys were found to be protective of the girls of their school and their classmates. There were instances, when boys intervened when they saw a girl from their class or another division being teased by other boys on the streets on their way home.

4.2.5.2 Between teachers and students

Boys and girls who were regularly assigned tasks by their teachers shared a good rapport with their teachers and enjoyed the importance and attention they got from the teachers. Other boys and girls did not always like the importance and attention that these few students got from their teachers. Most teachers did not interact beyond teaching the lessons in the classroom. One of the male teachers in School C was found interacting much with the boys. Sometimes when boys were found discussing about cricket match or other topics, the teacher, instead of bringing their attention back to the topic being taught, would join the discussion and arguments. Female teachers in School A were very 'controlling' in their behaviour and interactions with their students. They repeatedly reminded the girls that they have to prepare for life after marriage and learn to behave well and adjust in their in-laws place. Boys were more disobedient to female teachers than to male teachers. However, many of them shared a better personal relationship with them within and outside the class.

To sum up, the messages that were given to girls in these classroom interactions were: Be quiet, don't argue; don't roam here and there; prepare for marriage and running a household, pleasing the in-laws; the girl's place is at her home; no matter how much a girl wants to study or work, her purpose in life is to marry and look after her family.

4.3 Sexism in Education: Views of Principals and Teachers

In the present study, three principals and 12 teachers who taught (lower level) English at the secondary level, i.e., in standard VIII, IX, and X of the three schools under study were interviewed to know their views regarding gender discrimination and sexism in the education system. The findings that emerged from these interviews have been presented in the following sections.

As the sample of principals and teachers was small, for the purpose of analysis both categories have been taken together. All the percentages have been calculated based on a sample of 15 respondents

4.3.1 A brief background of the principals and teachers

Among the three principals interviewed, one was male and two were females. The teachers who were interviewed were comprised of 8 females and 4 males. Table 4.16 presents a brief profile of the teachers of English of standard VIII, IX and X, who were interviewed. As can be seen from the table, except two teachers, all were below 50 years of age. Six of them had English as a subject in their teacher training course, while an equal number of them did not have training in English as a subject, but were still teaching English in the schools.

Table 4.16: Background of teachers interviewed (n=12)

Background characteristics	School A	School B	School C	Total
Male	--	2	2	4
Female	4	2	2	8
Age				
30-39	1	2	1	4
40-49	3	1	2	6
50-59	--	1	1	2
Training with English and teaching English	1	3	2	6
Training in other subjects but teaching English	3	1	2	6

4.3.2 Education of boys and girls

When asked who should be educated more, 9 (60 per cent) of the respondents said that boys should be educated more than girls. Some of the reasons stated by teachers in support of this were as follows,

"Boys should be allowed for more education as they have more (family) responsibilities than girls."

"Boys are more intelligent than girls, hence they should be more educated."

"It is alright for girls to have limited education, because after all they have to only stay at home and take care of their families."

Four respondents (26.6 per cent) said that girls should get more education, because

"...girls perform better in board examinations, so they should be given more scope for education."

"Education helps to improve the marriage prospects for girls (find a better, more educated match), so they should be given more education."

Only two respondents (13.3 per cent) believed that both boys and girls should have equal opportunities to pursue further education according to their ability and capacity. In the words of a teacher,

"Nowadays all are equal, whether they are boys or girls. So both (boys and girls) should get equal education."

4.3.3 Provision of facilities to boys and girls in schools

Principals and teachers were divided in their opinion regarding who should be given more facilities at school. Five respondents (33.33 percent) believed that both boys and girls should get equal facilities at school, while an equal number of them (33.33 percent) said boys should get more facilities and the other 5 (33.33 per cent) of them felt that girls should get more facilities. Some of those who felt that boys should be given more facilities in the school, offered the following explanation,

“Some boys work outside and support their families. So they should get more facilities at school.”

“Boys need to have more education, as they have more responsibilities at home. So they should get more facilities at school.”

Similarly, those who felt girls should get more facilities in schools said that *“Girls perform other duties at home, so they should get more facilities at school.”*

“Girls are weak and they get fewer facilities at home, so they should be given more facilities at school.”

4.3.4 Provision of facilities to boys and girls at home

Eleven respondents (73.33 percent) believed that boys should get more facilities at home to study than girls, to facilitate better academic achievement among them, which in turn would help them find a livelihood and support their families. As one of the teachers explained,

“Girls are not going to earn bread and butter for the family. Instead it is the responsibility of the boys. So they should be given more facilities at home to help them get good jobs and earn and support their family.”

One of the teachers went as far as to say,

“If girls are given more facilities at home, they will form a bad habit (become spoilt) and will demand things. This will get them into trouble at their in-laws’ house (after they are married).”

Only 2 (13.33 percent) of the teachers and principals felt that girls should get more facilities at home to study and an equal number (13.33 per cent) felt that both boys and girls should equally get facilities at home to study according to their needs.

4.3.5 Need for attention among boys and girls

Previous studies (Sadker and Sadker, 1994; Frazier and Sadker, 1973) as well as the observation of classroom showed that teachers tend to give boys more attention than to girls. Therefore teachers and principals were asked who needed more attention at school. According to 9 respondents (60 per cent), boys need more attention at the school, mainly to help them do well in their studies. According to a teacher,

“Boys should get more attention at the school because they are the future citizens. They should get more attention as they have to excel in the education to get a job in this competitive (labour) market.”

Girl's education is not considered as equally important therefore it was felt that girls did not need any attention to help them excel in academics. According to a teacher,

“Why to give more attention to girls at school, it is only a waste of time and energy.”

Only 3 respondents (20 per cent) believed that girls should get more attention at the school, while an equal number believed that both boys and girls should get equal attention in school according to their need. Following are some of the statements of the respondents in this regard.

“For girls, education is an accomplishment and a symbol of modernization. So they must get more attention at school.”

“Have boys descended from the heavens that they should deserve more attention? What sin have girls committed for not getting more attention at school?”

“Boys and girls are both students. So they should be given equal attention.”

When asked who have more problem creating attitudes, opinion was divided. Seven respondents (46.67 per cent) felt that boys had more problem creating attitude in the school. To quote one of the teachers,

“Boys are more problematic (than girls) and they can not be trusted. They do more mischief. They always create disturbance in the school.”

Another 7 (46.67 per cent) respondents stated that girls had more problem creating attitudes. A teacher described girls as,

“Girls are the root of all problems created by both boys and girls.”

Only one respondent (6.67 per cent) said that both boys and girls have problem creating attitude. These are some of the statements of the respondents about this item. In the words of a teacher,

“Both boys and girls are students and they have nearly the same attitudes which depend on the society they live in and the school they go to. Any of them can have a problem creating attitude. One should not blame the students belonging to any one sex for the creation of problems.”

Regarding problem solving, it was surprising to find that while opinion was divided on who had more problem creating attitude, as many as 12 respondents (80 per cent) believed that boys had more problem solving attitudes than girls. According to two of the teachers, this is because

“Boys tend to encounter more problems than girls. So they are more adept at solving problems than girls.”

“...boys are cleverer (than girls), so they have more problem solving attitude.”

Only 2 respondents (13.33 per cent) said that girls have more problem solving attitude and one of them (6.67 per cent) could say the same for both boys and girls. They said,

“Girls are sincere and clever. So they have more problem solving attitude.”

“Both boys and girls are equal and they have equal abilities for problem solving.”

Ten respondents (66.7 per cent) found girls to be more cooperative in school, while only 4 (26.67 per cent) of them found boys to be cooperative and one of them

(6.67 per cent) said that both boys and girls were cooperative in the school. This is how a few of them explained why girls were more co-operative,

"Girls are used to do work at home and at school. So they are more cooperative."

"Girls are by nature more cooperative."

4.3.6 Need to control boys and girls

According to 11 respondents (73.33 per cent) girls should get equal freedom as boys in the class. They said,

"Girls are equal as boys, so they should be given equal freedom as boys in the class."

"Given more freedom, girls can show better results."

Four respondents (26.67 per cent) felt that girls should not get more freedom in the class, mainly because, they would be distracted and or would disturb the class. In the words of a teacher,

"Girls will get involved in more 'chit-chat' (talking and gossiping) if given more freedom and then they will try to create more disturbances in the class."

Although the majority of the respondents were in favour of girls having more freedom in the class, a higher number of them, i.e., 12 (80 per cent) believed that teachers and principals should exert greater control over girls. The reasons that some of them gave were,

"Girls should be kept under greater control as their parents have given the responsibility to the school authorities."

"They will be spoiled if they are not controlled."

"They have to learn to behave well for their future life in someone else's house (marital home)."

Only 2 (13.33 per cent) of the respondents stated that principals and teachers should exercise greater control on boys, simply because,

"There is really no harm in imposing more control on boys."

4.3.7 Assignment of tasks and responsibilities to boys and girls

According to 12 (80 per cent) of the respondents, boys should be allotted more responsibilities in the school, because they were perceived to be faster in and more capable of accomplishing the tasks assigned to them. In the words of two teachers,

“As boys are more capable, fast and understanding, they should be given more responsibilities.”

“One just cannot compare boys with girls, as boys are superior to girls. Girls are weak and less capable for giving responsibilities.”

Two respondents (13.33 per cent) said that girls should be given more responsibilities and only one respondent (6.67 per cent), felt that both boys and girls should be given equal responsibilities. They said,

“Girls are more sincere and mature than boys. So they should be allotted more responsibilities.”

“Both boys and girls are equal. So responsibilities can be given according to their capabilities and not on the basis of their sex.”

All respondents except one (93.33 per cent) were of the opinion that boys should be given more responsibilities for team work at school, because they work harder, can lead the team and take decisions, which girls cannot.

“Boys can lead other students better than girls, and so they can keep a team together and work.”

“Students will listen to boys more than they would to girls, so they are better in team work.”

“Boys are more sincere and work hard for team work. They can take decisions easily. Girls are shy and feel uncomfortable while working in a team. So more responsibilities should be given to boys in team work.”

The only respondent to say that both boys and girls should be given equal responsibilities for team work at school, stated that girls were equally capable of working in a team,

“Nowadays girls are more competitive and capable than boys. So, equal responsibility should be given to both boys and girls in team work.”

4.3.8 Participation in academic, non-academic, and co-curricular activities

According to 8 (53.33 per cent) respondents girls, should be given more chance to participate in the academic activities of the schools, because

“Girls are doing well in board examinations. If more chances will be given to them they can excel in academics.”

“Girls are usually busy in domestic activities and get less time for academic activities. So they should be given more chance in academic activities in schools.”

Those who felt that boys should be given more opportunities to participate in academic activities, i.e , five respondents (33.33 per cent), said that

“Boys spent more time in extra-curricular activities and outdoor activities and do not give much attention to their academic activities. So they should be given more chance in school academic activities.”

“As boys have more responsibilities in the future, they should be able to make good careers for themselves. So they should be given more chance in academic activities.”

Two respondents (13.33 per cent) said that both should be given equal chance in academic activities, because

“Boys and girls are equal for the teachers and hence equal chance should be given to both.”

With regard to who should be given more non-academic tasks in schools, the opinion was divided, an equal number of respondents, i.e. 5 each felt that it should be given to girls (33.33 per cent), to boys (33.33 per cent) and to both. Boys should be given more opportunities to do non-academic tasks,

“As boys show interest in non-academic tasks, they should be given opportunity to do so.”

“As boys are stronger than girls they can do more non-academic tasks.”

Girls should be given more opportunities to do non-academic tasks, because

“In girls’ schools, it is the only turn of girls to do such activities.”

“This way they will learn more, and will get more practice in managing their household tasks”

Both boys and girls should be given equal opportunities to carry out non-academic tasks, because

“Both boys and girls are considered equal, so equal amount of non-academic activities in schools should be provided to both.”

The majority of respondents, 11 out of 15 (73.33 per cent) were in favour of giving more tasks in co-curricular activities to girls, mainly because

“Girls are good in doing co-curricular activities. They are more caring and sincere. So they should be given more task in co-curricular activities.”

The three respondents (20 per cent) who felt only boys should be given more tasks in co-curricular activities and one (6.67 per cent) who felt that such tasks should be given equally to both boys and girls said,

“Boys are more strong physically. So they should be given more task in co-curricular activities.”

“Both boys and girls have equal abilities and both are good in both curricular and co-curricular activities. So both should be given equal tasks in co-curricular activities.”

4.3.9 Sex differences perceived in competence of teachers and administrators

The teaching profession is associated mostly with women. School teachers are also found to be predominantly female. Only in institutions of higher education, the number of women in teaching positions is relatively less. Due to the strong association of teaching in schools with the female sex, the present study made an attempt to know the perceptions of teachers and administrators themselves about the competence of female and male teachers.

It was hardly surprising that all respondents except one (93.33 per cent) felt that female teachers were more competent in teaching in schools, because

“Female teachers are more capable and do not waste time.”

“Male teachers do not take much effort for effective teaching in the class. They give more emphasis on tuition classes.”

Only one respondent felt that male teachers are more competent in teaching learning at school.

According to 9 respondents (60 per cent) the principals of schools should be females. The reasons for this were:

“Female principals are motherly, yet tough on both staff and students.”

“Female principals are sincere and fast in school work.”

“Female principals pay more attention and work hard to bring good results in the school.”

“Students are obedient and polite to female principals.”

“Male principals are more autocratic and poor in managing students.”

Three respondents (20 per cent) of respondents said that males should be the principals of the schools and an equal number of them (20 per cent) said that principal should be a person of capability irrespective of sex, that

“There is no difference whether the principal is a male or a female, but he or she should have skills and capabilities to run the school smoothly ”

Again, the majority of the respondents, i.e., 10 (66.67 per cent) were of the opinion that females are competent in school administration, while 5 respondents (33.33 per cent) felt that competence in school administration was not dependent on sex rather on capability of the person. Those who felt females made more competent administrators said,

“Females are more competent in administration. They create a healthy atmosphere in the school. Since they are honest, they put their best efforts for the institution. They know how to maintain (good) relations with staff and parents. They adjust well in different situations and know how to collect more resources for the institutions.”

“Female administrators are good in taking care of all activities of the school, including curricular, co-curricular, and extracurricular activities. Female administrators are good in maintaining relations with their ex-students to support the activities of the schools.”

One of the respondents who felt that both could be equally competent administrators, said,

“Both can do well in school administration. It (competence) is not related to any particular sex. It depends on the factors like, the educational qualification, experience, sincerity, honesty, and training. Good administrators are those who can put the interest of the school before their own interests.

4.3.10 Sexism in schools

All the respondents agreed that gender bias prevails in the school education system. These are some of the statements of the respondents in this regard,

“The education system is not able to promote gender equality in our society, as the education system itself is biased towards males.”

“The traditional prejudices against women and inequality of men and women in society is reflected in the school education system.”

“Teachers, curriculum and school administration system are all biased towards male sex ”

Eleven out of 15 respondents (73.33 percent) agreed that the secondary school (lower level) English textbooks contain sex bias (In the words of a teacher *“Females are shown as subordinate to men.”*), whereas 4 (26.67 per cent) of the respondents said that secondary school English text books are not sex biased. Though the respondents acknowledged that the existence of sexist elements in the textbook, some of them also said that it was not something that could be overcome easily.

“Secondary English textbooks show discrimination between men and women based on social customs and norms. But it will take long time to make it neutral.”

Another respondent was more defensive and said,

“Though some dominance of the male sex is there in English textbooks, attempt has also been made to give importance to the female sex. So let us not just call it biased towards the male sex “

When asked whether and towards which sex the male teachers were more biased, 10 (66.7 per cent) respondents said that the male teachers have more sex bias, and that they tended to favour male students. As some of them put it,

“Male teachers are more open with male students. So they are more partial to male students.”

“Young male teachers are more biased towards boys. “

Five (33.3 per cent) of the respondents said that the male teachers were not biased towards any sex and that they treated everyone equally.

Similarly, when the same question was posed with regard to female teachers, i.e., whether and toward which sex they were more biased, teachers and principals were unanimous in their response that the female teachers are more biased towards boys.

They said,

“As female teachers like boys more they are more biased towards them.”

“Boys do well in science and mathematics So, female teachers consider them superior to girls So they are biased towards boys ”

“Boys are good in doing the work of female teachers, so female teachers are more biased towards boys ”

According to 11 respondents (73.33 per cent), sex bias is a major problem for schools They felt that it would have a negative impact on the development of society and would perpetuate the discrimination prevalent in society

“If sex bias continues in our schools, the development and progress of our country would be very slow, as it will take more time for women to come to the mainstream of the society.”

“The sex bias in schools leads the children, who are future citizens, on the same path of sex bias existing in the society.”

Four respondents (26.67 per cent) did not perceive it as a problem One of them said,

“Sex bias will continue to be there in the society and in the schools, but its effects have nothing to do with the present activities in the schools.”

4.3.11 Suggestions for eliminating sexism in schools

The respondents were asked to suggest ways to overcome sexism in the teaching-learning process of secondary schools. The suggestions made by some of them are quoted in the following

“Firstly, parents should be sensitized about the sex bias and learn about being neutral.”

“Workshops and other training programmes can be organized for teachers, where they could learn ways to be neutral ”

“As girls are overburdened with household work, they should be given more attention in the schools and family.”

“More guidance and counseling should be provided to girl students and lady teachers should be involved in such programmes.”

“Textbooks should not be sex biased. The textbook board should take steps to ensure that textbooks are neutral ”

All respondents except one (93.33 per cent) were willing to attend programmes to help reduce sexism in schools and wanted their school authorities to make the necessary provisions to enable them to do so.

“Provision should be made to attend such programmes.”

“Every person is a learner, so what is wrong in attending such programmes?”

The only respondent who did not feel the need to attend such programmes said,

“We are aware about sex bias and know how to bring sex neutrality. So there is no need to attend such programmes.”

4.4 Sexism in Education: Views of Parents

In the present study, 60 parents (30 mothers and 30 fathers) of the students of standard VIII, IX, and X, who were observed in their English period, were randomly selected for interview. Several of the mothers and fathers interviewed were the parents of students of standard X who were interviewed. Parents were interviewed to know their views regarding gender discrimination and sexism in the education system. The findings that emerged from these interviews have been presented in the following sections

4.4.1 A brief background of the parents

The age of mothers who were interviewed ranged between 34 and 45 years, while the age of fathers ranged between 39 and 50 years. Six of the mothers were primary school teachers, among the remaining were homemakers, and a few among them were engaged in some income generating activity, like packaging, at home. The fathers who were interviewed engaged in a range of occupations, majority of them were vendors (groceries, vegetables, fruits, stationery, etc.), food stall owners, cloth merchants, or worked as salesmen in shops, there were a few clerks (bank and court) among them. Nearly three-fourths of the respondents could be said to belong to the middle-middle and lower middle class. The rest belonged to middle class families.

4.4.2 Education of boys and girls

Parents were asked who among boys and girls should get more education, 50 per cent of the parents stated that boys should get more education. The reasons they stated were in no way different from those reported by several of the earlier studies, i.e., education of boys is an investment, because they are the breadwinners of the family. In the words of some of the parents,

“As girls do not go to offices (to work), so there is no use of higher education for them.”

“Girls have to look after the houses Boys have to earn the bread for the family.”

“There are marked differences in the nature of work done by male and female members of a family. Household activities are exclusively done by females and those activities do not need more education, whereas, males work outside in a competitive atmosphere, which requires them to have higher education. “

About one third (33.33 per cent) of the parents said that both boys and girls are equal and should be given equal opportunities for education according to their capability. The few (16.67 per cent) parents, who felt that girls should get more education, did so as they appreciated the value of girls' education in the family and society. To quote one such parent,

“Educated girls help a lot in the development of the society So they should be educated equally if not more than boys ”

Parents were asked up to what level should boys and girls be educated. Their responses have been presented in Table 4.17. As can be seen from the table, many of the parents feel it is enough to educate boys and girls up to the higher secondary level. Higher education is desired more for boys than for girls. This is consistent with the views expressed by the parents that boys need more education than girls.

Table 4.17: Parents' views on desirable level of education for girls and boys

Level of education	Girls		Boys	
	N	%	N	%
Education is not necessary	6	10	0	0
Primary level	6	10	0	0
Middle level	12	20	6	10
Higher secondary level	22	36.67	22	36.67
Graduation	6	10	18	30
Post graduation	4	6.66	4	6.66
Professional, vocational, technical education	4	6.66	10	16.67
No. of parents interviewed	60	100	60	100

The 20 parents whose children were in School B (co-education school) were asked whether they liked their children to be in a co-education school. Of these, 75 per cent stated that they liked their children to be in a co-education school, because boys and girls learn to interact with each other and learn from each other. In the words of a parent,

“Co-education is good for both boys and girls; it helps children to understand each other. Girls become bold and boys avoid shyness. They try to take care of themselves. They are able to solve their problems in their own way. They also learn to help each other.”

The parents who did not like their children (these were mostly girls) to be in a co-education schools (25 percent), said that being in a co-education school will spoil their children

“Now the society is becoming more and more polluted and co-education leads to more love affairs among boys and girls. They will go to cinema, parks without informing their parents, which is not good for them and it will result in a bad name for the parents.”

“Co-education leads to more freedom for both boys and girls which is not generally tolerated by the middle class family. In co-education boys do play mischief with girls and do not concentrate in their studies.”

From the responses of these parents it is clear that they do not approve of co-education more out of concern for their daughters' sexuality.

It was therefore not surprising when over, two-thirds of parents (66.67 per cent) said that in co-education schools, boys and girls should sit separately. About one-third (33.33 per cent) felt that they could sit together. Two of the parents said,

“There should not be any difference, let them to sit together. They would be able to understand each other.”

“As in the other places like offices, public transport system males and females do not sit separately, they should learn same in the school.”

However, even among those who said boys and girls should sit together, several were of the opinion that boys and girls should sit separate from the secondary section. Said one of the parents,

"Girls should be allowed to sit separately, keeping in mind their physical structure and physical problems."

4.4.3 Provision of facilities to boys and girls in schools

Interestingly 50 per cent of the parents felt that girls should be given more facilities at school. The percentage of parents who said the same for boys was 33.33 percent. According to 16.67 per cent of the parents both boys and girls should get equal facilities in the school. These are some of the statements made by the parents in this regard.

"Girls are delicate and physically weak. They have more problems. They can not bear hardship. So they should get more facilities in the school."

"Boys fight for their demands and get it. But girls do not demand and suffer for it. So they should be given more facilities in both in academics and non-academic aspects."

"Boys help their parents in their business and do not get enough time for school work. They also spend more time in co-curricular activities. So they should be given more facilities in the school."

"Both boys and girls should get equal facilities in the school as both are students and should be treated equally."

4.4.4 Provision of facilities to boys and girls at home

Although a relative majority of parents felt that girls should get more facilities at school, when they were asked who should get more facilities at home, as high as 83.34 per cent of the parents said that boys should get more facilities. They justified this saying,

"Boys help their parents in running the house and business and do not get enough time for school work. Girls do not do much work at home. So boys should be given more facilities at home."

“Boys have to stay with their parents at home and girls have to go to in-laws’ house. So boys should be given more facilities at home ”

“Boys need more education than girls as they have to get a job at any cost. Boys have to run the house So they should be given more facilities at home.”

From the responses it is evident that most parents do not value the work that their daughters do at home as work. Only 8.33 per cent of the parents said both boys and girls should get equal facilities at home, while an equal percentage of them (10 per cent) felt that girls should get more facilities at home. These few parents said,

“Both boys and girls should get equal facilities at home as both are children of the same parents (i.e., should be treated equally).”

“Girls are physically weak and they have more problems. They also help their mothers in their work. So they should get more facilities at home.”

4.4.5 Need for attention among boys and girls

About three fourths of the parents (75 per cent) did not think that girls need more attention at school. The following statement made by a parent captures the essence of most of the responses to why parents thought so.

“Today girls are more self-reliant. They can tackle their problems. So they do not need more attention. Instead boys need more attention than girls as they do not concentrate on their studies.”

One of the parents (25 percent) who thought that girls needed more attention at school than boys, said

“Girls have more work at home and in school. They should get more attention from their teachers to do well in their study.”

The Majority of the parents (83.34 per cent) believed that boys have more problem solving attitude in the school, while only 8.33 per cent of the parents said the same for girls. The following statements were made by parents in this regard,

“Boys always encounter problems and they have the attitude of problem solving.”

“As girls do not understand the problems easily, they lack problem solving attitude. “

“As girls are innocent in many aspects, they do not have that attitude of problem solving.”

“Girls are born with problems and have the tendency to create problems without having problem solving attitude ”

“Girls are mild by nature. They are always dependent on others for taking care of their problems, so they lack the capabilities of problem solving. “

“Girls are jealous by nature. Although they do not have problem solving attitude, they create more problems ”

“As girls are lazy, slow and weak in managing affairs, so they lack problem solving attitude.”

The remaining, 8.33 per cent parents felt that both boys and girls have problem solving attitude. These are some of the justifications of the parents for this item.

Half of the parents (50 per cent) found both boys and girls equally cooperative in the school, 26.67 per cent of the parents found girls to be more cooperative than boys, whereas, 23.33 per cent of the parents found boys to be more cooperative than girls.

4.4.6 Need to control boys and girls

According to 46.66 per cent of the parents felt that parents and teachers should control both boys and girls so that they become well disciplined. A nearly similar percentage of parents (41.67 per cent) believe that parents and teachers must

exercise greater control over girls, and very few of them (11.67 per cent) felt that parents and teachers should have exert more control over boys. According to parents girls need to be controlled because,

“Girls are physically weak and western culture has a negative impact on them. If they are not controlled, they will try to do whatever they like, which is not good for them.”

“Girls should not be given much freedom, they will go astray. So they should be kept in more control.”

Further, when asked whether they imposed any restrictions on their daughters and sons, 83.33 percent reported imposing restrictions on their daughters and controlling their behaviour. These restrictions were mainly

- Telling girls behave properly, be polite, respectful
- Not to laugh loudly
- Not to talking loudly
- Not to come home late from class (most girls are sent to classes which end early in the day)
- Not to mix with boys or have friendship with them
- Not to go out to play without completing household chores
- Not to go out without doing homework
- Not to go to films in mixed groups
- Not to go alone

The restrictions on boys' behaviour, as reported by 50 percent of the parents were mainly.

- Telling boys to be polite, respectful, obedient
- Not to skip class (school and tuition)
- Not to go out without doing homework
- Not to play pranks, and not to get into fights

4.4.7 Assignment of tasks and responsibilities to boys and girls

Parents' opinion regarding who should be given more responsibility in schools was divided. According to 41.66 per cent of the parents, girls should be given more responsibilities in the schools and an equal percentage of parents (41.66 per cent) felt that responsibilities should be given to students irrespective of their sex. The following are some of the statements made by parents in this regard,

Girls should be given more responsibilities because,

"... they are more sincere and honest."

"Girls do each and every work perfectly in the school and outside the school. Girls enjoy responsibilities and get success."

"Girls are more responsible than boys. Boys cannot manage time and do not concentrate much on their duties."

"Responsibilities should be given to both boys and girls, because there is not much difference between boys and girls "

"Boys are good for certain responsibilities, while girls are also good for some other responsibilities."

"Outside duties and responsibilities related to the play ground, etc. can be given to boys and inside duties and responsibilities like decoration and cleanliness can be given to girls "

Only 16.68 per cent of the parents said that boys should be given more responsibilities in the school.

The majority of parents (71.67 per cent) believed that boys should be given more responsibilities for team work, because they are more competent and they work hard, and are more committed. In the words of a parent,

"Boys are hard workers. They do the work without tension and complete the work in time. So more responsibility should be given to them in doing team work "

Parents who felt that girls should be given more responsibility (20 per cent) for team work at school, stated similar reasons as above. As one of the parents said, *“Girls are more understanding, sincere, sober and interested in their work and complete the work in time. Boys are noisy and disturb in the work. So more responsibility should be given to girls in doing team work.”*

One of the few parents (8.33 per cent) who felt that both boys and girls should be given equal responsibilities for team work at school said,

“Responsibilities in team work should be given to both boys and girls because both have different capabilities to do different kind of work in the team. They can learn from each other. Also team work is very essential in family. So they can learn to work in harmony while giving responsibility to do team work.”

4.4.8 Participation in academic, non-academic, and co-curricular activities

Nearly two-thirds of the parents (58.34 per cent) were of the opinion that boys should be given more opportunities to participate in academic activities, because

“Boys will be going for further studies, while girls were more likely to drop out.”

“By giving boys more opportunities they will become better and more interested in studies and this will help them in the future.”

A little over one fourth of the parents (28.33 per cent) who felt that girls should be given more opportunities to participate in academic activities said that

“Girls get less time to practice at home, so they should get more opportunities in the class.”

“In spite of being better in academics, some girls never get the opportunities or recognition in the class, so they should be provided more opportunities.”

Majority of the parents (70 per cent) feel that girls should be given more opportunities to participate in non-academic tasks, primarily because non-academic tasks were distracting boys from their studies. As two of the parents put it,

“Teachers are making boys run errands for them. Already boys are distracted from their studies. What if they fail? Their future would be affected ”

“Boys get easily diverted by such activities, and this is bound to affect their studies.”

One-third of the parents (30 percent) believed that both boys and girls should be given equal opportunities in non academic tasks.

According to 66.67 per cent of the parents, girls should be given more opportunities to participate in co-curricular activities, whereas, 20 per cent parents said that boys should be given more chance to participate in the co-curricular activities in the schools. A few parents (13.33 per cent) believed that both should be given opportunities depending on their ability.

4.4.9 Sex differences perceived in competence of teachers and administrators

Majority of the teachers still adhere to the stereotype that women make better teachers. According to 75 per cent of the respondents, female teachers are more competent in teaching, because they try to understand the students, are more sympathetic and caring, whereas male teachers are careless in teaching their students in the school and more interested in doing other things like running tuition classes or some other side business. Less than one fourth of the parents (16.67 per cent) said that males are more competent in teaching. A few parents (8.33 per cent) said that both males and females are equally competent in teaching. These are some of the statements of the respondents about this item.

When asked who made a better school principal, a man or a woman, 58.34 per cent of the parents felt that a male should be a principal. A possible reason for this could be that the children of majority of the parents were from School B and C, which are co-education schools, the latter consisting predominantly of boys.

“In boys’ school, it is better to have a male principal, and in girl’s school it is better to have female principal.”

“Principals need to be strict towards boys, and only males can be strict.”

"Boys will listen to male principals."

A little over one fourth (28.33 per cent) of the parents said that a female should be a principal, because

"Having a female principal is better, even in co-education schools, because females are understanding and good natured. They are kind and loving. They are not harsh. But male principals are dominating and harsh."

"Male principals are not good for the school as they do not give much attention to the school and do side-business."

"Male principals are not sincere, they do not take classes. They just sit with guests and pretend to be busy with the administrators. They are not honest."

"Male principals neglect girls. For them, the purpose of educating girls is to make them good mothers, whereas female principals consider girls' education as a gateway for economic freedom."

Only 13.33 per cent of the parents stated that a person of either sex could be a better principal.

In response to the question, whether males or females make better school administrators, 70 per cent of the parents felt that females were competent in school administration. Hardly four parents (6.66 per cent) stated that males were more competent school administrators. About one fourth of the parents (23.34 per cent) competence in school administration depends not on the sex of the person but on their capabilities to discharge their duties well. In the words of a parent,

"Men and women, both can become good administrators. A good administrator should be well qualified, hardworking, and sincere. Anyone who shows great concern and interest in the betterment of the school and the students is a good administrator."

4.4.10 Sexism in schools

The majority of parents (75 per cent) answered in the affirmative to the question whether gender bias prevailed in schools, while 8.33 answered in the negative and

16.67 per cent of them did not respond. However, most of the parents who felt that there was gender bias in schools, did not substantiate this. A few simply said,

"It hardly matters whether the education system is gender biased or not."

"This is not a new thing."

"Society has been dominated by men since ages. It is bound to show also in schools."

"Teachers and the curriculum are the main sources of gender bias in the school."

The majority of parents (83.34 per cent) felt that the English textbook of the secondary level is biased towards male, whereas 8.33 per cent of the parents perceived that it was biased towards females and another 8.33 per cent respondents stated that the English textbooks were neutral. Most of the parents could not substantiate why they found the textbooks biased towards the male sex. It is possible that they gave a desirable response, and may not have understood the question. It is also possible that most of them have never looked into the English textbooks.

According to 80 per cent of the parents male teachers a favorable attitude towards boys, while 20 per cent respondents felt that male teachers are favorable towards girls. Explaining this, two of the parents said,

"Male teachers feel comfortable with boys and do share their feelings with them and they play with them."

"Male teachers like boys and they want the boys to lead the class, and they neglect girls. So male teachers are more favorable towards boys."

The majority of the parents (83.34 per cent) were of the opinion that even female teachers show more favor towards boys, because

"Boys do the work that female teachers ask them to do without hesitation."

"Boys help female teachers in academic and administration work."

Female teachers treat the boys like their own sons. They are found to be more comfortable with boys."

“Boys obey female teachers even more than they would obey their parents. So female teachers prefer boys to girls.”

“Female teachers are jealous of girls, because they are young, good looking and male teachers like them.”

Only 8 parents (13.33 per cent) believed that female teachers prefer girls, but mostly towards high achievers in the class, or they have some personal liking for those girls. In the words of two mothers,

“Female teachers like girls those are good in academics.”

“Female teachers also like girls who are good in ‘buttering them up’.”

Only two parents (3.33 per cent) said that teachers who were older in age were not biased at all.

“Experienced female teachers are not biased.”

4.4.11 Suggestions for eliminating sexism in schools

Very few parents could suggest ways for eliminating sexism in schools. The following are the relevant suggestions made by the parents for overcoming sexism in the teaching-learning process in secondary schools

- Teachers should pay equal attention to both girls and boys
- Teachers should be trained how to maintain neutrality in secondary school teaching learning process They should not be partial to boys or girls
- Teachers should give more attention to those girls who have to do both school and household work.
- Teachers should not bully girls in the class and make them feel inferior.

4.5 Gender bias in School and at Home: Students' Perspective

In the present study, face-to-face interviews were conducted with 30 boys and 30 girls of standard X. These students were randomly selected from among those who had opted for English in standard X and had at least one sibling of the opposite sex. As mentioned in Chapter 3, (lower level) English is an optional subject in standard X in vernacular medium schools, a common English period was conducted for students of standard X which was attended by all those students from divisions A, B, and C, who had opted for English as a subject in the S.S.C Board Examination. Findings from the interviews are presented in the following sections.

At this point it is important to know the background of the students who were observed in the English classes of standard VIII, IX and X. The majority of the students of all the three schools belonged to families from the lower middle and middle class. Over half of the girls who were in the secondary section of School A worked either outside their homes as domestic help (mostly dusting, ironing, cooking), or they were engaged in some household income generating activity, such as making *rakhis* (during *rakshabandhan*), hair bands and clips, stitching petticoats etc. These girls also had to help their mothers in their household chores. Girls who worked as domestic help also worked on Sundays. Thus, the burden of work was quite high on girls of School A. Girls in this school were more likely to be withdrawn or drop out after middle or secondary school.

The boys and girls, who studied in the secondary section of School B, came from a similar economic background. Over half of the girls worked mainly as domestic help, and most of these girls assisted their mothers who were employed as domestic help. Like their counterparts in School A, the burden of work on these girls was quite high. Girls in this school generally dropped out, or were withdrawn after they completed standard IX or in the middle of standard X, if their performance was not good.

Over half of the boys in the secondary section of School B worked part time in shops, helped their fathers in their stalls, kiosks, or some had some other small jobs. They spent the money they earned from these jobs mostly on themselves and their siblings. These boys generally worked in the evening.

About 35 to 40 per cent of the boys in the secondary section of School C also worked, but not in paid employment. They helped their fathers with their small businesses and shops in the afternoon, after school hours and sometimes had to manage the shop or stall on their own in the absence of their fathers. In such cases they had to skip classes.

Out of the 60 students who were interviewed, barring a few, who were 18 years old, most of them were in the age group of 15-17 years

4.5.1 Career aspirations of boys and girls

Boys and girls were asked what they plan to do when they finished high school education. Their responses have been presented in Table 4.18. As can be seen from the table, the maximum number of responses of girls (23.3 per cent) was for being "a good housewife", while the maximum number of responses of boys (26.6 per cent) were for "take up or help in father's business". An equal number of boys (16.6 per cent) and (16.6 per cent) girls said that they have to ask their fathers or do whatever their parents wanted.

Four girls expressed their desire to become self-reliant and economically independent. Two girls wanted to pursue higher education and one wanted to become at least a graduate. These girls however, said that they would not assert themselves and prefer to "keep quiet" and leave it to their parents to decide for them. The other professions mentioned by the girls were that of school teacher (2), doctor (1), engineer (1), bank officer (1), government officer (1), air hostess (1) and tailor (1).

Table 4.18: Career plans of boys and girls after on completion of high school education

Plan	Girls		Boys		Total	
	N	%	N	%	N	%
Will have to ask father/whatever parents want	5	16.67	5	16.67	10	16.67
Take up/help in father's business	0	0.00	8	26.67	8	13.33
A good housewife	7	23.33	0	0.00	7	11.67
self-sufficient/self-reliant/stand on my own feet	4	13.33	0	0.00	4	6.67
Doctor	1	3.33	2	6.67	3	5.00
Engineer	1	3.33	2	6.67	3	5.00
Professional course/CA	0	0.00	3	10.00	3	5.00
Bank employee/officer	1	3.33	2	6.67	3	5.00
Depends on the result	0	0.00	3	10.00	3	5.00
School teacher	2	6.67	0	0.00	2	3.33
Officer (government)	1	3.33	1	3.33	2	3.33
Lawyer	0	0.00	2	6.67	2	3.33
Tailor	1	3.33	1	3.33	2	3.33
Higher education	2	6.67	0	0.00	2	3.33
Nothing	2	6.67	0	0.00	2	3.33
Air hostess	1	3.33	0	0.00	1	1.67
Pilot	0	0.00	1	3.33	1	1.67
help in husband's business	1	3.33	0	0.00	1	1.67
Graduate	1	3.33	0	0.00	1	1.67
No. of students interviewed	30	100.00	30	100.00	60	100.00

4.5.2 Leisure time activities of boys and girls

Regarding leisure time activities, students were asked how they spent their free time and vacations. From the responses obtained from boys it seemed that playing cricket was the most common pass time for boys, as almost all the boys (26) said they played the game in their free time and during vacations. Other than cricket, their time was spent in going to movies (20), going out with friends (26), watching TV (28), and a few of them (6) went to visit their relatives outside Vadodara. In sharp contrast, most of the girls said that they spent their time helping their mothers (25) in doing household chores. About half of them said they visited their friends (16) or had their friends come over and spent their time chatting with their friends. Less than half

of them (12) said they watched TV and a nearly equal number of them (10) also said they did not get much free time

4.5.3 Education of boys and girls

Students were asked who among boys and girls should get more education, 23 boys (76.67 per cent) and 22 (73.33 per cent) girls stated that boys should get more education. They stated the same reasons that parents, teachers and principals who were interviewed also stated, namely education of boys is more important because they have to find good jobs to support their family.

“Boys have to support the entire family, they have to earn money. Girls don’t have to do all these things. So boys need more education.”

“Boys have to provide money to the family, but girls, they get money. Only if boys have education, they can earn more money.”

“Girls don’t have to go out of the house; they take care of the house and do household work. It is enough that they can read and write. Boys however, have to go out and earn a living.”

Eight girls and seven boys felt that both boys and girls should get equal opportunities for education according to their ability

“Girls should get equal education as boys, because they are in no way lesser than boys.”

“If girls are educated they also can get good jobs and support the family. If both husband and wife are educated and are working they will be able to give good education and facilities to their children.”

“Girls should get more education because then they will be able to find well educated husbands.”

4.5.4 Differences in the treatment of boys and girls by teachers

Table 4.19 presents the views of students regarding the differential treatment that teachers practice in the classrooms. A list of statements was read out to the students of School B and they were asked to state whether they agreed or disagreed with the statement or were not sure about their answer.

Table 4.19: Students' views regarding gender differentiation by teachers (n=20)

Statement	Agree		Disagree		Can't say	
	Girls	Boys	Girls	Boys	Girls	Boys
1 Teacher encourages boys more than girls for career and education	8	7	--	3	2	--
2 Teachers encourage boys more than girls to participate in classroom discussions	7	7	--	--	3	3
3 Teachers give more examples of males than females while illustrating a lesson	8	6	--	--	2	4
4 Teachers asks more questions to boys than girls	7	6	3	4	--	--
5 Teachers put more restrictions on girls than on boys	10	8	--	--	--	2
6 Boy are encouraged more than girls for extra curricular activities	--	--	6	7	4	3
7 Boys are encouraged more than girls to participate in sports and games than girls	9	8	--	--	1	2
8 Teachers give different tasks to boys and girls	10	10	--	--	--	--
9 Teachers give more attention to boys than girls	10	7	--	3	--	--
10 Teachers appreciate boys more than girls	8	5	--	5	2	--
11 Teachers solve the problems and difficulties of boys more than they do for girls	6	--	--	4	4	6
12 Teachers are partial to boys while evaluating their work, giving marks	8	6	--	4	2	--
13 Teachers are partial to boys while sharing joy, personal experiences, etc	3	3	3	3	4	4
14 Giving vitamin tablets, special attention or extra facilities to girls is discrimination against boys	--	--	7	6	3	4
15 Teachers are more lenient with girls than with boys while giving punishment	7	10	--	--	3	--

As can be seen from the table, out of the 20 boys and girls interviewed in School B, the majority of them agreed that teachers were partial to boys, right from encouraging them about career and education, to involving them in classroom discussions, posing questions to them, encouraging them to participate in games and sports. The students also agreed that teachers give more examples of males than females while illustrating the content of the lesson. Students, both boys and girls also agreed that teachers paid more attention to boys than to girls and that they gave different tasks to boys and girls.

All 10 girls and nearly as many boys (7) felt that boys got more attention than girls. While 8 out of 10 girls felt that the teachers appreciated boys more than they appreciated girls, half of the boys could not give an answer. The only statement that not all boys and girls agreed to was regarding teachers' encouragement to boys and girls to participate in extra-curricular activities. Here the majority of the students disagreed that teachers encouraged boys more than they did girls.

More girls (6) felt that teachers solved the problems and difficulties of boys more than what they did for girls. The explanation that one of them offered for this was,

"Teachers are more impressed by boys, so they solve their problems quickly."

One of the boys who disagreed with the statement said that

"Male teachers are partial to girls when they have to solve problems of students. They like to talk to them more. "

Another boy who could not make up his mind on this issue, said,

"When girls have problems, both male and female teachers direct them to intelligent boys in the class, who then solve their problems."

Yet another boy said,

"Young teachers are neutral in solving the problems of both boys and girls."

Majority of the girls and over half of the boys agreed that the teacher is more partial to boys in the evaluation of their work, giving marks. When all the 60 students were asked whether and to whom grace marks should be given if required, 43.33 students said that grace marks should be given to girls because,

"Girls do some much of household work, and they do not get time to concentrate much on their school work. So they should be given grace marks."

According to 46.67 per cent students, grace mark should be to boys if needed, because boys need to score to be eligible for higher studies, while girls do not. As two boys put it,

"Boys go for higher studies."

"Girls generally drop out, so grace marks should not be given to them."

The remaining 10 per cent student felt that grace marks should be given to both boys and girls, if they need it.

Regarding the statement that teachers are partial to boys in sharing joy with boys, the opinion was divided. An equal number of students (3 each) opted for each option, i.e., agree, disagree, and can't say. The responses from each category would perhaps explain this. The students said,

"Male teachers and male students share their joy and experiences with all the students."

"Female teachers generally share their joy and experiences with female students."

"Elderly teachers generally share their joy and experiences more with all the students."

All boys and 7 girls felt that teachers were more lenient in meting out punishment to girls than they were towards boys. One of the boys explained,

"While giving physical punishments like, touching toes, bending down, taking rounds on the ground teachers give such punishment only to boys. Girls are mostly given imposition as punishment which they have to write. Male teachers are stricter but do not give hard punishments to girls."

All the 60 students were asked their opinion as to who between boys and girls should be controlled more by the teachers. In response to this, all girls and 83 33 per cent of the boys said that boys need to be controlled more by the teacher, because they are naughty, up to some mischief and disobedient.

4.5.5 Preference for teachers of a specific sex

The students of School B were asked whether they liked male teachers or female teachers more. Out of 20 students in School B, an equal number of boys (5) and girls (5) stated that they liked female teachers, mainly because they are kind, caring, smiling, and they teach well.

"We like female teachers because they are caring, polite, and sweet. They also teach well and make the subject easy." (A girl)

"Male teachers are harsh. They give punishment, but female teachers are mostly polite." (A boy)

Those who said they liked male teachers (4 boys and 3 girls), stated the following reasons,

"We like male teachers because they are strong, energetic, and perfect in their teaching. They are all-rounders. They take interest in all the subjects including games." (A boy)

"Male teachers understand us boys well, they treat us like their friends, they crack jokes with us, play with us." (A boy)

"Male teachers are more polite to girls. They do not give them harsh punishment. Boys who are naughty also listen to male teachers." (A girl)

"Male teachers can maintain control over the class." (A girl)

There was one boy and two girls who said that liking or disliking teachers was not because of their sex, but because of their teaching abilities and knowledge

4.5.6 Perceptions about English textbook

Students were asked if they liked the subject English, 22 boys (73.33 per cent) and 18 girls (60 per cent), answered in the affirmative. The rest did not like English subject. The reasons for liking the subject were mainly: opportunity to score marks prestige associated with knowing English, better opportunities for higher education and jobs, good teaching style of the teacher, opportunity to mix with students of other divisions. A few students like English because the teacher was good looking.

It may be relevant to mention here that teachers encourage only those students who are good in English to opt for this subject in standard X. It is not uncommon for teachers to discourage those who do not perform well in the subject, from taking English as a subject in standard X, as they do not want the results of the school to be affected, by low scoring students or failures. Therefore it may be assumed that these students had opted for English as they performed better and possibly had higher level of motivation to study the subject and hence liked the subject.

In order to know whether students also perceived the under representation of female characters in their textbooks, they were first asked if they could recall all the contents of their English textbook. In response to this, 15 girls (50 per cent) and 19 boys (63.33 per cent) said they could recall the contents of all the lessons of the English textbook, while 7 girls and 6 boys stated that they could recall the contents of only some lessons in the English textbook. Further, when asked if there were more lessons about boys and men than about girls and women, 15 girls (50 per cent) and 14 boys (46.67 per cent) answered in the affirmative, the rest said they were not sure. Thus it may be said that many students, both boys and girls do perceive the under representation of women and girls in the English textbook.

4.5.7 Gender differentiation by parents

Majority of the boys (80 per cent) and girls (86.67 per cent) felt that parents were stricter to girls than to boys. A few boys and girls (13.33 per cent each) felt that parents were stricter to girls only some times.

When asked for their opinion whether parents were more partial to children of a specific sex, 18 boys (60 per cent) and 20 girls (66.67 per cent) girls felt that parents were more partial to their sons. Among the rest, except four boys and an equal number of girls who felt that parents were more partial to their daughters, the all other felt that parents were neither partial to their daughters nor to their sons.

4.6 Conclusion

The present study, namely, "An Analysis of Sexist Elements in English Textbooks and their Transaction at Secondary Level", was carried out with the intention of finding out the sexist elements embedded in the textbooks of lower level English at secondary school level and their transaction in the classrooms. On analyzing the content of the textbooks and observing their transaction, it was found that every aspect of the textbooks and their transaction were dominated by the male sex. Women were not given adequate representation in the panels of the textbook architects. Though the titles of the majority of lessons of the lower levels were gender neutral, among the rest, nearly a third of the lessons had titles that had the flavour of male domination. Similarly, the themes of two thirds of the lower level English textbooks were found to reflect male domination. Likewise, the majority of the lessons of the lower level English textbooks has more number of words and sentences that showed domination of men. Again, the majority of the illustrations as well as the pictorial representations provided in the textbooks to a great extent are being dominated by the male.

The findings arrived at from the analysis of data collected by way of observations of the curriculum transactions for sexist elements are also in no way different from those found from the analysis of the content of the textbooks. Gender biases and prejudices were being found not only while expounding the text content, but also while calling forth examples for illustrations, putting questions, and assigning tasks. Every teacher irrespective of male or female seemed to have imbibed the prejudices and biases that are prevailing in the society and acted in consonance with them even in the matter of disciplining the students. They seemed in general to follow the traditional belief that the boys are more intelligent than the girls, that only boys need to take to studies of such areas as engineering and maths, and that what girls need to do by way of education was to prepare themselves for their future roles as wives and mothers. While instructing, it was found that teachers in general put more questions to boys than to girls, and assigned tasks considered

masculine to boys, and feminine to girls. While interacting, or disciplining students, they seemed to segregate certain qualities specifically meant for boys and others for girls. In short, what was found while observing the transactions of curriculum in the classroom was not something to be proud of for people who believe in the equality of sexes. The curriculum transaction in the classroom was found not only conforming to the traditional notions, biases, and privileges but also found perpetuating them by repeated use and reinforcement.

This discrimination was found not only while instructing in the classroom, it was also found even while disciplining and extending punishment to boys and girls. The investigator found that teachers irrespective of male or female imposed more restrictions on girls than on boys. The girls were told to be quiet and composed, as they have to get married one day and go to their in-laws' house. They did not allow girls to go on arguing on issues, nor did they allow them to be vociferous as they thought, girls, after all need to learn submission. Teachers imposed strict punishment on boys when they failed to do homework or when they turned up late for the school. In all such cases, girls were treated with less severity. Teachers were more sympathetic to girls not because they are generally busy all the time helping mothers in the kitchen, but because they believed that after all, a girl's life mainly lies in becoming a wife and mother and taking care of the family. To them, it was the boys who were to take up careers and eke out a living and maintain the status of the family. Therefore, teachers in general behaved that they could afford to be lenient with girls and not with boys.

Sexism was found prevalent not only in the textbooks and their transaction in the classroom, but also it was found being practiced in the corridors and on the playgrounds. While girls were generally found passive in the corridors and in the playground, boys were found active and playing all sorts of games, such as cricket, football, volley ball etc. the girls were found less active during PT lessons. They rarely did play any game. They were mostly found standing in groups and talking

If ever they played, they were found playing games specifically meant for girls, such as skipping rope, langdi, throw ball, etc. Boys and girls were rarely seen playing games together. Their segregation was more explicit everywhere.

In short, what the present study found both inside and outside classrooms was large scale segregation between the male and the female. No wonder, that every individual is a product of the society to which he or she belongs. In the process of socialisation, the individual and the groups imbibe not only the values and norms that are considered positive but also the prejudices and biases. In societies that are patriarchal, the thinking, feeling and assumptions that are different between the sexes in their physical and intellectual capacities were going on for centuries. As women are generally considered weak, it was assumed that they needed protection and that while dividing jobs they should be allotted tasks that are light. Similarly, as women were thought intellectually inferior, they were provided with disciplines that were easy to pursue. Despite Independence, replacement of colonial rule, revamping of education, although much changes have taken place as far as the question of prejudices and biases against women are concerned, no drastic changes have yet taken place. Despite proving year after year in the public and other competitive exams that girls are as good as or even better than boys in their performance, in their intellectual capacity, the society by and large continues to practice the traditional discrimination between the sexes. This is something uncalled for

As a nation we are now committed to the building of an equalitarian society based on the principles of democracy, equality and cooperation and collaboration of all the citizens whether male or female. With prejudices and seclusion, and with biases against women prevailing at such a magnitude, as the present study finds, will the hope of building a nation wherein both men and women stand side by side and contribute their might by way of concerted effort be possible? Will our dream of creating a State of the kind as we visualize ever be possible, if we continue to tread

the path as we do now? Perhaps not unless we change. The present study has shed adequate light on the issue; it is time now to act. The present study can serve as an eye opener. It is hoped that the study would inspire the concerned to understand the harm that sexist elements in the textbooks can cause, if allowed to continue unchecked. It is also hoped that the present study would give a helping hand in the elimination of sexist elements from the textbooks and help the process of building an equalitarian society wherein no one is discriminated against on the basis of sex and gender.