

CHAPTER- 5

SUMMARY

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Summary

Introduction

In an ideal society, men and women are equal. However, throughout the world, women in most societies and cultures that are strongly patriarchal have a subordinate status. The Constitution of India has conferred on all Indians, the Right to equality as a fundamental right. All Indians are equal before the law (article 14), no one can be discriminated against by the State on the grounds of religion, race, caste, sex, place of birth (article 15 (1)), all Indians are guaranteed equality of opportunity in matters relating to employment or appointment to any office under the State (article 16). The Constitution directs the State to secure equally for men and women, the right to an adequate means of livelihood, equal pay for equal work (article 39 (a) and (d)), just and humane conditions of work and maternity relief (article 42). In fact, the Constitution directs the State to make special provisions in favour of women (also children) (article 15(3)) and to promote harmony and to renounce practices derogatory to the dignity of women (article 51(A)(e)) (Menon-Sen and Shiva Kumar, 2001). In addition to these constitutional provisions for the equal treatment of women, the Seventy third and Seventy fourth constitutional amendments have provided reservation of 33 percent seats for women in the Panchayats and Municipalities, to promote their political participation. Despite the existence of these constitutional guarantees and the fundamental right to equality, there are wide disparities between men and women in India in terms of important human development indicators such as education, economic and political participation, and health. The wide disparities in education, economic and political participation and health are the manifestation of the discrimination against women, which has been practiced for centuries.

On turning the pages of history one would find that in India, in the Vedic age, women took part freely in the social and political life and in the celebration of religious functions and rituals; they occupied an important position in society. Their rights of inheritance and succession as daughters or unmarried women were fully recognized. In the Epic (Puranic) period also they had an equal status as men. Women were free to select their life partners.

Women's religious, social, and educational status began to decline after 300 BC, when Aryans began to marry non-Aryan women (Garewal, 1977). This development ultimately led to the gradual withdrawal of the girls' right to undergo the *upanayana* ceremony. This denial of the *upanayana* rights to girls gradually cut through their opportunities for education. Women, who were one time the authors of some of the finest Vedic hymns, were denied the right to study Vedas. Women were first denied the right to study sacred texts and ultimately the right to education. Women's education disappeared completely due to the social changes that took place in the later years (Mathur, 1973). The evil of child marriage which also crept in made the education of girls, virtually impossible. The *pardah* system compelled women to remain within the four walls of their homes. Widow remarriage was totally banned and the practice of *sati*, in which a widow had to burn herself alive on the funeral pyre of her dead husband was also prevalent. Thus, the emergent cultural, religious and political factors in Indian society dealt a death blow to women's status resulting in their exclusion from social, economic and political participation and increasing their dependence on men. The social reforms initiated during the British period brought about a revival in women's education and the eradication of anti-women practices such as child marriages, ban on widow remarriages, and *sati*. The social reforms increased women's participation in the freedom movement and they became more visible in public and in leadership roles. However, even after Independence, the status of women continues to be low despite the existence of constitutional guarantees of equality and specific programmes and policies for women and girls.

Low educational attainment is a major barrier in women's development. Lack of education is one of the major areas of discrimination against women (Coonrod, 1998). Education has been recognized by the Government of India as pivotal for the achievement of women's equality and it is also a vital component of the overall strategy of securing equity and social justice in education (The Programme of Action, 1992). The National Policy on Education (NPE) envisages that education would be used as a strategy for achieving a basic change in the status of women. While considerable inroads have been made in the area of women's education, the scenario is still dismal. Besides the low rate of reduction in women's illiteracy, the retention rates in schools are low. Many still believe that girls need no education since their roles in the society were those of wives and mothers. Though this attitude is changing, certain courses of study like home science, needle work, fine arts, etc., are still considered as courses of study for girls, while mathematics, science and engineering are the subjects to be pursued by boys.

The low status of women in the Indian society is a reflection as well as the result of deep-rooted gender based discrimination against women existing in the society. Discrimination against women on the basis of gender is the result of the beliefs and assumptions that exist in society about men and women. For instance, men are considered to be strong and women are weak, men are said to be rational while women are emotional. Being "active, dominating adventurous, rational and creative" are identified as masculine traits, while being "passive, timid, emotional and conventional" are considered feminine characteristics (Abrams, 1993). These beliefs lead to norms and rules about how men and women should behave in society. For example, men can be articulate and must express themselves while women must not express themselves or be articulate. Such norms and rules define the roles and responsibilities of men and women in society. For instance, men must be breadwinners; women must be nurturers and caregivers. Because women are weak they remain at home and must be protected and men are strong so they go outside. Thus the division of labour is on the basis of sex. Women remain at home; they work indoors, while men work in public domains, outside the house. Thus the social and

economic roles and responsibilities of men and women are determined by their sex. Women's roles are primarily reproductive, i.e. giving birth, taking care of children and being caregivers. Men's roles are always productive, i.e., earning a livelihood (WOHTRAC, 2002). These stereotyped gender roles are perpetuated in the process of socialization. Sex role socialization begins at an early stage, when society assigns different activities and roles to males and females. The content of sex roles in a society is derived from the prevalent and dominant ideology. Because women have been assigned the role of wives and mothers, as girls they are socialised to fulfill only these roles. In contrast, boys are socialised to become breadwinners, achievers, leaders. Several researches have shown the differences in the socialization of girls and boys, in the way that they are treated by parents starting from birth. Thus sex roles are perpetuated and the discrimination resulting thereof are reflected in the wide disparities between men and women in terms of various indicators of human development, including education.

While parents play a major role in sex role socialization, the education system plays also a major role in the socialization of boys and girls. Although, the content of sex roles in a culture or society is derived from the prevalent and dominant ideology, which parents practice, the dominant ideology takes roots also in the education system, and is reflected in the curriculum, the classroom practices, attitudes of teachers and the contents of the textbooks. All of them reinforce gender prejudice and sexism.

The term sexism literally means discrimination against a person on the basis of his or her sex. It is based on assumptions about sex differences, which are widely held in society. Since many of these assumptions are developed to justify an unfair treatment of women, sexism is often taken to mean discrimination against women (Joseph, 1996).

School curriculum and the essential tool for its implementation – the textbooks – are potent means of perpetuating stereotype images of women and promoting anti-feminine prejudices. When textbooks are being prepared, the views,

values and assumptions prevailing in the society, regarding women get into them through the language used, stereotyping of roles, and unwritten code of conduct.

The expositing language used in textbooks can be one of the means through which sexism is expressed. The language used therein depicts a male-oriented view of the world. Several areas of vocabulary, for instance, can be cited to show how sexism prevailing in the society is reflected in the textbooks. One glaring instance of sexism is the absence of a sex neutral third person singular pronoun in English. In its absence, one is left with no alternative but to use 'he' as a generic term even after an indefinite pronoun. This practice of using 'he' to represent either sex is often cited as example of dominance of men over women. Another example of linguistic bias often found in textbooks is the generic use of 'man' in such phrases as "The man in the street", "Stone age man", "man being a mammal breast feeds his young", or "the proper study of mankind is man", etc., which are expressions that convey the dominance of man.

Compounding is yet another instance of linguistic sexism. One uses "male nurse" because the assumption is that a nurse is a female and for parallel reasons, we have the compounds such as "lady doctor", "career woman", "woman athlete", etc. The use of such expressions are so common that if someone says "My cousin is a professor / a doctor", most people would conclude the cousin referred to is a man. For the same reason, if someone says, "My cousin is a nurse", the image called forth is that of a woman.

Sex role stereotyping is yet another way in which sexism finds expression in textbooks. Traditionally, textbooks contain more male characters than female ones and only the male is made to take active part in a greater variety of roles and activities. As Crystal (1987) notes, in the early reading books, it was always the boys who were daring and the girls who were caring. Pictures in science books generally show experiments being conducted by boys, while girls look on. Similarly, in sports demonstrations, boys are shown scoring runs, winning races, while girls are shown with Barbie dolls aping their mothers in the role of homemakers. The content

analysis of textbooks used in schools in many countries has also demonstrated that the manner of portraying women and men is similar in all of them. In these textbooks, women appear as centred on the family or have jobs that are considered fit for a woman, while men devote themselves to professional activities, the arts, politics, etc. (MacCoby and Jacklin, 1974; Fisher and Cheyne, 1978).

Sexism also finds its expression in several other ways. In many textbooks, women are depicted as either goddesses or as demonic beings. There are instances in which motherhood and submissive wifedom are glorified beyond limit. A classical example of this type of presentation is that of Devi Sita, who merely accepts her rejection by her husband. Her role in this prejudiced and male dominated society has been upheld as an ideal. Several textbooks also lay down unwritten code of conduct for women to follow. Directly or indirectly, they give instruction to girls and women as to how to behave. Apart from these, sexism can also find its expression in the language used in transactive curriculum while putting questions, assigning tasks to the students.

Thus sexism that prevails in the society can possibly enter the textbooks in several ways. This biased attitude to women can have tremendous impact on the girl child. This can lead them to have a distorted image of women, which can come in the way of their socialisation, their choice of career, their choice of clothes and even priorities of life. Hence a study that highlights sexism in all its forms was found imperative. However, looking into the number of textbooks at each level and the enormity of the tasks involved, the present study was restricted to the study of English textbooks (lower level) at the secondary stage of the state of Gujarat.

5.1 Review of Related Literature

Any study of importance, when carried out, needs to be done in the light of what has already been done and what is not. This would help not only in identifying but also in defining the problem. Review of related literature also would help in developing the tools and developing the procedure to be followed in the study.

The review of related literature revealed that most of the studies in the area were done abroad (Weitzman and Rizzo, 1974; Lobban, 1974; Finn et al., 1979; Spender, 1980; Pico 1979; King and Morrisey, 1988; Thairu, 1990; Callus, 1990; Pervez, 1998; Anwar, 1988). However, as far as India is concerned, not many studies have been carried out. The few studies that exist (Kelkar, Tamboli and Pore, 1976; Kalia, 1979, 1993; Kulashreshtha et al., 1984; Surja Kumari et al., 1984; Shah, Lokhandwala and Pathak, 1988) have shown that that sexism in all its forms exists in Indian textbooks, Indian textbooks do not represent women appropriately, and that the image of women that emerges is that of an inferior entity.

These studies beyond doubt show that sexism is quite rampant in India and that whatever measures that the Government has taken is only trivial when looked into enormity of condition that prevails here. The Government can do very little in ending this discrimination and promoting an egalitarian society without the concerted efforts of individuals and organisations. The review of related literature also show that particularly very little has been done to find out the sexist elements in the textbooks prepared by the Secondary Education Board of Gujarat state. This pointed out the need for a study such as the present one.

5.2 Rationale of the Study

The present study, as has been discussed earlier, was carried out with a view to finding out the sexist elements found in the English textbooks of lower level English at secondary level. The concept sexism as it is generally understood today means discrimination against women. The patriarchal society believes that men as compared with women are much superior. Since women are considered the weak sex, the society dominated by men thinks that women are intellectually and physically weak. This belief led to attitudes and behaviour that are prejudicial to the cause of women. These prejudices and biases that prevail in the society get reflected in the lessons of the textbooks by way of linguistic elements that have bearing on sexism by way of stereotyping of roles and unwritten code of conduct, etc. As the children in the school going age are not that informed as to make out what is proper and what is not, they are likely to imbibe everything. This can cause

great repercussions in their future as the image that they have formed at school about girls and women can generate several problems. Unless the language and contents in the textbooks are analysed, and the sexist elements in them detected, highlighted and brought to the awareness of all concerned, the prejudices and biases would be perpetuated, and this would stand in the way of creation of an egalitarian society that the Constitution of India envisages.

There are possibilities of perpetuation of sexism not only through the contents of the textbooks, but also in the way curriculum is transacted in the classrooms. Depending upon the attitude and beliefs that teachers hold, they may also be instrumental in not only establishing, but also in strengthening the biases against women that prevail in the society. While carrying on instruction, the expository language they use may contain many sexist elements. While putting questions across the class, they may pose questions mostly to the boys, forgetful of the girls. While calling forth examples for illustrations, explaining and even suggesting role models, they may rely mostly on the men at the total exclusion of women. Similarly, while appointing monitors and class representatives or while assigning tasks to be carried out, it may be always boys and not girls. True education demands equal opportunities for both the sexes. Unless observed, located and highlighted, instances of sexism such as these in the transactions of curriculum, they go unnoticed forever causing much harm.

Parents, principals and teachers are all products of the society. They are born and brought up, socialised, encultured and learned about occupational socialisation in the society which is patriarchal. Being products of the society, they cannot be above the prejudices and biases that it nurtures. They have therefore their own beliefs, attitudes and opinions regarding sexism. People think, feel and act based on their opinions and beliefs. People seldom speak out their opinions unless asked for. Specific attempts need to be made to extract, gather, analyse and make them available so that it can generate greater awareness about the prejudices and biases that prevail in the society. Awareness can lead to avoidance.

In short, it can be seen that sexist books are social poison, especially for young girls who are at an impressionable age. The way ideal womanhood is depicted in many a textbook is based on the norms and expectations of the past, when the notions of democracy and equality were little known. The ideal women depicted in them provides a traditional background role for women by praising their domestic accomplishments, their timidity of souls, their gentle appearance and manners. The ideal woman is again depicted as dependent, subservient, masochistic in their response to indignities and humiliation, superstitious, blind followers of traditions and mindless beings more concerned with physical beautification. The ideal woman thus fails to convey initiative, enterprise, physical powers and intellect which are great asset to anyone. Women have put up with such unequal treatment for centuries, but women have now become aware of their rights. People need to be sensitised to sexism. It is therefore necessary to highlight sexist overtones and reduce these as much as possible.

Women constitute about 50 percent of Indian population. The Constitution of India has conferred on women equal rights with men. The law has in every sense banned discrimination against women. However, in the literal sense, women do not enjoy equal status. For the most part, they continue to remain in servitude. They need emancipation. Our textbooks and methodology should play vital role in this. As a preliminary step to this, it is necessary to eliminate sexism from the curriculum. The present study was carried out mainly keeping this in mind.

The review of the related literature also revealed that there is hardly any study carried out in this area in the state of Gujarat. Whatever studies carried out elsewhere in India show that sexist elements are rampant in textbooks. This pointed out as to the possibilities of presence of sexist elements in abundance in the textbooks of the Gujarat Board also. Detecting and highlighting such elements for reasons discussed above were found to be the need of the hour. The issue of sexism raises several questions. What linguistic elements of sexism can be found in the English textbooks at the lower level? Do the textbooks contain elements of sexism by way of stereotyping of women, specification of roles, unwritten code of

conduct and sex based curriculum? What sexist expressions and behaviours often crop up while transacting curriculum? To what extent does opinion of teachers, principals, and parents exhibit sexism? The present study was carried out to find answers to such questions. Hence the present study was considered to be highly imperative.

5.3 Statement of the Problem

“An Analysis of Sexist Elements in English Textbooks and their Transaction at Secondary Level.”

5.4 Objectives of the Study

The study was formulated with the following three objectives.

1. To analyse and find out the sexist elements in the present textbooks of lower level English at secondary level
2. To observe and analyse elements of sexism in classroom transaction of English curriculum.
3. To study the judgment of teachers, principals, parents and students about sexism in textbooks, classroom transaction and their suggestions to reduce sex bias from the secondary schools.

5.5 Methodology

To achieve the objectives of the present study, the methodology for descriptive study was followed.

5.5.1 Research methods

The research methods used to collect data to answer the objectives were:

- **Content analysis:** To achieve the first objective of the present study, lower level textbooks of English of standards VIII, IX and X following Gujarat Board of Secondary Education Syllabus were examined and a content analysis was done.

These English textbooks were published by Gujarat Textbook Board of Secondary Education, Gandhinagar.

- **Observation:** To achieve the second objective, the technique of observation was used. The English classes were observed. Apart from the classroom observation, the interactions of students, teachers, and parents were observed at different places like, corridors, prayer hall, playground, canteen, common rooms, parents' meeting, gatherings, cultural programmes, picnic groups, etc., to find out the sexist elements
- **Interviews:** To achieve the third objective interviews were held with teachers, principals, students and parents regarding their views on sexism prevailing in the textbooks, classroom transactions

5.5.2 Sample

For the content analysis of the lower level English textbooks of the secondary schools, a total of 89 lessons of the English textbooks of standards VIII (31 lessons), IX (29 lessons), X (29 lessons) were examined.

As the lower level English textbooks are followed in vernacular medium schools, for the observation of sexist elements in classroom transactions, three vernacular medium schools of Vadodara city were purposively selected. Of these three schools, two had Sindhi as the medium of instruction and one was a Marathi medium school. Two of these schools were co-education and one was an all-girls school. The students of one of the co-education schools were predominantly boys. The investigator observed 10 periods each in one division of standard VIII, IX and X in the three schools under study. Thus, 30 English periods were observed in each school and in all, 90 English periods were observed.

From the three selected schools, 12 teachers of English, 3 principals and 60 students of standard X (20 from each school) and some of their parents, numbering a total of 60 were selected and interviewed. Among the principals, 2 were males and one was female. Out of 12 teachers 4 were males and 8 were females. From 60

students, 30 were girls and 30 were boys. Among the 60 parents, 30 were mothers and 30 were fathers

5.5.3 Study tools

The main tools used by the investigator were: A content analysis checklist, observation guide, and structured questionnaires for teachers, parents and students. The items in these three questionnaires were related to the perception of teachers, parents, and students on sex bias in schools, classroom and in general. The questionnaire was prepared on the basis of review of relevant literature and the researcher's own experience as a teacher. The questionnaires were given to a few experts for their suggestions and modified accordingly.

5.5.4 Data collection procedure

The following were the procedures adopted under various research methods for gathering the required data for the present study

- **Content analysis:** The (lower level) English textbooks of standard VIII, IX and X were taken for the content analysis. The English textbooks contain four types of sections viz. detailed studies section, self study section, supplementary reading section, revision section and poetry section. The first two parts of the contents were taken for analysis. Self studies and supplementary reading were analysed thoroughly, but poems were excluded from the analysis as ambiguity of their meaning and elasticity of their structures were not amenable to content analysis. As the revision studies contained exercises based on some detailed study item and were without titles or themes, they were not included in the analysis. A total of 89 lessons of the English textbooks of standards VIII (31 lessons), IX (29 lessons), X (29 lessons) were examined. While analysing the content of the lesson, title of the lesson, theme of the lesson, number of words, number of sentences, number of male domination revealing, female biased and neutral words and sentences, types of examples, pictures were considered. Apart from the analysis of lessons, the text architects including writers, editors and other technical persons associated in preparing the textbooks were also analysed in

terms of the number of male and female persons involved the total analysis of the textbooks was done with a view to finding sexist elements in the textbooks.

- **Observation:** 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 the beginning to the end. Apart from 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 interactions and differential treatment of boys and girls. The observations were meticulously recorded in a notebook and field notes were later expanded
- **Interviews:** Teachers, school principals, students and parents were interviewed face-to-face with their prior consent. Teachers and students were interviewed after the observation of their class or whenever it was convenient for them. Parents of the students were approached mainly at the school during the “result day”, when they came to collect the report cards of their children. Some were contacted during school functions or when they came to meet their children (e.g. during lunch break, etc.). They were interviewed either on the school premises or at their respective homes. The interviews lasted 15-20 minutes.

5.5.5 Data analysis

Collected data were analysed both qualitatively and quantitatively to achieve the objectives of the present study. For objective 1, the contents of English textbooks were analysed qualitatively. Frequency count and percentage analysis were used to find the sexist elements in terms of the number of words related to different sex. While analysing the sexist elements in terms of the text architects, title of the lessons and themes of the lessons qualitative statistical technique was used. Chi square test was used for this purpose. Qualitative analysis was done for the observations. Observed points were recorded in the descriptive text forms. Data collected through interviews were analysed with the help of percentage techniques for specific responses.

5.6 Major Findings

1. Domination of the male sex was observed everywhere in the schools, starting from the classroom transaction to the playgrounds. Mostly, the practice of sex bias was supported by the administrators, teachers, parents, and students.
2. Representation of women in the panels of text architects¹ of English textbooks of lower level English of standard VIII, IX, and X was very low, with less than a third of them being women.
3. The titles of the majority of lessons of the lower level English textbooks of standard VIII (71 percent), IX (69 percent), and X (62 percent) were gender neutral. However, among the rest, nearly a third of the lessons had titles that had the flavour of male domination
4. The themes of two-thirds of the lower level English textbooks of standard VIII (61 percent), IX (69 percent), and X (58 percent) also revealed male domination.
5. The majority of the lessons of the lower level English textbooks of standard VIII (23 out of 31), standard IX (23 out of 29) and standard X (21 out of 29) had more number of words, sentences, and themes that showed domination of men and were therefore biased against women.
6. The majority of the illustrations appearing in the textbooks (98 out of 160 in standard VIII; 56 out of 81 in standard IX, and 96 out of 117 in standard X) were dominated by males.
7. With regard to pictorial representation also, the majority of the pictures appearing in the textbooks (141 out of 206 in standard VIII and 53 out of 74 in standard IX) were dominated by males. The textbooks of standard X did not contain any pictures.
8. The majority of principals and teachers (60 percent) believed that boys should get more education than girls.

¹ Advisors, authors, reviewers, artists, coordinators, etc , all those concerned with preparation, planning, and layout of textbooks

9. Principals and teachers were divided in their opinion regarding who should be given more facilities at school. One third believed that both boys and girls should get equal facilities at school, while an equal number of them (33 percent) said boys should get more facilities and another one third of them felt that girls should get more facilities. However, the majority of teachers (73 percent) believed that boys should get more facilities at home.
10. A large number of principals and teachers believed that girls should get equal freedom as boys in the class (73 percent), but a very high number of them (80 percent) also felt that they should exert more control on girls.
11. A large number of principals and teachers (60 percent) believed that boys need more attention in the schools
12. Many principals and teachers believed that boys have problem creating attitudes (47 percent) and an equal number of them (47 percent) said the same for girls. However, as high as 80 percent of them believed that boys have more problem solving attitudes and so they should be given more responsibilities at schools as compared with girls (80 percent)
13. According to a large number of principals and teachers, females make more competent teachers (92 percent), school administrators (70 percent) and that the principals of schools should be females (67 percent).
14. All principals and teachers felt that female teachers favour boys more than girls.
15. All the teachers and principals interviewed felt that gender bias prevailed in the education system. A large number of them (75 percent) felt that sexism was a major problem for schools and that English textbooks of secondary school have gender bias (75 percent).
16. Half of the parents (50 percent) also believed that boys should get more education and more facilities at home than girls (83 percent).
17. Forty three per cent of the parents believed that girls should be given more responsibilities and an equal number of them (43 percent) believed that parents should have more control on girls.

18. According to a large number of parents (77 percent), girls do not need more attention in the schools and boys have more problem-solving attitude than girls (83 percent).
19. The majority of parents (83 percent) felt that female teachers are more considerate towards boys. The majority of them opined that females make more competent teachers (77 percent) and school administrators (70 percent), but a much lower percentage (27 percent) felt that women made better principals.
20. The majority of the students (60 percent) felt that parents generally prefer their male children.
21. Majority of the students felt that teachers favoured the male sex while encouraging students for different professions, carrying out evaluation, solving difficulties, and illustrating the portraits of eminent figures, but felt that teachers favoured girls while giving punishments.
22. The majority of the students (58 percent) liked female teachers.

5.7 Suggestions for Future Research

The present study, "An Analysis of Sexist Elements in English Textbooks and their Transaction at Secondary Level", was carried out with a view to finding out the sexist elements embedded in the textbooks of lower level English at secondary school level, standard VIII, IX and X, their transaction in the classrooms. The analysis of the contents of the textbooks as well as the observations of their transaction revealed that every aspect of the textbooks and their transaction were dominated by the male sex, right from representation in the panels of textbook architects, to the titles, theme, pictures and illustrations in the textbooks. All of these were dominated by males. The observations of the curriculum transactions for sexist elements also found gender biases and prejudices among teachers while expounding the text content, calling forth examples for illustrations, putting questions, and assigning tasks, and disciplining students. 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. 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.

The present study has thus shed light on the sexist biases prevalent at the secondary level in Gujarat. There is still scope for further research in this area. The present research was focused on the textbooks of lower level English of the secondary section, similar studies could be conducted to include:

- lower level English textbooks of the higher secondary level
- higher level English textbooks at the secondary level
- higher level English textbooks in the higher secondary level
- English textbooks prescribed for the primary section, in colleges, as well as extend such an investigation to other subject areas, like history and social studies, which is a major source of literature.

Further investigation could be done on similar lines on Gujarati language textbooks and other vernacular languages which are the medium of instruction in the schools of Gujarat such as Marathi, Sindhi, and Urdu.

Studies could be undertaken in several other areas and spaces in which discrimination and sexist biases are prevalent. For instance, public spaces like hospitals, factories, banks, courts, to study the biases prevalent among male and female employees and workers. Only through such studies can sexism in curriculum be identified and eliminated

It is hoped that the present 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.