



A Study of Gender Prediction in C.B.S.E Social Science Text Books of Class IX

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ABSTRACT

Indian school education has generally followed the patriarchal traditions which type cast individuals in unequal gender based roles. Boys were prepared to achieve in the market place, while girls were trained to obey and please in the home. Gender bias in education means treating boys and girls differently at school. The differentiation can be seen in our curriculum also. So for in this study Researcher did the content analysis of Social Science text books of Class IX for C.B.S.E . to develop her own tool for this. Researcher collected the data according to this tool and with the help of Chi Square test she performed the data analysis. According to this analysis Researcher tested her hypotheses in the text books of Social science of class IX of C.B.S.E following findings were interpreted by researcher :

- Female characters appear less often than male characters.
- There is much more Times of references of males as compare to females.
- Stereotype activities within the four walls are more than the Non Stereotype activities.
- There is much occupational activity of males as compare to females.

If we come to know that gender bias is there by the means of books then only we can take the steps to remove it by the help of books also. At least we can create awareness among people through our curriculum. The achievement of sex equity goals in society by the reduction of gender discrimination and gender stereotyping is valued for a wide variety of personal, political, economic and philosophic reasons. Some personal and societal reasons for supporting gender equity are to optimize human development potential so that all females' and males are able to develop themselves as individuals without limitations of gender prescribed roles.

KEYWORDS

Introduction

The activities of educating or instructing come under pedagogy. Whether overt or covert, these curricula are set up and supported by the school and are part of the socialization process for children. Teachers provide messages about gender role development through activities, modeling, reinforcement and other forms of communication (Basow, 1992). Even the organization of the school system itself reinforces the idea of men in positions of authority and women in subservient positions (Basow, 1992). Although schools should be one of the most important social settings in which children can validate and refine their gender beliefs, they are frequently found to expose children to masculine and feminine images that are even more rigid than those in the wider society (Meece, 1987).

Society plays a significant role in education. It can influence it both ways, positively and negatively. There are discriminations against the women wanting to enter certain fields of study. Conversely, men are also discriminated against penetrating certain fields of study that women dominate.

Social science is an academic discipline concerned with society and the relationships among individuals within a society. It includes History, Geography, Economics, Civics, Psychology and Sociology. Literature is the mirror of society. Now a day's women are showcasing their talent in many fields but in our text books women generally are not portrayed like this and when specially students residing in villages read such books they cannot imagine women as Pilots, Journalist, Managers, Engineers, Astronauts, Scientists etc. the support of male member is also not shown in the text books. Because textbooks account for a large amount of school instruction, they represent an influential factor in the socialization of children, and thus, should choose with care by educators.

Objectives of the Study

This study aims at investigating and revealing the gender bias in the Social Science text book content at Class IX level in India to control disparity, if any, in the acquisition of knowledge, development of skills and finally the all-round development of the personality of an individual child. Following objectives are formulated by the investigator to fulfill the purpose of her study:

1. To analyze the contents with reference to pictures used for each male and female in text book of social science at class IX in C.B.S.E books.
2. To point out the number of times references were made to each male and female in text book of social science at class IX in, C.B.S.E books.
3. To identify the stereotypes activities and Non stereo type activities within the four walls for male and female in text book of social science at class IX in C.B.S.E. books.
4. To identify the Occupations indicated for each male and female in text book of social science at class IX in C.B.S.E books

Sample

Researcher chooses all the four text books of C.B.S.E. of Social Science Subject for doing her research. The names of these books are

C.B.S.E IX	Social Science	Loktantrik Rajneeti—1
C.B.S.E IX	Social Science	Bharat Aur SamkalinVishwa -1 (History)
C.B.S.E IX	Social Science	Samkalin Bharat -1 (Geography)
C.B.S.E IX	Social Science	Arthshashtra

Loktantrik Rajneeti—1

This book contains the following topics:

- Samkaleen vishwa mein Loktantra.
- Loktantra kya Loktantra Kyu
- Samvidhaan Nirmaan

- Chunavi Rajniti
- Sansthayon ka kamkaj
- Loktantrik Adhikar

Bharat Aur SamkalinVishwa -1 (History)

This book contains the following topics:

- Fransisi Kranti
- Europe mein Samajwad eivam Rusi Kranti
- Natsiwad aur Hiltler ka uday
- Vanya Samaj eivam upniवेशwad
- Aadhunik Vishwa mein Charwahe
- Kisan aur Kashtakar
- Itihas aur khel : Criket ki kahani
- Pehnavе ka samajik itihas

Samkalin Bharat -1 (Geography)

This book contains the following topics :-

- Bharat – Aakaar Aur Istithi
- Bharat Ka Moulik Swaroop
- Apwah
- Jalvayu.
- Prakratik Vanaspati tatha vanya pranee
- Jansankhaya

Arthshashtra

This book contains the following topics:

- Palampur gaon ki kahani
- Sansadhan ke rup mein log
- Nirdhanta ek chunouti
- Bharat mein Khadya Surakhsha

Methodology

The method for the present study will be the content analysis of text books of Social Science of class IX C.B.S.E on the basis of quantitative data obtained from the observation of citations that represent Male, Female and their representation.

Content Analysis

Content Analysis explains and describes the prevailing practices or condition. It identifies the concepts, beliefs, thinking of

presentation in the text book. It finds relative importance of some topics or problems. Content Analysis makes careful evaluation of bias, prejudices or propagation.

Method of data collection

The relevant data were collected with the help of measuring tools such as "Gender wise occurrence of Evidence". In order to identify the elements of gender discrimination in text books, the following check list is prepared to study the academic parameter.

Visuals

- The number of pictures used for male and female as a single as well as in group also.
- Representation of men and women in stereotype and non stereotype activities within the four walls.

Textual

- Number of times references were made to male and female.
- Type of occupations indicated for male and female.
- Representation of men and women in stereotype and non stereotype activities within the four walls.

Data Analysis

As Parametric and non parametric test both are relevant they are two sides of the same coin but Researcher used Non Parametric test because there were only four books so because of short sample researcher choose to apply Chi Square test.

Chi Square Test

Any statistical hypothesis test in which the sampling distribution of the test statistic is a chi-squared distribution when the null hypothesis is true. The chi-square (I) test is used to determine whether there is a significant difference between the expected frequencies and the observed frequencies in one or more categories. Do the numbers of individuals or objects that fall in each category differ significantly from the number you would expect? Is this difference between the expected and observed due to sampling error, or is it a real difference?

TABLE – 1: Significance of the difference between Male and Female picturization in Text Book of Social science at Class IX in C.B.S.E Book

Type	Observed Frequency (O)	Expected Frequency (E)	(O) - (E)	(O - E)²	$\frac{(O - E)²}{(E)}$	X - Value	Significance
Male	2643	1509	1134	12,85,956	852.19	1689.41	Significant at 0.01
Female	385	1509	-1124	12,63,376	837.22		

It is evident from table 1.0 that the observed frequency for male is 2643 and for female it is 385. Expected frequency will be just half of the total no. of males and females and that will be 1509. Putting above values in the formula the calculated chi square value is 1689.41. The tabulated chi square value is 6.635 at 0.01 level of significance with 1 df.

As here calculated chi square value is more than tabulated chi

square value, so the hypothesis (2)-" There is no significant difference between male and female picturization in text book of social science at class IX in C.B.S.E books." is rejected.

The result clearly indicates that "There is significant difference between male and female picturization in text book of social science at class IX in C.B.S.E books. It shows that there is much more picturization of males as compare to females.

TABLE – 2 Significance of the difference between Male and Female No. of Time references in Text Book of Social science at Class IX in C.B.S.E Book

Type	Observed Frequency (O)	Expected Frequency (E)	(O) - (E)	(O - E)²	$\frac{(O - E)²}{(E)}$	X - Value	Significance
Male	2444	1591	853	7,27,609	457.33	914.67	Significant at 0.01
Female	738	1591	- 853	7,27,609	457.33		

It is evident from table 2.0 that the observed frequency for male is 2444 and for female it is 738. Expected frequency will be just half of the total no. of males and females and that will be 1591. Putting above values in the formula the calculated chi square value is 914.67. The tabulated chi square value is 6.635 at 0.01 level of significance with 1 df.

As here calculated chi square value is more than tabulated chi square value, so the hypothesis (5)- "There is no significant difference between the number of times references were made to each male and female in text book of social science at class IX in C.B.S.E books" is rejected.

TABLE – 3 Significance of the difference between Stereotype and non Stereotype activities in Text Book of Social science at Class IX in C.B.S.E Books

Type	Observed Frequency (O)	Expected Frequency (E)	(O) - (E)	(O - E) ²	$\frac{(O - E)^2}{(E)}$	X - Value	Significance
Stereo type	28	19	09	81	4.26	8.53	Significant at 0.01
Non stereo type	10	19	- 09	81	4.26		

It is evident from table 3.0 that the observed frequency for Stereotype activities is 28 and for Non stereotype activities it is 10. Expected frequency will be just half of the total no. of Stereotype and Non stereotype activities and here it is 19. Putting above values in the formula the calculated chi square value is 8.53. The tabulated chi square value is 6.635 at 0.01 level of significance with 1 df.

As here calculated chi square value is more than tabulated chi square value, so the hypothesis (8)- "There is no significant difference between Stereotype and Non Stereotype activities indicated in text book of social science at class IX in C.B.S.E books" is rejected.

TABLE – 4 Significance of the difference between Male and Female Occupational Activities in Text Book of Social science at Class IX in C.B.S.E Book

Type	Observed Frequency (O)	Expected Frequency (E)	(O) - (E)	(O - E) ²	$\frac{(O - E)^2}{(E)}$	X - Value	Significance
MALE	2741	1444	1297	16,82,209	1164.96	2337.13	Significant at 0.01
FEMALE	143	1444	-1301	16,92,601	1172.16		

It is evident from table 4.0 that the observed frequency for male is 2741 and for female it is 143. Expected frequency will be just half of the total no. of males and females and that will be 1444. Putting above values in the formula the calculated chi square value is 2337.13. The tabulated chi square value is 6.635 at 0.01 level of significance with 1 df.

As here calculated chi square value is more than tabulated chi square value, so the hypothesis (11)-" There is no significant difference between male and female Occupational activity indicated in text book of social science at class IX in C.B.S.E books. " is rejected.

The result clearly indicates that "There is significant difference between male and female Occupational activity indicated in text book of social science at class IX in C.B.S.E books. It shows that there is much Occupational activity of males as compare to females.

Discussion and Conclusion

One of the challenges of contemporary society and the educational system is to address the gender inequality in the social systems. Content analysis provides an objective, quantified description of the frequency of occurrence of selected social groups, and attributes associated with them, in the sampled educational materials. Occurrence is determined through the quantification of images (pictures, illustrations, photographs) and uses of language (words and phrases/characters). Thus schools and teachers at all levels have a key role to play in developing a gender-sensitive future generation. Gender stereotypes exist in all human societies and in all human endeavours, professions, careers and institutions. It exists in home, schools, and workplace.

It is important to analyze school textbooks from gender perspectives because textbooks, in addition to family and society, play an important role in the socialization of children. In the text books of Social science of class IX of C.B.S.E Following findings were interpreted by researcher:

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The result clearly indicates that "There is significant difference between the number of times references were made to each male and female in text book of social science at class IX in C.B.S.E books. It shows that there is much more Times of references of males as compare to females.

square value, so the hypothesis (8)- "There is no significant difference between Stereotype and Non Stereotype activities indicated in text book of social science at class IX in C.B.S.E books" is rejected.

The result clearly indicates that "There is significant difference between Stereotype and Non Stereotype activities indicated in text book of social science at class IX in C.B.S.E books. It shows that Stereotype activities are more than the non stereotype activities.

- Female characters appear less often than male characters.
- There is much more Times of references of males as compare to females.
- Stereotype activities within the four walls are more than the Non Stereotype activities.
- There is much Occupational activity of males as compare to females.

Gender differentiation has however, helped to perpetuate the unpleasant consequences of sex-role stereotyping and gender stereotyping. Gender stereotypes are rigidly held and over simplified beliefs that males and females possess distinct psychological traits and characteristics. For example females are thought to be emotional, not aggressive, not good at making, dependent, gentle etc. while males are thought to be not emotional, very aggressive, good at making decisions, independent etc.

Although stereotypes reflect generally observable characteristics of a particular group, stereotypes can be unfair because they tend to generalize. They are unfair to people who do not possess those traits or characteristics. These ideas are so strong that often we also start internalizing and believing in them. These ideas are called gender stereotypes and are reinforced by socialization. Qualities like bravery, shyness, weak and strong are not male or female. Qualities don't have a gender. A woman can be strong and man can be shy etc.

Yet the gender bias in textbooks is hidden in plain sight. Their stereotypes of males and females are camouflaged by the taken-for-granted system of gender stratification and roles.

We have to know just how big an obstacle gender bias in learning materials and curricula actually may be. We don't know if it more strongly affects those in poorer countries, with weaker school systems, or not. We just don't know. We do know, however, exactly what the sexist bias consists of.

Specifically, this paper has examined the relentlessly similar picture revealed by studies of gender bias in textbooks of Social Science only.

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