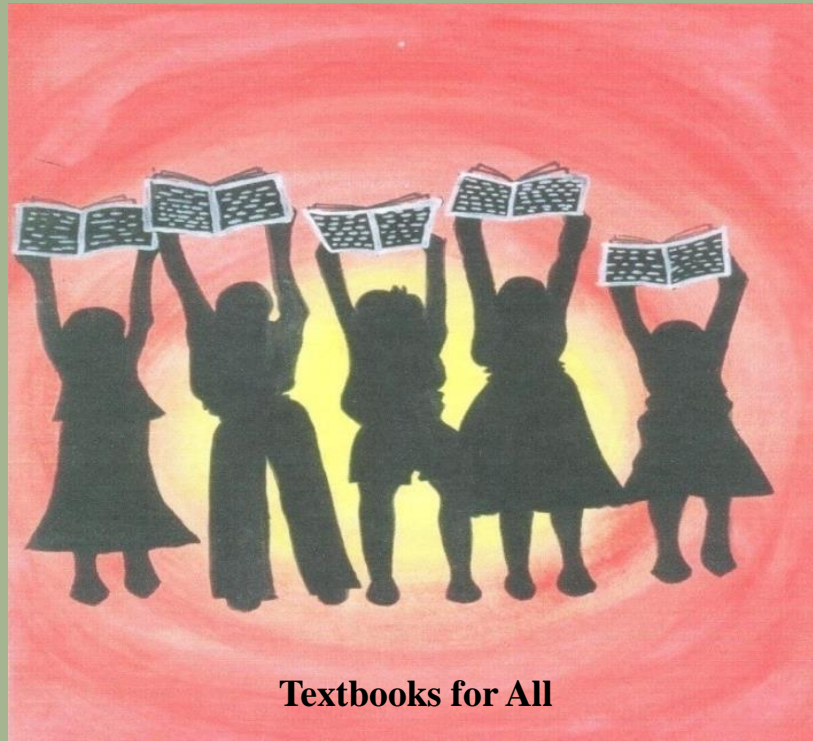


## Textbooks and Gender Reflection



**Textbooks for All**

Gouri Srivastava and team  
Department of Gender Studies  
NCERT



# *INTRODUCTION*

- Addressing Gender Bias and Stereotypes : A Historic and Contemporary Journey.
  - a) Behramji M. Malabari's observations on Textbooks in the 19<sup>th</sup> Century.
  - b) National Policy on Education – 1986
  - c) National Policy for the Empowerment of Women-2001.
  - d) Thrust of the New Education Policy on – Educate, Encourage and Enlighten.
  - e) Specific Themes: Inclusive Education of Girls SC, ST, Minorities and Children with Special Needs.



# ROLE OF TEXTBOOKS

Repository of Knowledge

Defines Boundaries of Disciplinary

Mirrors Society Sometimes Partially

Links Children with Social Reality

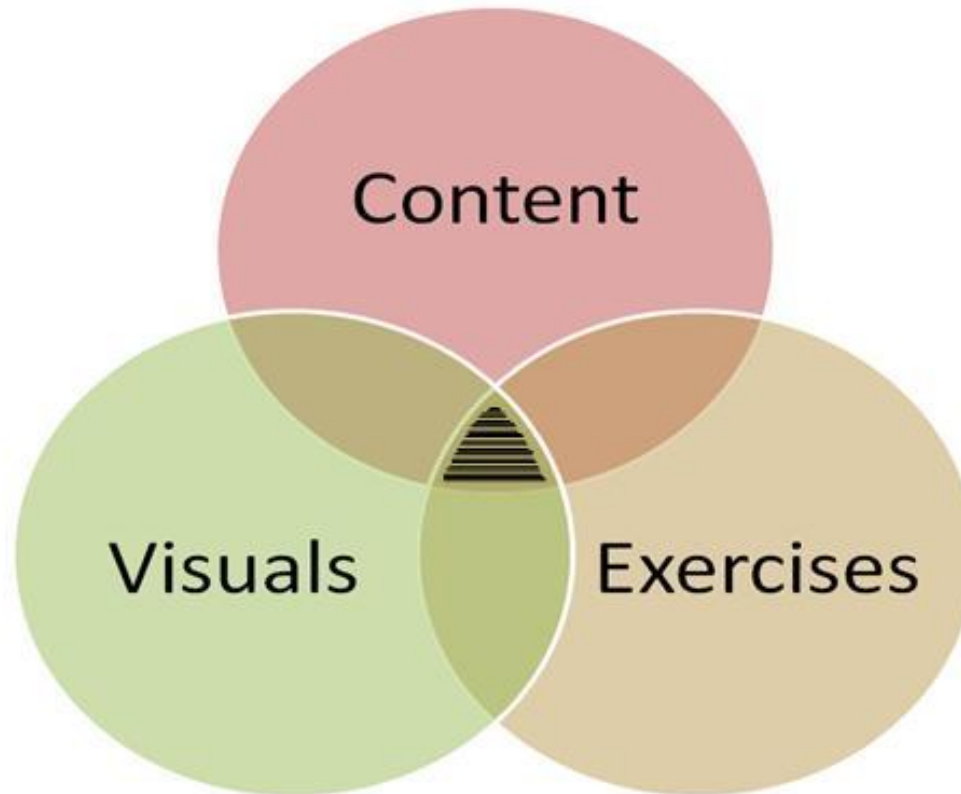
Weaves Human Values

Promotes Creativity Imagination, Critical Thinking

Accessed by Children from All Context



# TEXTBOOKS AND GENDER



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



# GENDER QUESTION IN TEXTBOOKS

## *Authors/ Editors*

- Is the constitution of textbook author team gender inclusive?
- How are the editors positioned?

## *Themes*

- How does the selected theme prioritize men and women in different situations?
- What are the roles in which men and women are highlighted in selected themes?
- What are the professions associated with male/female.
- Who are the main protagonist in different themes of the textbooks?





## *Content Portrayal*

- How does the content reflect men and women in the usage of –adjectives, characters, terms etc.?
- Are men and women depicted in stereotypical roles/professions?
- Who is normally mentioned as the decision maker and possessing leadership qualities?
- Power is wielded by whom?
- How are human values depicted?
- How are issues of environmental sensitivity highlighted?
- Are gender based conflicts in society mentioned?
- Do they mention strategies for addressing conflicts?

## Visuals

- Do the visuals reflect men and women in active roles?
- Are men and women shown in stereotypical roles and professions?
- Do visuals depict role models in a balanced manner (men/women)?



# OBJECTIVES

Examine  
Textbooks from  
a Gender  
Perspective.

Highlight  
Positives

Suggest Ways  
of making the  
Lessons Gender  
Inclusive.



Tools for textbooks analysis developed by the Department of Gender Studies were utilized for this task.

Books were analyzed in a workshop mode by involving state representatives and in the Department by faculty members and project staff.

Analysis was based on application of both qualitative as well as quantitative techniques.

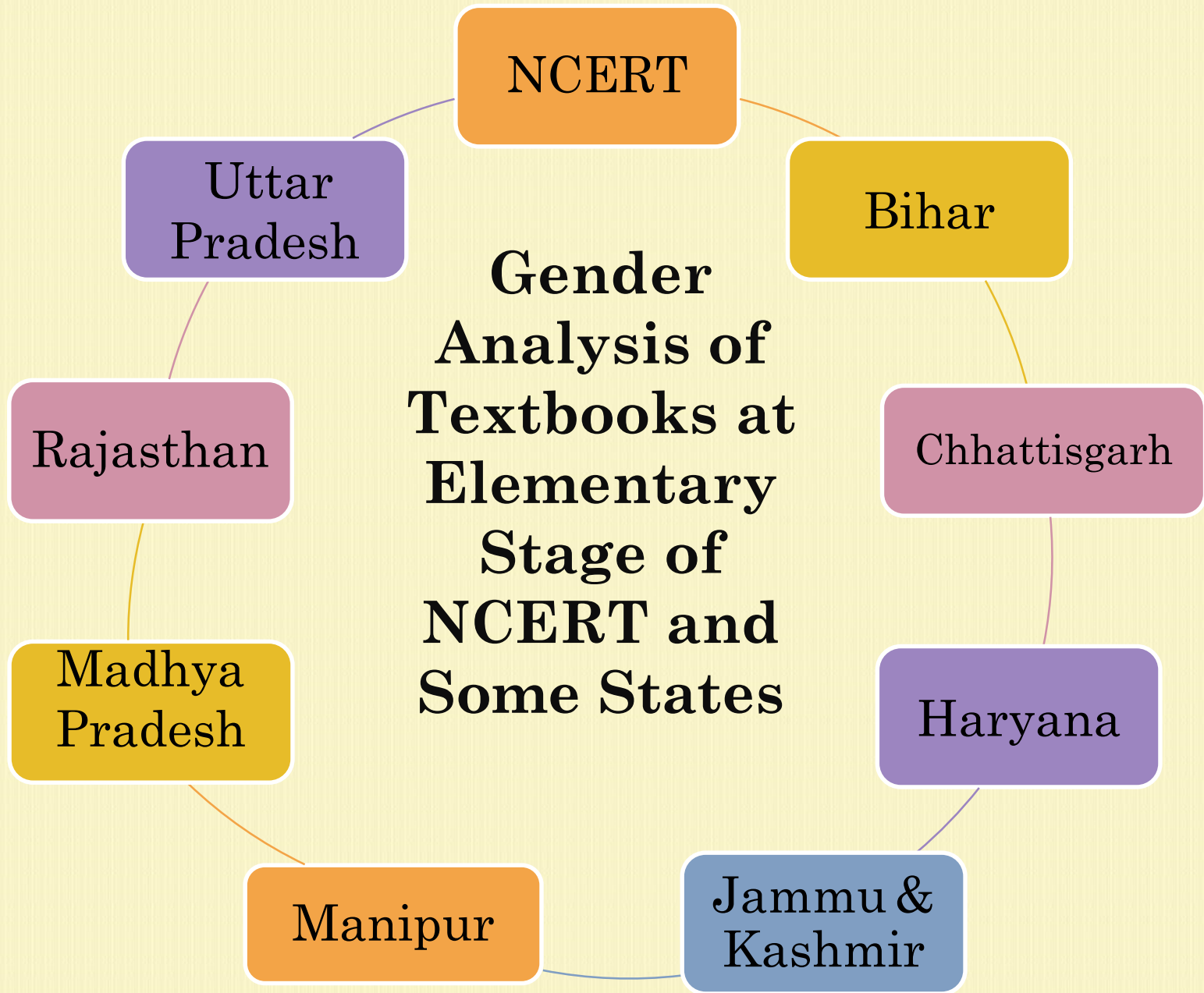
# METHODOLOGY





## METHODOLOGY ADOPTED FOR GENDER AUDIT OF STATE TEXT-BOOKS

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





# ABOUT THE TEXTBOOKS

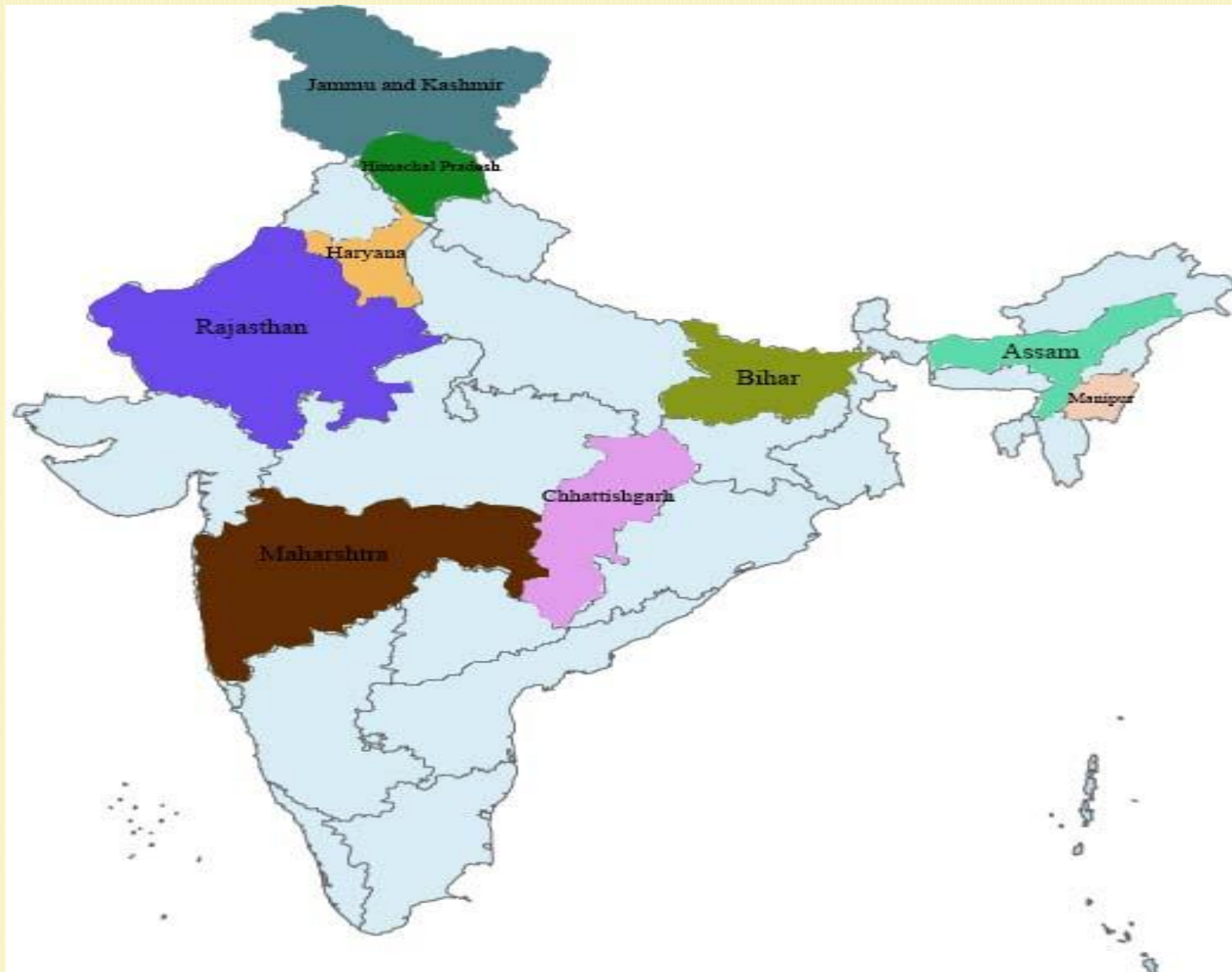
TEXTBOOKS	Publication and Reprint Years
NCERT	2006-12, 2013,
Assam	2010, 2014
Bihar	2013-14, 2014-15
Chhattisgarh	2009-10, 2014-15
Himachal Pradesh	2013, 2014, 2015,
Rajasthan	2007, 2008, 2019, 2012, 2013, 2014
Jammu & Kashmir	2003, 2004, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013
Manipur	2011-2014



# POSITIVES IN TEXTBOOKS

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

# GENDER AUDIT OF TEXTBOOKS OF STATES





## *EXECUTIVE SUMMARY*

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



- Mention of women role models wherever needed with a focus on their contributions and pathway of achieving the same.
- Inside of cover pages that are blank can be innovatively used for reflection of gender inclusive messages or visuals.
- Continuity and change need to be inbuilt into all themes such as food, transportation, family, professions, clothing wherever they have not been reflected.
- Scheme and programmes on promoting gender equality in connection with stage and level of education can be mentioned at appropriate places for greater awareness.



- Preventive laws and government measures for dealing with societal issues such as Declining Sex Ratio, HIV/AIDS, and Drug related issues can be mentioned at appropriate places.
- Printing of visuals can be improved in places where they are not clear.
- In the scheme of selection of content, women and girls playing a lead role can be prioritized wherever possible.
- Issues and concern of transgender children can be mentioned.



**"Care and nurture the  
girl child as she  
is the harbinger of a  
healthier and  
prosperous nation."**



Caption by: Gouri Srivastava  
Designed by : Sarita Verma Mathur

**DEPARTMENT OF WOMEN'S STUDIES**  
**National Council of Educational Research and Training**

**THANK YOU**

