

STUDY OF THE GENDER PERSPECTIVES SEEN IN THE CONTENT OF CLASS VIII HINDI TEXTBOOK

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Master of Education



Guided

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CERTIFICATE

*This is to certify that the work contained in this dissertation titled, " **STUDY OF THE GENDER PERSPECTIVES SEEN IN THE CONTENT OF CLASS VIII HINDI TEXTBOOK** " submitted by Zala Mahesh Mohanbhai to the Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, for the partial fulfillment of the degree of Master of Education is a record of bonafide research work carried out by her under my supervision and guidance. The results embodied in the same have not been submitted elsewhere for any degree or diploma.*

Her work is up to my satisfaction. I find it suitable for submission and evaluation.

Dr. Reena Godara

Guide Sign

DECLARATION

I, Zala Mahesh hereby declare that the Dissertation entitled " *Study of the gender perspectives seen in the content of class viii Hindi textbook* " Conducted and submitted by me for the partial fulfillment of the M.Ed. program at the Department of Education, Faculty of Education & Psychology, The Maharaja Sayajirao University of Baroda, Vadodara, is my original work and has not been submitted earlier either to The Maharaja Sayajirao University of Baroda or to any other institution for any course requirement. I also declare that no chapter of this dissertation in whole or in part is taken from any earlier work done either by me or any other person.

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Chapter I

Conceptual Framework

1.0. Introduction

Education isn't just to read and write. It is ready using training for their personal benefits and to make use of the expertise for his or her increase. Education is an instrument through which changes take place in the society, education helps to bring desirable change in the student. A teacher helps the student in bringing desirable changes through education. A teacher provides guidance for how, where, when and which way it should be implemented. A teacher tries to provide more knowledge and education in a different way. Therefore, a teacher is an agent of the whole process of education. The future of pupils or youngsters and the country depends on education.

The textbook is a book used as a general supply of statistics for a proper examination of a topic and an instrument for teaching and gaining knowledge of (Graves, 2000). It ought to have appeared as one of the many sources instructors can draw upon in developing a powerful lesson and can offer a framework of steerage and orientation. Additionally, the textbook offers confidence and security for a green teacher who reveals adapting current textbooks difficult mainly for tailored paintings-associated publications. The role of textbooks in promoting quality learning and which are the gender mainstreaming While textbooks are not the only learning resource in most countries, they continue to be quite influential given that the interface between the curriculum and the classroom, policy and practice, theory and implementation at the crux of government efforts and private initiative textbooks have a lot of practical and symbolic importance. As the most visible expression of the curriculum, textbooks play an important role in the transmission and internalization of values, and the acquisition and development of knowledge, skills, and attitudes. As such, if well designed and implemented, textbooks can facilitate quality learning processes and outcomes. However, in the absence of reliable quality checks based on clear and sound quality criteria, they can also become vehicles of biases and/or misconceptions, including gender biases. Textbooks are obviously not the only place where biases of all kinds (including gender biases) may occur. However, given their powerful role especially in the early years of schooling, it is critical to identify aspects (both intentional and unintentional or unreflected prejudices and stereotypes) hindering gender equality. Gender biases, like all other biases, are usually inculcated quite early in both school and out-of-school such as family or peer settings.

The National Education Policy Draft (NEP, 2016) envisions a reputable and high-acting education machine capable of making sure inclusive first-class education and lifetime mastering possibilities for all and generating students/graduates equipped with the information, abilities, attitudes, and values which are required to steer an effective existence, take part inside the united states of America's improvement manner, respond to the requirements of the short-changing, ever globalizing, understanding-based totally economic system and society.

Textbook review and analysis from a gender perspective aims to collect evidence of gender biases in textbooks as well as examples of good practice in promoting gender equality. In most cases of international research on gender equality, the methodology is comprised of both quantitative and qualitative instruments, with an emphasis on qualitative aspects. The data collected tends to point to relevant examples and cases of gender biases that need to be avoided in the future and to examples of good practice that can be built upon in the context of curriculum and textbook revision processes.

The Hindi language is the second maximum spoken language inside the international after Mandarin Chinese. It's estimated that nearly half a billion people worldwide speak this wonderful language. The constitution of India designates the professional language of the government of India as Hindi and English. There is no national language as declared by the constitution of India. Hindi and English are used for authentic functions such as parliamentary lawsuits, judiciary verbal exchange between the valuable authorities and country government. States within India have the liberty and the powers up specify their own respectable language thru law and there are 22 officially diagnosed languages in India of which Hindi is the maximum used. The quantity of native Hindi audio system stages among 14.5% and 24.5% in the total Indian populace. Other dialects of Hindi termed as Hindi languages are spoken via nearly forty-five percentage of Indians, more often than not accounted from the falling below the Hindi belt. Other Indian languages are each spoken by around 10% less of the population (Census, 2011).

Since Hindi teaching starts from the primary stage. Therefore, for every student, the primary is the base for Hindi learning. If this base is solid then only students will be able to build up their future. To make the base solid Teacher should follow the latest methods and techniques of Hindi teaching and should teach Hindi according to the methods and techniques prescribed for Hindi teaching, Researcher in this study is interested to know about the relevance of the content of the Hindi textbook of class VIII from a gender perspective.

1.1 The meaning of Gender Perspectives

The gender attitude appears at the impact of gender on human beings' possibilities, social roles, and interactions. Successful implementation of the coverage, programmers and assignment dreams of global and countrywide groups is directly tormented by the impact of gender and, in flip, affects the method of social improvement. Gender is a critical element of every factor of the monetary, social, day by day and personal lives of individuals and societies, and of the one of a kind roles ascribed through society to women and men.

The Sustainable Development Goals (SDGs) or the Global Goals for Sustainable Development, the Global Goals are a collection of 17 global goals set by the United Nations General Assembly in 2015. Goal 5: Gender equality "Achieve gender equality and empower all girls and women." According to the UN, "gender equality isn't always brilliant an important human proper however a critical basis for a non-violent, wealthy and sustainable global." Providing women and girls with the same get admission to training, fitness care, first-rate work, and representation in political and economic selection-making tactics will nurture sustainable economies and advantage societies and humanity at large.

UNESCO (1945) focuses on a fixed of goals in the global priority regions and "Gender Equality" And on a number of overarching goals are Attaining pleasant training for all and lifelong gaining knowledge of, Mobilizing science understanding and coverage for sustainable improvement, Addressing emerging social and moral demanding situations, fostering cultural range, intercultural dialogue land a culture of peace, Building inclusive expertise societies thru statistics and verbal exchange.

Gender family members are as a consequence described as the precise mechanisms whereby extraordinary cultures decide the functions and obligations of every sex. They also determine to get right of entry to fabric resources, including land, credit and schooling, and greater ephemeral resources, such as energy. The implications for ordinary lifestyles are many and consist of the division of hard work, the obligations of own family individuals inside and outside the home, education, and opportunities for expert development and a voice in policy-making. For several years now, governments and development agencies have given top precedence to gender troubles in improvement making plans and regulations. Gender equity, concerning resource access and allocation as well as opportunities for social and financial development, has been a prominent item on the agendas of all recent global meetings, which have also investigated the basic link among gender fairness and sustainable development, defining precise mechanisms and goals for global cooperation. The 1992 UN Conference on Environment and Development (UNCED) in Rio de Janeiro (called the "Earth Summit")

explicitly included gender problems in Agenda 21, its platform assertion. The World Conference on Human Rights, held in Vienna in 1993, also made significant progress in recognizing the rights of women and girl-children as an inalienable, integral and indivisible part of universal human rights. This principle was taken up again by the International Conference on Population and Development, held in Cairo in 1994. Discussions centered on gender problems, stressing the empowerment of girls for equitable development. The goal is to sell gender equality in all spheres of lifestyles, inclusive of the circle of relatives and community lifestyles, and to inspire and permit guys to take responsibility for his or her sexual and reproductive conduct and their social ad own family roles. The World Summit for Social Development, held in Copenhagen in 1995, took gender equity because of the center approach for social and economic improvement and environmental protection. The 1995 Fourth World Conference on Women, held in Beijing, reiterated the significance of these new alternatives, drawing up a time table to reinforce the popularity of women and adopting a statement and platform for motion geared toward overcoming the obstacles to gender equity and guaranteeing women's energetic participation in all spheres of lifestyles.

1.2 Importance of language

"Language is socially shared or conventional systems that represent ideas through the use of arbitrary symbols and rules that govern the combination of symbols" (Bernstein 1970) While focusing on the importance of language it should not be restricted to literature the only language is crucial for the dissemination and comprehension of all the branches of the knowledge. Such as history, geography, economics, mathematics, political science, psychology and so on with the help of language all the subjects can be communicated with effectiveness. The place of language is very significant not only in the informal structure of education but also in non-normal education. Right from the birth a very murmuring and crying of a child involves sound, which is the minimal unit of language. As the child grows up it picks up language from the environment and hastens the world of communication. The language provides a bank of memory and symbols inherited from one's fellow speakers and created in one's own lifetime. It is also a medium through which most knowledge constructed and hence it is closely tied to the thought and identity of an individual. In fact, it is so closely bound with an identity that to deny or wipe out a child's mother tongue is to interface with the sense of self. Effective understanding and use of languages enable the child to make connections between ideas, people and things and to relate to the world around children are born with an innate language faculty. Children with impairments who cannot use the standard spoken languages have also developed alternative sign and symbol systems for expression

and communication. Recognition of the linguistic abilities of learners would encourage them to believe in themselves and their cultural mooning

1.3 Importance of Hindi language

As far as Indian languages are concerned about the importance of the Hindi language cannot be overlooked. It has been considered as one of the languages by the constitution of India while formulating the three language formula. As Hindi is spread across the country. Wherever an individual goes in India by speaking Hindi he can communicate usually whatever literature is written in regional language at time conveys an identity of a particular state. But the flavor of India as a whole is conveyed only through Hindi language India is a multilingual country

The census of India 1971 listed 1652 dialect spoken in India. Out of this is language spoken by 87% of the population, which are listed by the constitution of India; many of them have an enormous wealth of literature and their literary tradition. In India, it is Hindi which is spoken by about 47% of its population. At the time of independence, there were more people who know Hindi and those who not speak Hindi but their style of speaking were more like the Hindi language like Gujarati, Marathi, Rajasthan, etc.

Any nation should have its own language that could be understood by the maximum number of its people. In the case of India, it is Hindi that is spoken by 47% of its population. In addition to this, it is in great relevance with many other languages too. Moreover Hindi is not a language of scholars like Sanskrit or language of rule like English rather than it is a language of common people. It is for such reasons that Hindi was recognized as the national language of India on 14 September 1949 (Nene 1979).

None can deny the importance of Hindi as a national language. The second strand of the current stage in the development of Hindi concerns the emergence of a number of activities movements and subjects that are carried out predominantly in Hindi across the country. Again Hindi has become dominant in the national media, TV, and print media like magazines and newspaper Hindi as a national language India is a very fast nation with having a large number of regional languages. There are about 15 languages well developed in the country and even for a single language dialect differs to a great extent when one moves from one area to another. In such a situation it becomes difficult to communicate with all citizens of the country. Moreover, regional differences pose a threat to national unity. Therefore it is essential that we must have a national language through which are could communicate at the national level. In any nation that national language has to be its own uniqueness and which could be understood by a maximum number of its people. In addition to this, it has great

relevance with so many other languages in India like Marathi, Urdu, Gujarati, Sanskrit or the language of rulers like English rather it is for such reason that Hindi was recognized as a national language as India on 14th September 1949. The education commission (1964-66) emphasized three languages formula at the secondary stage it adds "The first language should be a mother tongue or regional language the second language should be an official language and the third language should be a modern or foreign language.

It may be referred to right here that the Hindi was diagnosed national language in Indian charter in the yr 1949; however, it's far English that's working as our countrywide medium to a large extent still today. The effort made by Bal Gangadhar Tilak, Maharishi Dayanand Saraswati, and Mahatma Gandhi to create a goodwill for a state which has opposition for Hindi is worth appreciating being national language Hindi has the responsibility for maintaining national integrity that Bharat is a country as said in Radhakrishnan report. "After centuries of stress and conflict India has gradually evolved a common civilization a collective consciousness which embrace wide verities of temperament traditional way of thought and believe our people belong to different provinces speak their own language and preserve their own language and preserve their own habits and customs. There is a sharp difference in temper tradition and dialect. Despite all these, there is a fundamental unity that binds the people together as members of one society with the same cultural legalities. "In order to maintain national harmony national language is a good device. It is Hindi which must create the feeling of mother India in all citizens of the nation. Today Hindi has become a means of communication at the national level and has to create the feeling of brotherhood in all Indians. Hindi also has the responsibility to communicate with the common people the developments taking place in India and abroad. Thus Hindi has to play a very vital role as the national language in India.

1.4 Teaching of Hindi at primary level

Upper primary education starts from class VI to VIII. Primary education is the link between elementary education on one hand and secondary education on the other hand. Hindi teaching starts from the primary stage. Therefore forever student will be able to build up their future. To make the base solid teacher should follow the latest method and techniques of Hindi teaching and should teach Hindi according to the methods and technique prescribed for Hindi teaching. He should give attempts to every student to know that how many students have understood for example Hindi speaking, reading, and writing when the teacher is teaching how many students have understood whether he makes the sentence properly. What

is vocabulary etc should be noted by the teacher and he should convince the students of the importance of national language.

The Education Commission (1964-66), said that the government realized the information and endorsed the examiner of Hindi as an essential characteristic of schooling on the school stage. It laid an essential emphasis on strengthening the take a look at Hindi. It had recommended the three language formulas in which emphasis has given to the teaching. Again Hindi has become dominant in the national media, radio, television, and magazines.

Hindi is such a plant with its roots very so deep in India it has been with us for about centuries. 'Hindi Day' is celebrated on 14th September 1949. Hindi has been enjoying a special status in India. Hindi is such a plant that is deeply rooted in India. It has been with us for centuries. Education commission (1964-66) prescribed the language formula. In which the mother tongue should be the first language in the curriculum, Hindi should be given second place.

Like other languages, Hindi also has literature. In Hindi teaching, teachers teach all the forms of literature like prose, poetry, composition, and grammar. By teaching Hindi, a teacher develops all main four skills (listening, reading, writing and speaking) of students. So that student is enabled to express themselves effectively. Hindi teaching starts from the primary stage. Therefore, for every student, the primary is the base for Hindi learning. If this base is solid, then only students will be able to build up their future. To make the base solid Teacher should follow the latest methods and techniques of Hindi teaching and should teach Hindi according to the method and techniques prescribed for Hindi teaching

1.5 Importance of textbook

A textbook is handiest as correct because the instructor who makes use of it. And it's crucial to remember that a textbook is just one device, perhaps a very essential tool, for your teaching arsenal. Sometimes, teachers over-rely upon textbooks and do not forget different aids or other substances for the lecture room. Some teachers reject a textbook method to gaining knowledge of due to the fact the textbook is old or insufficiently covers a subject or problem location. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2004). "The knowledge abilities and values are important for the cognitive development of rookies, to nurture the creative and emotional increase of rookies, to oppose discrimination against any unique group in any manners, in other words, leads towards an equitable society." This whole process becomes easy through Language. Language is a medium to communicate. By this everyone can share their views and ideas with each other. Textbooks give a great contribution to the teaching-learning process both to

the teachers and to learners. They offer a framework of steering and orientation. However, aside from several benefits a single textbook often does not meet various needs of the inexperienced persons.

As an instructor, you'll need to make many choices, and one of these is how you need to use the textbook. As exact as they will appear on the floor, textbooks do have a few barriers. I want to think about textbooks as equipment—they're handiest as precise as the individual the use of them. A hammer inside the hands of an in a position chippie can be used to create an excellent cathedral or a brilliant piece of fixtures. In the arms of someone else, the result may be a rundown shack or a rickety bench. How you make a decision to apply textbooks will rely upon many factors. I would really like to add a non-public observe of warning right here: do no longer make the mistake of basing your whole classroom curriculum on a single textbook. The textbook wishes to use judiciously. A chippie, for example, would not use the simplest a hammer to construct a dazzling all right chest. She may additionally use an aircraft, chisel, noticed sander, or any range of gear to create the masterpiece she needs to construct. A great lecture room program, much like an extraordinary piece of furniture, needs many tools in its creation.

When thinking about the way you need to apply textbooks, recollect the following:

- 1) Use the textbook as a useful resource for college kids, however now not the most effective useful resource.
- 2) Use a textbook as a manual, no longer a mandate, for coaching.
- 3) Be unfastened to modify, alternate, put off, or add to the fabric within the textbook.
- 4) Supplement the textbook with masses of out of doors readings.
- 5) Supplement instructor facts in the textbook with instructor useful resource books; attendance at the neighborhood, regional, or countrywide meetings; articles in professional periodicals; and conversations with experienced teachers.

1.6 Importance of evaluation

Evaluation is a very important process to improve the quality of any objective. According to Khanna & A. Bhatnagar (1970), "The term evaluation may be defined as a process of judging the value of an object, idea trait or process against some special criterion is where the criterion is the expected standard, "By above mention definition it can be found out that, how far the object there is need to research about the object so that it can be found out that, how far the object is useful. It is necessary to evaluate the object.

1.7 Importance of textbook evaluation

Evaluation is a technique of determining the price of a characteristic or an issue with regards to predetermined objectives. So assessment is certainly one of size in addition to value judgment textbook assessment, therefore approach locating out the utility of the route assigned to an age organization. To choose the content material to which a textbook meets the want of the pupils, the requirement of the challenge and the coaching getting to know the scenario of the textual content e-book and their enhancements. The assessment usually gives comments relying on the development of the textbook is possible.

1.8 Need for evaluation of textbook

There are various aims of imparting education in the formal education set up. Such aims are vocational aim, character-building aim, knowledge aim, social aim and so on. One important point is that today's students are the future citizens of India. In such areas, it becomes imperative to maintain the quality of textbooks by providing relevant and latest information whenever applicable and making it error-free incorporating novel and precious suggestions of teachers and experts and experts because the textbook is considered as the main source of curriculum implementation.

The textbook is perceived as the only authoritative source of information related to the teaching training process. As students usually considered it a scared back, it is necessary to careful planning, organization, systematic and appealing presentation of content. Therefore, it demands textbook evaluation as well as a critical study of the same time to time Once the textbook is prepared, it is implemented for at least 5 years. Hence, it is important to know whether it fulfills the objectives of the prescribed curriculum on not. Are the contents are as heaving congruence with the objectives framed or the topic covered the critical study of the textbook.

1.9 Gender sensitization through textbooks

School textbooks are crucial tools of the curriculum. Textbooks are a basic tool for education and have enduring importance. Textbooks are considered as the heart of education policy. It has long been understood that textbooks are a basic vehicle of socialization, conveying knowledge, values and also play a significant role in transmitting a society's culture to children and gender roles are an important aspect of culture. So textbooks are very significant and a potential vehicle for gender equality.

The NCF (2005) document recognizes that “we must use textbooks or one of the primary instruments for equality, since for a great majority of school-going children, as also for the

teacher, it is the only accessible and affordable resource for education.” The Plan of Action also puts emphasis on the need to revise textbooks to remove gender bias and gender sensitize all personnel so that equality between sexes could be internalized through the gender-sensitive, gender-inclusive curriculum and its transaction. How gender is portrayed in books thus contributes to the image children develop of their own role and that of their gender in society. Therefore, it must be taken into considerations with full accountability while producing textbooks for the future citizens of the globe and if gender sensitization starts from the textbooks at the pre-primary level than children learns how to live in harmony and peace and give respect to the opposite gender.

So the curriculum should have the potential to enable students to critically engage them and challenge received knowledge about fixed gender identities. Several initiatives have been taken by NCERT and DPEP to ensure “gender sensitivity” in school textbooks and classrooms. Effective pictures and illustrations should be shown to the children that women is not merely a mother, housewife but she can be a doctor, a teacher, a professor, a scientist, an administrator, a pilot, a lover of animals, a social reformer. These pictures and illustrations are embedded in the textbooks and also abound on the wall of classrooms. Depiction should be included in the textbooks in which men and women are represented in shared roles. Depicting women working in the field as hard as men, working in the hospital's side by side with men, working together in factories, facing and handling heavy and dangerous machines for long hours, etc. prejudices should not be mentioned in textbooks that may raise an issue related to gender inequality. All derogatory remarks should be deleted from textbooks. Knowledge textbooks, curricular and pedagogic strategies should be included not to fix human knowledge but open their mind to the capacity of rational critique and make them able to envision new possibilities

1.10. Recommendations of various committees and commissions on gender issues

The Education Commission Report (1964-66)

The Education Commission Report (1964-66) marks a historic moment in policy discourse on women's education. However, while debunking gender differences as socially constructed and unscientific, Issues to the schooling of city, middle-magnificence ladies, who, in its imaginative and prescient, can be known to make a contribution to countrywide development. This view of education for women as instrumental to reproducing future citizens did not really resolve the issue of equality.

The National Curriculum Framework of 1975 stipulated the 10+2+3 system, wherein the first 10 years would comprise a common curriculum for all students. This resolved the debate on differentiation of curricula, at least at the policy level, and underlined the central argument of the Education Commission, that adopting science and technology education was essential for social and economic transformation. While doing so, but, it laid the idea for linking ladies' and ladies' education to the instrumentalist imaginative and prescient of development of the modernizing nation-state. This turned into in line with the explicit instrumentalist method to women's schooling obtrusive inside the 4th five-year plan(1969-74) wherein the 'blessings' of women's training was linked to lower fertility and improving the nutritional status of children.

The Sharma shakti Report (1998)

The Sharma shakti Report (1998) or the report of the National Commission on Self-employed Women and Women of the Informal Sector was the first committee that made visible the role and contribution of women in the unorganized sector of the economy. Education for this large section of women workers needed to address their contextualized and 'diverse needs. The commission noted that to promote equality it will not only be necessary to provide for equal opportunities for all but also its conditions of success. It recommended that syllabi need to be made more relevant for children of rural areas, by offering practical subjects like animal husbandry and cattle care as options along with subjects like history and science. It also recommended that textbooks be revised to bring into greater focus

National Commission for Women Act, (1990)

It is said that the quality manner to know about society, a civilization and a way of life, try to recognize as a good deal viable approximately the women. In India, girls have come a protracted way from the rare women scholar and sages of the Vedic age to the women in distinctive sectors of society and civilization today, together with the militia, arts, facts generation, politics and some of similar sectors which have historically been male-dominated, even as simultaneously balancing the roles of spouse, mom and While Indian women have fought in the direction of the patriarchal Indian society and triumphed at many degrees, cases of rape, dowry deaths, woman infanticide, sexual harassment at offices, female illiteracy, And It grow to be on this backdrop that the Committee at the Status of Women in India (CSWI) the set up order of the National Commission for Women to satisfy the surveillance. features and to facilitate redressal of grievances and to accelerate the socio-monetary development of girls. The precept of gender equality is enshrined in the Indian Constitution. The Preamble, promotes Equality of fame and of opportunity; the Fundamental Rights

enshrined in Part III of the Indian Constitution and Directive Principles enshrined in Part IV of The Constitution not simplest presents equality to girls however has also made special provisions for ensuring equality Thus, as consistent with the suggestions of the CSWI and with a view to uphold the mandate of the Constitution, in January 1992, the National Commission for Women (NCW), become set up as a statutory frame underneath the National Commission for Women 20 of 1990 of Government of India) to perform the mandate set by using the Act in addition to CSWI About The Commission.

The National Policy (1986)

The National Policy on Education, NPE (1986), has been hailed as a path-breaking document as it emphasized the re-orientation of the national education system to play a 'positive interventionist role in The improvement of new values through redesigned curricula, textbooks, schooling and orientation of instructors, choice-makers, and directors an act of religion and social engineering.'. Coming because it did within the wake of the women's movement, the imaginative and prescient of the NPE echoed the demand that training is 'used as an agent of fundamental alternate Textbooks had been revised at various levels following the NPE. The NCERT also brought a series of teachers' handbooks to address gender equality in classrooms through curricular transactions

Analysis of publish-NPE textbooks indicates, however, that revisions were few, piece-meal and totally cosmetic. Gender equity and equality sat uncomfortably with instrumentalist notions of education for girls and an unanalytical approach to educational –and particularly curricular – processes. The NPE Review Committee pointed out that although the NPE (1986) gave prominent space to education for gender equality, there was no reference to gender in the entire chapter on the 'content and process of school education', except for a mention that 'equality of the sexes' is to be one of the ten core curriculum areas.³⁹ Indeed, the NPERC recommended that a gender angle be explicitly constructed into the complete curriculum, inclusive of the hidden curriculum.

The National Policy of Education (1990)

Education can be used as an agent of basic trade inside the fame of a girl. In order to neutralize the gathered distortions of the past, there can be a nicely-conceived facet in favor of girls. The National Education System will play a fantastic, interventionist function inside the empowerment of girls It will foster the improvement of latest values through redesigned curricula, textbooks, the schooling and orientation of teachers, preference-makers, and administrators, and the active involvement of instructional establishments. This may be an act of religion and social engineering. Women's studies might be promoted as part of diverse

guides and academic establishments advocated to take in energetic programs to further women's development. The removal of women illiteracy and boundaries inhibiting they get entry to, and retention in, primary education will acquire overriding priority, through the provision of special help offerings, putting off time targets, and powerful monitoring. Major emphasis will be laid on girl's participation in vocational, technical and professional schooling at distinct ranges.

The National Curriculum Framework for School Education (NCFSE) 2000

The National Curriculum Framework for School Education (NCFSE) 2000, in its approach, tone, and specific recommendations, has moved away from the possibility of education becoming a means of empowerment for girls and women. In addition to this, it also falls into the trap of seeing gender as synonymous with girl's education and accords equally instrumentalist outcomes to their education. This is evident in the way in which the section on 'Education of Girls' appears under the broad heading of 'Education for Social Cohesion' (rather than, say, change or progress) in the framework document. The section begins with a large and abstract statement on gender equality and then quickly reduces itself to emphasizing gender-specific roles.

National curriculum framework (2005)

The National Curriculum Framework 2005 prioritized gender-sensitive education as a means to achieve quality education. CBSE, appearing beneath NCERT's directives, has designed a child on gender sensitivity. It includes a manual, playing cards and a guide for instructors to equip them with the required skills to exercise gender-sensitive mastering. With such effective reforms, we've begun the journey in the direction of a gender-sensitive subculture, and we are hoping to peer widespread transformation inside the classroom.

In the classroom, teachers should focus on creating an ambient learning environment where, while differences are respected, the children remain focused on the learning experiences and are not made conscious of the fact that being a boy or a girl makes any difference to their interests, abilities and growth potential. Here are some ways in which teachers can avoid unintentional gender stereotyping in the classroom.

Gender diversity should be encouraged in schools so that young children not only become accustomed to interacting and working with members of the opposite sex in an unbiased environment, but they also acquire a degree of comfort and familiarity in dealing with one another and eventually realize that gender ceases to matter at all.

National Steering Committee on Textbook Evaluation (1999)

In the National Steering Committee on Textbook Evaluation (1999) Focus on (a) give importance to the reproduction of the household, the labor-force, and human and cultural resources: Highlight the reproduction of the household and of the labor-force and human and cultural resources. Only when there is a paradigmatic shift in the frameworks of the social sciences and they expand to include not merely accounts of production but also accounts of social reproduction-of the reproduction of the household, the labor-force and human and cultural resources, will women feature adequately in the social sciences in a way that does justice to their work, their lives and the totality of their experiences. (b) Incorporate gender dimensions of Diversity, Sexuality, Violence, and Conflict: Issues of diversity, sexuality, violence, and conflict in which gender is implicated should be incorporated in all areas of the school curriculum. (c) Textbook Evaluation from the Perspective of Gender: Content analysis of all textbooks from the gender perspective is extremely important. This analysis should include monitoring and regular evaluation of impact.

National education draft (2019)

NEP Draft 2019 Chapter 4 – Curriculum and Pedagogy in School, P.Four.6.1 acknowledges the need to build medical mood and proof-based totally wondering during the curriculum. We know historically, that there is a gap between genders and the low numbers of women in Science, Technology, Engineering and Mathematics (STEM) research, and higher education. UNESCO corroborates this whilst it says that globally, much less than 30% of the world researchers' are women. NITI 2016-17 also mentions that in the year 2015-16, only 9.3% of female students enrolled in Engineering and Technology for an undergraduate degree, as compared to 15.9% male students. The encouragement to pursue science and maths is ordinarily for the men, and the discrimination begins at the secondary level.

The draft deals with gender differences merely at an anatomical or physical level. It vaguely speaks of including transgender children in school without elaborating on the necessary steps to be taken to ensure the retention of transgender students. This would include the sensitization to be provided to educators to deal with their special needs, to ensure their safety from a range of hate crimes to discrimination. "The creation of a gender-inclusion fund is expected to build the capacity to provide quality and equitable education to all girls." This makes it inconsistent with its own label By way of aside from boys and transgender students, who revel in specific forms of depravities.

1.11 Components of Gender perspective to textbook evaluation

Women and men should enjoy equal opportunities, choices, competencies, strength, and understanding as some residents. Equipping ladies and boys, men and women with the information, values, attitudes, and abilities to address gender disparities is a precondition to building a sustainable future for all. In this study, the aspect of gender sensitivity given in the tools described by NCERT (2016) will be considered as a gender perspective to the evaluation of any teaching material. The gender perspective given in the main component is content on gender bias, visuals on gender bias, character showing gender bias, exercise/project/ Activities showing gender perspective.

1) Gender bias

Gender bias is behavior that shows favoritism toward one gender over another. Most often, gender bias is the act of favoritism men or boys over women and girls.

2) Gender stereotype

A gender stereotype is beliefs about the personal attributes of females and men and beliefs about the social group in terms of the traits or characteristics that they are believed to share, a stereotype is a cognitive framework that has an effect on the processing of social records.

3) Gender-impartial language or gender-inclusive language

Gender-independent language or gender-inclusive language is the language that avoids bias in the direction of selected intercourse or social gender. In English, this consists of the use of nouns that are not gender-unique to refer to roles or professions, as well as avoidance of the pronouns he, him and his to consult humans of unknown or indeterminate gender.

4) Visual on gender bias

Images are the center medium of information and the representation of gender in images from anatomy textbooks remain predominantly male except within sex-specific sections. Further, different sorts of bias have been determined to exist in: the visualization of stereotypically gendered feelings, roles and settings; the dearth of ethnic, age, and body kind diversity; and inside the nearly complete adherence to an intercourse/gender binary.

5) Exercises / Project / Activities which reflect gender bias

The Textbook is student-oriented and easy for teachers and students. It is a student-focused book of easy to use Included in the Exercise, Project, and Activities will be stereotyping, careers, sexual harassment, language, employability, classroom equality, gender, and technology.

Chapter II

Review of Related Literature

2.0 Introduction

Investigator reviewed various kinds of literature, based on the problem background: so that it can provide investigator would be working on the review has enriched the Investigator Understanding and insight in the concerned area. This chapter reviews studies undertaken earlier and which provide antecedent context to the present attempt. Although, the investigator reviews many studies in this chapter, only which is most bearing on the present study. In the review of selected studies wherever need only these objectives and other details. Which are relevant to the present study are mentioned with their brief methodologies and findings. Once again to reduce the bulk of the report Investigator classified the studies reviewed broadly in the groups. The investigator has reviewed studies related to the evaluation of the textbook at the primary school level

National Council of Educational Research& Training (NCERT), undertook a programmed, to evaluate the entire available textbook in all the languages in the country from the viewpoint of finding out anything that went against the goal of national integration. The NCERT also developed evaluative criteria for assessing the textbooks. This study on the evaluation of a textbook done by the department of the textbook, NCERT the outcome of this program include

- 1) Content analysis of textbooks at different levels i.e. their publication requires exploration.
- 2) Textbook writing, editing, and publication of textbooks require exploration and sustained research.
- 3) Researches in the vocabulary will provide needed information to the information to the textbook writer for writing books for different age & Groups

The investigator has divided the review of related literature into 2 portions with regard to area.

2.1 Study related to the evaluation of textbook

Pai(1997) An evaluation of Mathematics Textbooks for standard V, VI, and VII published by Gujarat State Board of School textbooks. The main objective of the study was to study academic aspects of the textbooks with respect to A) Content B) Organization C) Presentation D) Language E) Illustration. To evaluation, the exercise at the end of each chapter, to study the student's and teachers' opinions regarding the suitability of mathematics

textbooks under study. Major Finding of the were: Selection of the content, organization, and presentation of the content was good and as per the syllabus of Gujarat state board of school textbooks, There was enough exercise at the end of the chapter, The textbook was bound with simple ordinary paper instead of the endpaper binding, The paper used in the textbook was very poor quality and not at all durable.

Lohar (1997) studied a comparative analysis of two chapters of VIII science textbook produced by NCERT, GSBST, and MSBTPCR. The major findings were 1) The chosen chapters of the three textbooks do not contain language specialties such as phrases, idioms, exclamatory marks, rhyme 2) All the questions in both the chosen chapters for the three textbooks are for average and below-average students. 3) Among the essay type questions, most of the questions are short answer type in both the chapters in the chosen textbooks.

Shree & Lakshmi (2015) An evaluation of standard IX science textbook prescribed by the Gujarat state board in the year 2011 as per the guideline of NCF 2005. The main objectives of the study were: To assess the physical aspects of the textbook, To assess the textbook on the basis of NCF 2005 – guidelines and To study the opinion of science teacher of std 9 about the prescribed science textbook in the light of NCF2005 – guidelines. The major finding of the study were: The examples, illustrations found in the textbook help students to connect knowledge to outside school, Inadequate emphasis on incorporating the social values among students in the textbook and most of the teachers are not aware of NCF 2005- guidelines.

Solanki (2015) An evaluation of standard XI textbook of organization of commerce and management prescribed by Gujarat secondary higher secondary education board. The main objective of the investigation was to evaluate the physical aspects of standard XI commerce Textbook proscribed by GSHSEB and to study teachers' opinions regarding the suitability of the commerce textbook in terms of physics and Academic aspects. The major finding of the study were: Size of the letters is clear for reading, Printing mistake and error are available in the textbook introduction of the chapter is satisfactory, Chapters have less introduction, Some new terms used are not explained properly, Questions of exercise are free from printing mistake.

Prajapati (2014) An Evaluation of the Commerce Textbook of Standard-XI in Gujarati Medium Schools of Vadodara City. The main objective of the investigation were: To evaluation critically the physical aspects of Commerce text-book std XI, To evaluate critically the Commerce Textbook (Std XI) to draw out an important suggestion for the quality improvement of Commerce text-book (Std XI) and To study the perception of teachers towards the textbook. The major findings of study were: The display of the picture

on the cover page is appropriate but the back cover picture is not appropriate, Most of the chapter do not have a proper introduction and summary, The exercise is appropriate, but activities are not enough, Chapter and activities are given at the end of all chapter but activities are not too much power to generate satisfaction interest among the student.

Parmar (2011) An evaluation of standard XII text book of Organization of commerce prescribed by Gujarat secondary and higher secondary education board. The main objectives of investigation were: To evaluation the physical aspects of standard XII commerce textbook prescribed by GSHSEB, To evaluation the Academics aspects of standard XII commerce textbook prescribed by GSHSEB And To study teacher and students opinions regarding the suitability of the commerce textbook in terms of physical aspect and Academics aspects. The major finding of study were Many a time Introduction was very poor, Its fails to gives the brief overview of the chapter and fails to evoke an interest in the chapter, A very little attempt has been made to link the prior knowledge in an effective manner illustration were according to the levels of the students and related to the content, Language used in the textbook was the easiest for the chapters.

Vasava (2011) An evaluation of the textbook of social science for standard IX. The main objectives of the investigation were: To study the academics aspects of the textbook and To study the perception of teachers towards the textbook. The major finding of the study were The textbook lacks comprehensives information, Most of the chapters beginning with a poor introduction and some chapters do not have an appropriate introduction, Summaries Are not seem through the textbook.

Kinekar (2009) An evaluation of the textbook of science and technology for Standard VIII prescribed by GSHSEB. The main objective of investigation were: To study the physical aspect of the textbook, To assess the textbook on the basis of the prescribed syllabus With respect to the academic aspects, To study the perception on teacher towards the science & technology textbook, To study the opinion of the students with regard to the science & technology textbook. The major findings of study were: The Quality of the cover page textbook need attention, The textbook lacks in comprehensive information, Textbook content large number of spelling and grammatical mistakes, Most of the chapters beginning with poor introduction and some chapter do not have appropriate Introduction, Summaries are not seen through the textbook, Textbook provides many numbers of examples but In many chapters are missing.

Pattalung & Piengpen (2008) study analysis of language in ESL textbooks by Thai authors used in Thailand. This study identified the types of sexist language that appear in ESL textbooks by Thai authors. The study analyzed the ESL textbooks by Thai authors sold at the Chulalongkorn University bookstore during spring 2007. It was a qualitative case analysis of fifteen ESL instructions. The study used feminist criticisms to discover what gender roles are sanctioned as appropriate in ESL textbooks and by Thai authors and if the language used supports or challenges patriarchy. The results of this study show that sexist language is present in the textbooks and that the textbooks contain content that promotes sexist assumptions concerning gender roles.

Vasava (2008) A critical study of the Gujarat textbook (standard X) prescribed by the Gujarat state textbook board. The main objective of investigation were To evaluation critically the physical aspects of Gujarat textbook std X, To evaluate critically the Gujarat textbook std X on the basis of the curriculum prescribed by (G.S.T.B) of school textbook and The teachers should have experience of their writing for the books or any literacy activates related to Gujarati language. The major finding of the study were illustrations given in the textbook are helpful for understanding the content up to the mark, The length of the some of the chapters are more witch in inconvenient to the students and the content was not much related to the previous knowledge of the students.

Arya (2008) A comparative analysis of NCERT & GSHSEB commerce Subject textbook for std XI. The main objective of investigation were: To study both the physical as well as the academic aspects of textbook provided by both GSHSEB and NCERT, To study the difference in the content of GSHSEB and NCERT textbooks, To study the feedback of teachers and students with regard to the level of satisfaction in terms of both physical as well as academic aspects. The major findings of study were: There is distinction between both the textbook in terms of content layout, The NCERT textbook is rich end comprehensive information provider whereas the GSHSEB textbooks lack in more than one aspect, Many of the teachers of GSHSEB schools use the NCERT textbook as a reference book, though the NCERT provides the information quite exhaustively the teacher of CBSE school still refer to the reference books for better understanding of the subject.

Gurjar (2005) Study of the achievement in the economics of standard XI students Gujarati medium schools of Vadodara city. The main objective of the investigation were: To study the achievements of the students of standard XI in Economics, To study the achievements of the students of standard XI in Economics with respect to gender and To study the achievements of the students of standard XI in Economics with respect to caste category. The major finding

of the study were The mean achievement of students of standard XI in Economics was found to be 21.16, which means the majority of students are average achievers in Economics standard deviation was found to be 5.83The mean achievements of boys was 21,99 and that of girls was 20.44. The t value was significant at both levels. It can be concluded that there was significantly different in the mean achievements of boys and girls. The boys mean achievements in economics was almost lower than that of girls.

2.2 Studies related to the gender perspective

Cellus (1990)A reviewed gender bias in Maltese primary school textbooks. She found that women were relegated to the sphere of home and to a subordinate role, while men were identified with the outside world, with activity and leadership. The textbooks completely ignore the changes occurring in society, the emerging new values commensurate with the status of women and tended to show women sharing the burden of physical labor. The textbooks were replete with images of traditional sex roles as the central domestic activity.

Hukku (1994) compared the language used in Hindi and English Textbooks. The study finds that English textbooks have more gender bias and project stereotype images of women. This study though not directly relevant again acts as a caution to show how language is used to construct gender bias and the far-reaching effect of language in shaping the mind.

Foroutan (2013) studied Gender representation in school textbooks in Iran: The place of languages. The study focuses on the association between language and gender from a sociological perspective. The studies provide research-based evidence to analyze whether and to what extent gender characteristics represented through the educational system are associated with the languages used in the educational resources. The analysis uses socialization idea which recognizes the academic system, specifically the faculty and its academic materials because of the first legitimate agent and the maximum effective engine of gender socialization. Using the technique of content evaluation, this takes a look at is based on Iranian faculty textbooks, consisting of 35 teaching and grammar textbooks for Persian (Farsi), Arabic and English languages.

Gharbavi & Mousavi (2012) A Content Analysis of Textbooks: investigating Gender Bias as a Social Prominence in Iranian High School English Textbooks Studied on language gender bias in EFL textbooks. It is the second in a sequence of 3 complementary papers that take a look at sexism. All use the equal corpus, but one of a kind method. The paper factors to areas that remain tricky in the design of textbooks. Four English textbooks presently taught within the Iranian high colleges have been selected as a pattern of this look. Three classes in

those textbooks were examined: male and lady visibility in illustrations, texts, and the male/lady occupational roles. First, a content analysis became carried out on the records, after which the frequency of each class became calculated and compared with one another. The consequences of chi-rectangular check indicated that there may be a good-sized distinction between the frequencies of male and girls

Yasin (2012) A visual analysis of a Malaysian English school textbook: Gender matters. In the Malaysian education system, attention is highly paid in reading words. Visual pics are often treated as decoration or are brushed off altogether. Many local researchers have simplest ed written texts to look hoe social practices deemed poor consisting of gender biases are meditated in the word (lexical items) and linguistic shape. This research project addresses to study gender biases found in visual images in the school textbook. An English school textbook that is about with visual images that sometimes, more so than written texts, can articulate more forcefully social and cultural meaning.

Gwajima & Sekwiha (2011) Gender representations in English literature texts in Tanzanian secondary schools. The examiner discovers gender representations in English literature texts used in Tanzanian secondary faculties. The aim of this research is to raise awareness and contributes to the gender discussion regarding gender equality and about meeting the millennium development goals (MDGs). The dreams have been adopted by using the authorities of Tanzania on account of that in 2000. The third goal (MDGs) seeks to promote gender equality and the empowerment of women in all levels of education by 2015. The purpose of this thesis was to observe the discourse below pinning the teaching of literature in Tanzanian schools that allows you to inspect the extent to which gender representations within the texts, and as mediated by teachers, support this discourse of equality. Then, in addition, involved interview literature teacher and college students, coverage makers and curriculum planners and received their perspectives approximately the presentations of gender. Data were collected in six schools in three regions of Tanzania namely Mwanza, Dodoma and, Dar es Salaam. Analytical induction has been used to analyze the data collected from interviews and observation. Teachers rarely encourage pupils to engage critically with gender issues arising in the texts. Recommendations are made on a way to sell a greater vital engagement with gender troubles via the coaching of literature inside the Tanzanian context.

Multdabgic (2010) conduct a study on Gender in English Language and ESL textbooks. A textbook is a key component in the arsenal of a teacher of English. For this reason, it is of importance that textbooks used in Swedish schools. The complaint with the fundamental value of equality. The discoveries in the extent to which English textbooks present males and

females in non-stereotyped ways and as equal. The provides an overview to show how they deal with gender issues. This aim is to establish whether there is any connection between learning and gender. And whether it hinders the pupil's language learning. The method comprises a qualitative critical discovers the analysis of two randomly selected textbooks in Swedish secondary schools. In analysis a number of different aspects took into consideration, such as the gender distribution of narrator main characters and sub-characters, as well as the description of gendered / gender roles, which is in accordance with the fundamental values, however, the illustration end to portray males and females in what can be considered, women were placed in the background or left out completely, therefore, it would not be deemed to be compliant with the requirements set by the Swedish national agency of Education.

Bowen (2008) Gender bias in textbooks (GBIT) is a low profile education issue given the 72.000.000 children who still have no seem to school, but this article argues that GBIT(I) an important. (2)near-universal, (3) remarkably uniform,(4) quite persistent but (5) virtually Invisible obstacle on the to gender equality in education- obstacle camouflage by taken for granted stereotypes about gender roles. Specifically, GBIT: Is important because textbooks occupy 80% of classroom time and it may contribute to low erring girls' achievements. Especially, in weak schools in poor countries; has been found word wide to varying degrees (except, perhaps, Sweden in accent year); Involves nearly identical patterns of under emendation of females. Plus stereotypes of both gender occupational and household roles that overwhelming underplay women's rising worldly importance; is decreasing very slowly. According to the second generation restudies and Remaining obscured by the hidden in plain sight system of gender stratification roles. Cases studies from Sweden, India, Romani, China and the US document these points. Other case studies from Sweden and, Latin America describe government initiative store duce GBIT, with deferring levels of success. Totally revising textbooks and curricula to eliminate this bias is quite unlikely. Partly because it is very costly. The article concluded by inexpensive alternate methods that can combat GBIT.

Holmqvist & Gjorup (2006) studied the representation of Gender and Gender roles in English Textbooks. The main aim is to see how women and men are described and to what extent the textbooks show equality between two Sexes. The study comprises the examination of six textbooks, two of which were published in the 1970s. Previous research concerning gender issues and textbooks is integrated to give a clearer picture of our investigations. Methods used critical analyses of textbooks used In secondary and upper secondary school.

2.3 Implication for the present study

Investigator has gone through 21 Studies out of which 12 studies were related to textbook evaluation and 9 studies were related to the gender perspective in the textbook. In the twelve studies related to textbook evaluation of different board were evaluation on different criteria's like physical aspect, academics aspects, introduction type, comprehensive , readability, end of chapter exercise, [Pai (1997); Lohar (1997) ; Shree Lakshmi (2015); Solanki (2015); Prajapati (2014) Parmar(2011); Vasava(2011); Kinekar (2009); Vasava(2008); Pattalung & Piengpen (2008) ; Arya (2008); Gurjar (2005)].

The reviewed studies on gender perspective in textbook show that gender biases were found in term of visual images, examples given, stereotypical languages used in the content [Cellus (1990); Hukku (1994); Foroutan (2013); Gharbavi & Mousavi (2012); Yasin (2012); Gwajima and Sekwiha (2011); Muldabgic (2010); Bowen (2008); Holmqvist & Gjorup (2006)].

The tools and techniques used for the studies on gender perspectives in textbooks were interviews, observation, content analysis [Gwajima and Sekwiha (2011); Muldabgic (2010); Diana Bowen (2008)]. The studies used the content analysis for finding out gender perspectives in the textbook and drawing implications from these studies the investigator will be using the content analysis of the textbook content for finding out the gender perspectives in Hindi book

The textbook evaluation from gender perspective visual and exercise shown in the contents, textbook which may lead to the inculcation of thinking related to gender bias. However, the studies were related to the textbook evaluation of primary and secondary school subjects. Most of the studies focus on the textbook evaluation of secondary classes but none of the studies having focused on any of gender perspectives textbooks of upper primary classes. At Upper Primary Level, the students have a very crucial stage for language acquisition. Also, students feel newness to speak the Hindi language than to speak Mother's tongue. While teaching Hindi, teachers should take care of student's ability and interest in the Hindi language. As an upper primary stage in terminal stages in an individual life which enables him to sift from school life to world of work, it's important that the content taught in a manner that it develops the feeling of equality in terms of aspects like gender, caste, religion, etc. Since investigator feels the need for evaluation of the textbook in light of gender bias created by its content, visual and exercises. From all the reviewed studies the investigator has got proper guidelines, to carry out the present study

2.4 .Rationale of the study

Today in our country Hindi enjoys the status of an "Associate official language" at the national level. No other language seems to satisfy so well the contemporary communicative needs of the multilingual country in India, which is quire immense in size diversity and history,

Hindi is a language of national importance because it is through this language that our people maintained and still maintains their social-political, commercial and friendly relations. Thus Hindi is a medium that helps to attain the best ideas from the difference. With this different committee and commission has also realized the importance of Hindi

Language teaching takes a larger share of teaching time at the upper primary level of education. Infect, on average one finds that language teaching is at least three times more than the teaching any other single subject area. This is comprehensible because three languages are taught in most primary schools. Following outrage over a proposal that intended to make Hindi mandatory in schools in non-Hindi speaking states, the ministry of human resource development on Monday revised the draft National Education Policy (NEP), 2019. Deviating from the authentic inspiration of keeping Hindi as an obligatory concern in all colleges, the draft coverage now calls for college students to select their topics in Classes VI or VII. Language is the main source of knowledge. Language is god's gift for a man. If language was not there the world of human beings would have been the world of animals. That is why, it is said that in the history of human civilization that, Man is a social animal, for living in society and for conducting social activities language is required, without language man cannot express his views and ideas, when a person makes conversation with other people in the society he/she comes to know about his/her culture and civilization by his/her language Textbooks are usually the most visible component of a curriculum and also very often the only learning resource teachers and students use. Textbooks are effective in driving teaching and learning, instead of being used as only one possible resource among others. Textbooks represent the 'tangible' curriculum that is closest to students' hearts and minds, thus the messages that textbooks deliver have a powerful impact on learners (especially in early years) and on society more broadly. As printed materials, they benefit from the respect people commonly have for the printed word: in many societies, one tends to think that whatever is written or printed in a book, including a textbook, must be right and true. Given their important potential as learning resources especially in contexts where assessment is commonly very much focused on the rote memorization and reproduction of prefabricated

discourses, textbooks can easily become vehicles for promoting biases, including gender biases. Such biases can be promoted in an explicit or a more subtle way. Consequently, it is important to explore what elements in textbooks (such as gender biases) may hinder gender equality and make specific recommendations on what should change so that textbooks can contribute more to the development of open-mindedness and gender-sensitive attitudes and approaches. Textbooks may influence users in many ways: through their content (concepts; factual information; value judgments) and language, but also their design, visual elements, pedagogical approach, and other aspects. A gender analysis of textbooks should consequently take into account all these issues in a comprehensive manner. A textbook judged in gender perspective explicit quality criteria, such as the values and attitudes it promotes toward gender sensitivity may be considered. Textbooks may be free of biased content and convey positive messages, but like all learning media, they are only as good as the teachers who use them. While acknowledging that textbooks produce their effect in a mediated way, it is nevertheless important to stress the importance of developing high-quality textbooks in compliance with clear and relevant quality criteria, which the promotion of gender equality and the avoidance of gender biases should play a central role. Consequently, learning materials, including textbooks, as well as learning processes that are free from gender biases and promote gender equality are both a good practice in education and may contribute to more inclusive and cohesive societies in the long run. Since the teacher plays an important role in the learning process it is very significant to know about their opinion on the gender perspectives existing in the textbooks. Hence the investigator has taken up this study to evaluate the textbooks of Hindi of class VIII with gender perspective given in tool developed by NCERT (2016). To check the awareness of the teacher teaching economics about gender perspective which shows gender biases, the investigator is interested in getting this their opinion also.

Chapter III

Methodology of the study

3.0. Introduction

This chapter deals with the methodological procedures used in the present study including the major points like design of the study, population, sample, tools for data collection, procedure of data collection and data analysis techniques used in the present study

3.1. Statement of the problem

“A Study of the Gender Perspectives seen in the content of class VIII Hindi textbook”

3.2. Objective of the study

- 1) To study the Hindi Textbook class VIII (Gujarati medium) on gender perspectives analyzed by the Researcher
- 2) To evaluate the content of the Hindi Textbook of class VIII (Gujarati medium) with respect to
 - ✓ Gender bias
 - ✓ Gender stereotyping
 - ✓ Gender- neutral or gender- inclusive
 - ✓ Visuals on gender bias
 - ✓ Exercise / Projects / Activities which reflect gender bias
- 3) To find out the Male dominant words and female dominant words presented in Hindi Textbook of standard VIII
- 4) To find out the Male dominant sentences and female dominant sentences presented in Hindi Textbook of standard VIII
- 5) To find out the negative and positive aspect of gender issues in std VIII Hindi textbook

3.3. Explanation of the term

Gender Perspective: the gender perspective in this study is with respect to the aspects mentioned in the tool made by NCERT in 2016 for analyzing the reading materials which has the aspects like Gender bias, Gender stereotyping, Gender-neutral or gender-inclusive, Visuals on gender bias, Exercise / Projects / Activities which reflect gender bias.

3.4. Delimitation of the study

The study is delimited to the Hindi Textbook for standard VIII (Gujarati medium) published by Gujarat state Board of school textbooks.

3.5 Research methodology

Content analysis is also known as Document Analysis. Content or Document Analysis is When document analysis is used in descriptive research then-current documents and issues are in the focus. Here, the analysis is concerned with the explanation of the status of the same phenomenon at a particular time. Analysis of the textbook comes under Descriptive Research and the tool or technique employed here is the content analysis. Content or document analysis serves as a useful purpose in yielding information helpful in the evaluation and explaining social or educational practices

3.6 Tools & Techniques

Evaluation tool prepared for finding out gender perspective by NCERT (2016) will be used for analyzing the content of the Hindi textbook. The aspects in the tool given for evaluating any teaching material of upper primary schools with gender perspective are gender bias, Gender stereotyping, gender neutral or gender inclusive, visuals on gender bias, exercise / projects / activities which reflect gender bias in its content.

3.7. Data collection

Content Analysis of all the 9 chapters from class VIII Hindi Textbook will be done with respect to the gender perspectives questionnaire tool made by NCERT (2016).

3.8. Data analysis

Content analysis for the chapters of Hindi Textbook for class VIII and would be categorized to find the different aspects related to gender perspectives mentioned in the explanation of Gender perspectives tool given by NCERT,2016.

CHAPTER IV

DATA ANALYSIS AND MAJOR FINDINGS

4.0 Introduction

Data analysis is an important stage of the research process. Data analysis is a process of looking at and summarizing data with the intent to extract useful information and develop conclusions. The present study has been analyzed both qualitatively and quantitatively. The present study is Critical Analysis of Gender Issues in Standard VIII Hindi Textbook of GSBST. The investigator analyzed standard VIII Hindi textbook from the point of view of gender issues. For the present study investigator has analyzed open-ended items base on content analysis and close-ended items were analyzed in the study.

❖ Evaluation tool for textbooks analysis for a gender perspective

4.1 Analysis of Objective one

To study the Hindi Textbook class VIII (Gujarati medium) on gender perspectives analyzed by the Researcher (Used Given NCERT questioner tool)

A. IDENTIFICATION DATA

1. Title of the text book - Hindi (second language)

2. Class- 8 (Eight)

3 Subjects - Hindi

4. Language- Hindi

5. Authors/writing team-

No. of females. Dishita thakkar, Induben lalsaliya, Parul bhavsar, Meenaben kapadiya,
Parul Pandya

No. of males. T.S. joshi, Haresh chodhary, Ikbali vora, Chandresh pallia
Ashwin Patel, Subhash Patel, Hitesh nayak, Bhagwan Nayak, Nilesh
vadhela, Ghanshyam pahida, Ramanbhai kalsaliya, Sanjay talsaniya,
Revabhai prajapati, Nurodin shah, Mangal hai gohil, Govindbhai
rohit, Asalmasha fakir, Zaubhai sangada

6. Editors-

No. of females- Nil

No. of males. Dr.ravindra andhariya, mahesh hai Upadhyay, kesha tivari

7. Month and Year of Publication - 02/08/2016

8. Total no. of pages. 68

9. Total no. of lessons -. 09

10. Publisher's Full Address-. Gujarat State School Textbook Board, sector 10-A, Gandhi nagar, Gujarat

11. Cover page/back page from the perspective of gender bias and stereotyping

a. Description of visuals (Masculinity/Feminists/Gender Neutral/'Any other)

Cover page show a gender neutral but back page shows only male photos

b. Description of content

12. Inside of cover page/back page from the perspective of gender bias and stereotyping

a. Description of visuals – In Hindi textbook out of 15, 9 visual related gender neutral, 3 visual related male dominant and 3 picture related female dominant

b. Description of content -In Hindi textbook, 3 chapter related gender neutral, 3 chapter related male dominant, 3 chapter related female dominant

13. Any other information – In Hindi textbook, 4 chapters is poem and 4 chapter is stories, and one chapter is activities based.

14. Suggestions – Government textbook should be gender neutral of content and visual in textbook. Role is given in the chapter it should be gender neutral. And front page of textbook picture should be show as gender neutral.

B. CONTENT AND VISUAL ANALYSIS

Lesson/chapter/unit

2. Title/theme -

Total no Of page	Content	Visual	Comments	Suggestions	Exercises/pr oject/Activiti es
68	09	15	-	-	-

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

Parameters-

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

I. Content allocation

There are a total number of 9 lessons in Hindi textbook standard 8 Gujarati medium

It has 6 male and 1 female author

In lesson 1, boy and girl are praying to the god. To show as gender-neutral

In lesson 2, Idgah there two main characters one boy Hamid and his grandmother Amina

In lesson 3, there main character of Sunita Williams Indian astronaut

In lesson 4, talking about patriotism value, it's to show as gender-neutral

In lesson 5, the main character of Dr. Abdul kamal (formal) president of India

In lesson 6, their main character is boy Bharat, and his father Dushyant (king) and other two female nuns living in a monastery

In lesson 7, mention about activities Base chapter, to show as gender-neutral

In lesson 8, in their character is Gautama Buddha wife Yashodhara and his son Rahul

In lesson 9, in their main character is Mamta (female widow) and another male character Humayun (Mughal employer king)

So, In above sentences mention that in Hindi textbook Content allocation in, 3 lessons related gender-neutral, 3 lessons related to male dominant, 3 lessons related to female-dominant.

II. Adjectives used for boys and girls, men and women in the theme

In lesson 2, □□□□□ □□□□□ baseless boy (Hamid) and □□□□□□ □□□□□
Ungrateful

Amina (female window)

In lesson 3, □□□□□□□□ □□□ □□□□□□ □□□□□□□□ Space fairy Sunita William
and □□□□□□

□□ □□□□, □□□□ □□ □□□ □□ □□□□ □□□□□ □□ □□□□□ Glory of Gujarat, the
pride of India, and

the daughter of the whole world, Sunita Williams

In lesson 5, □□□□ □□ □□□□□□□□□□ □□. □□□□□ President of India dr. Abdul
Kalam

In lesson 6, □□□□□ □□□□□ stubborn child (Bharat), □□□□□□□□ □□□ □□
□□□□□□ Brilliant herotic

son (Bharat), and □□□□□□□ □□ □□□□□ Nymphs daughter (mother of Bharat -
Shakuntala)

In lesson 9, □□□□□ □□□□ widow Mamta (female) and □□□□□□ □□□□□□□
Emperor
Humayun (male), □□□□ □□□ □□ □□□□ □□□□□□□ king of seven countries
Humayun

So, in the above sentences mention that in the Hindi textbook there Adjectives used like a
baseless boy, Ungrateful, Space fairy, daughter of the whole world, President of India,
stubborn child, Brilliant herotic, widow. Used words in the textbook

III. Diversity in men and women reflected in the text

In lesson 2, Friends tell Hamid that you are the boy and you should buy toys from the fair,
and what will you do with Extractor (Chimta)

In lesson 3 Its is a matter of pride for as to be Sunitas Indian and first woman astronaut in
Gujarat (India)

In lesson 5, students interacting (interview) with Dr. Abdul kalam (formal president of
India) and But out of 12 students only 1 girl asks the question and 11 boys ask questions
to the dr. Abdul Kalam

In lesson 6, Bharat (boy) is playing the game with a baby lion cub.

In lesson 9, Mamta said that I am a Brahmin. My duty to respect the guest who came to
my home.

So, In above sentences mention that in Hindi textbook shown Gender bias, Gender
stereotyping Diversity in men and women reflected in the text in the textbook

IV Gender representation of occupations

In lesson 2, Hamid grandmother Amina working at home (Housewife)

In lesson 3, Sunita Williams is an astronaut (NASA)

In lesson 5, president of India dr. Abdul Kalam

In lesson 6, Dushyant is a king his son Bharat and two female nuns living in the
monastery

So, In the above sentences mention that in the Hindi textbook found in Gender representation
of occupations like housewife, astronaut, president, king, nuns.

V. Roles assigned boys/men/girls/women /both

In lesson 2, One boy Hamid and his grandmother Amina

In lesson 3, Sunita Williams Indian astronaut

In lesson 5, Dr. Abdul kamal (formal) president of India and other 12 school students

In lesson 6, Boy Bharat, and his father Dushyant (king) and other two female

nuns living in the monastery

In lesson 7, mention about activities Base chapter, to show as gender-neutral

In lesson 8, Gautam Buddha wife Yashodhara and his son Rahul

In lesson 9, Mamta (female widow) and male character Humayun (Mughal employer king)

So, In the above sentences mention that in the Hindi textbook their different roles mention in a chapter like. Boys, girls, school students, grandmother, son, wife, widow, king, nuns, astronaut, presidents.

VI. Human values in relation to men/boys and women/girls

In lesson 1, boy and girl are praying to the god

In lesson 2, Abandonment, good faith, and discretion by boy Hamid and Grandmother care to Hamid very well.

In lesson 3, Sunita Williams's family gave her lots of support to fulfill her goal.

In lesson 4, Enhance patriotism value for India

In lesson 5, Dr, Abdul kalam like to speak with the school students

In lesson 6, two female nuns take care of Bharat in the monastery.

In lesson 8, Yashodhara (wife of Gautam buddha)loves his son Rahul very well.

In lesson 9, kindness Mamta (female) gives shelter to the stranger in her hut in night

So, In the above sentences mention that in the Hindi textbook shown Human values related Abandonment, Good faith, love, friendship, patriotism, kindness, empathy, honesty, sharing, respect, etc.

VII. Reference to Customary practices

In lesson 1, boy and girl praying to the god

In lesson 2, Hamid and his friends celebrate the id on the Muslim festival.

In lesson 8, female nuns take care of the monastery.

In lesson 9, Mamta said that I am a Brahmin. My duty respects the guest who came to the home.

So, In above sentences mention that in Hindi textbook mention different Customary practices mention like praying to the god, celebrate the festival, care of the monastery, respect the guest those who came to the home

VII. Weight-age given to the contributions / achievements of boys/girls, men/women or both.

In lesson 1, a boy and a girl are praying to the god together.

In lesson 2, Hamid's contributions are more than his Grandmother in the lesson

In lesson 3, this chapter Focus on Sunita Williams Indian astronaut

In lesson 4, focus on the patriotism value, it's to show as gender-neutral

In lesson 5, this chapter focus on Dr. Abdul Kalam former president of India and other 12 school students

In lesson 6, boy Bharat, and his father Dushyant (king) and other two female nuns living in the monastery

In lesson 7, mention about activities Base chapter, to show as gender-neutral

In lesson 8, Gautam Buddha wife Yashodhara and his son Rahul

In lesson 9, Mamta (female widow) and male character Humayun (Mughal emperor king)

So In above sentences mention that in Hindi textbook there is different Weight-age given to the contributions/achievements in textbook-like, 3 lessons related gender-neutral, 3 lessons related to male dominant, 3 lessons related female dominant

IX. Are marginalized groups and their cultures and lifestyles represented?

In lesson 2, Hamid and his friends celebrate the id on the Muslim festival.

In lesson 3, Sunita Williams was an astronaut and she born in America, and her father was a doctor.

In lesson 5, Dr. Abdul Kalam was president of India.

In lesson 6, Dushyant is a king and his wife Shakuntala and son Bharat and two female nuns living in the ashram

In lesson 9, widow Mamta lives in a cottage and Humayun was a Mughal Emperor in India.

So, In above sentences mention that in Hindi textbook chapter mention different marginalized groups and their cultures and lifestyles represented like Muslim festival, astronaut, president of India, king, Mughal Emperor, nuns living in the ashram, widow Mamta lives in a cottage

X. Are prejudices mentioned?

In lesson 2, Friends tell Hamid that you are a boy and you should buy toys from the fair, and what will you do with Extractor (Chimta)

In lesson 3, Sunita Williams is the youngest of the three children Jay, Dina, and Sunita.

In lesson 5, I completed my studies in my mother's native language to the secondary level.

In lesson 6, Bharat character like the Chakraborty

In lesson 9, widow Mamta lives in a cottage and Humayun was a Mughal Emperor in India.

So, In above sentences mention that in Hindi textbook there chapters mentioned prejudices about male and female

XI. Does the narrative speak only of a particular caste and class?

In lesson 2, this chapter is related to the Muslim religion and festival

In lesson 3, Sunita Williams was born in America and her family belong to the higher standard of living.

In lesson 5, all want to become a famous scientist, engineering, doctor but Farmer, labour and artist are also so important to the nation.

In lesson 6, Dushyant is a king and his wife Shakuntala and son Bharat and two female nuns living in the ashram

In lesson 8, Gautam Buddha wife Yashodhara and his son Rahul

In lesson 9, Mamta lives in a cottage and Humayun was a Mughal Emperor in India.

So, In above sentences mention that in Hindi textbook there mention a particular caste and class like Muslim religion, a king, higher standard of living, lives in a cottage, nuns living in the ashram, Mughal Emperor in India

XII. How is power relations reflected?

In lesson 2, Hamid is shown loves to the Grandmother and he purchases something useful (Chimta) from festival fair for his Grandmother

In lesson 3, Sunita Williams family gave her lots of support to fulfill her goal

In lesson 4, Enhance patriotism through immortal Martyrs in India

In lesson 5, Dr. Abdul kalam like to taking with school students

In lesson 6, Dushyant is a king and his wife Shakuntala and his son Bharat

In lesson 8, Gautam Buddha wife Yashodhara and her son Rahul

In lesson 9, kindness Mamta (female) gives shelter to a stranger (king Humayun) in her hut at night

So, In above sentences mention that in Hindi textbook mention different is power relations reflected in home, society, school, ashram between male and female

XIII. Who takes the decision in the area of food, education, all money matters, health, Occupation and any other?

In lesson 2, Hamid decides what to buy from the festival fair

In lesson 3, Sunita Williams decides to what should I take education according to my goal can be fulfilled

In lesson 5, Dr. Abdul Kalam decides to what should I take education to fulfill my goals.

In lesson 6, female nuns take care of the monastery and Shakuntala and his son Bharat were staying in the monastery.

In lesson 8, Gautam Buddha wife Yashodhara and her son Rahul

In lesson 9, Mamta (female) gives shelter to a stranger (king Humayun) in her hut at night

So, In above sentences mention that in Hindi textbook out of 9 chapter 3 lesson related gender-neutral, 3 lessons related male dominant, 3 lessons related female dominant

XIV. Does the theme reflect diverse areas of contributions of women substantial or In a tokenistic manner?

In lesson 3, Sunita Williams is the first astronaut in Gujarat (India). It is a matter of pride for us to be Sunita Williams Indian.

In lesson 9, Kindness Widow Mamta gives shelter to the enemy in her cottage at the night.

So, In above sentences mention that in Hindi textbook there is Sunita Williams and Widow Mamta reflect diverse areas of contributions of women

XV.) How are women reflected in different domains of society in relation to -

-Family

- School

- Workplace

-Society

In lesson 2, Even poor conditions Grandmother takes care of Hamid very well.

In lesson 3, Sunita becomes a first woman astronaut in Gujarat (India) of her struggles, hard work, and enthusiasm.

In lesson 6, Queen Shakuntala and her son Bharat lives in the ashram (monastery)

In lesson 8, Mother Yashodhara narrates Gautama Buddha's story to her son Rahul.

In lesson 9, kindness Mamta (female) gives shelter to a stranger (king Humayun) in her hut at night

So, In above sentences mention that in Hindi textbook mention different role to reflected in different female domains of society

XVI. Distribution of workload by gender in a framework to fairness

In lesson 1, a boy and a girl are praying to God together.

In lesson 3, Sunita Williams is an Indian astronaut.

In lesson 5, Dr. Abdul Kalam was the president of India.

So, In above sentences mention that in chapters of Hindi textbook focus on both male and female Distribution of workload

XVII. Who performs productive activities related to production of goods and services for income generation?

In lesson 2, Hamid Grandmother working as Housewife to earn income.

In lesson 3, sunita williams is an atstronunt in NASA.

In lesson 5, Dr. Abdul Kalam was the president of India.

In lesson 6, two female nuns take care of ashram.

In lesson 8, Gautam Buddha wife Yashodhara and her son Rahul

In lesson 9, Humayun was a Mughal Emperor.

So, In above sentences mention that in Hindi textbook out of 9 chapter 3 lesson related gender-neutral, 3 lessons related male dominant, 3 lessons related female dominant

XVIII. Who performs activities related to collection of water, nursing, child care, fetching fuel wood and all activities related to household chores?

In lesson 2, Grandmother Amina take care of boy Hamid very well

In lesson 6, two female nuns take care of boy Bharat (son of Dushyant and Shakuntala) in the ashram.

In lesson 8, Yashodhara take care of her son Rahul very well

In lesson 9, Mamta gives shelter to the stranger in her nuns at night.

So, In above sentences mention that in Hindi textbook out of 9 chapter 3 lesson related gender-neutral, 3 lessons related to male dominant, 3 lessons related to female-dominant

XIX. Who performs community activities welfare related, organizing meetings, marriage, funeral, religious activities, neighbourhood meetings, any other?

-Who takes the initiative in such activities- Men/ Women/Both

In lesson 2, the boy Hamid going to the Fair with friends at the festival of Muslim id.

In lesson 5, Dr. Abdul kalam is doing a discussion about the current Indian problem with the school students.

In lesson 6, in the monastery, the king Dushyant and two female nuns interact with a boy Bharat.

In lesson 9, Mamta gives shelter to the stranger in her hut at night.

So, In above sentences mention that in Hindi textbook out of 9 chapters, 3 lessons related gender-neutral, 3 lessons related to male dominant, 3 lessons related to female-dominant

XX. Who are shown as agents of change?

1. Struggle

2. Dissent

3. Movements

4. Scientific attitude/temper

5. Scientific achievements

In lesson 2, Even in poor condition Grandmother take care of boy Hamid very well

In lesson 3, Sunita Williams becomes a first woman astronaut in Gujarat (India) of his hard work and struggle to fulfill her goal

In lesson 5, Dr. Abdul Kalam was a president of India

In lesson 6, Queen Shakuntala and her son Bharat lives in the ashram (monetary)

In lesson 9, Mamta gives shelter to her enemy in a cottage at night.

So, In the above sentences mention that in the Hindi textbook their main role is boy Hamid, Sunita Williams, Dr. Abdul Kalam, Bharat, and Widow Mamta are shown as agents of change.

(b) Visuals

I. Representation of men and women

Active role

In lesson 1 pictures show that a boy and girl are praying to the god.

In lesson 2 pictures show that every one people greeting one another in the Muslim festival id and another picture shows that Hamid gives a Chimta gift to his Grandmother.

In lesson 5, a picture shows that Abdul kalam is doing a discussion with the school students.

In lesson 6, king Dushyant and female nuns are conversations with a boy Bharat.

In lesson 8 Mother Yashodhara narrates a story to her son Rahul.

In lesson 9, picture one shows that Mamta is taking with her father and the second picture show that Mamta is taking with the warrior.

Passive role-

In lesson 3 sunita williams picture shows in there lesson.

So, In above sentences mention that in Hindi textbook mention visuals both Active role and Passive role

Depiction of men and women related to -

Roles

Occupations

Dress-

Appearance-

In lesson 1, a boy and a girl are praying to the god

In lesson 2 Hamid is wearing the clothes related to the Muslim festive id

In lesson 3 Sunita Williams is an astronaut in NASA

In lesson 5 Dr. Abdul kalam was a president of India.

In lesson 8, Mother Yashodhara narrates a story to her son Rahul.

So, In the above sentences mention about Depiction of men and women that in Hindi textbook

II. Positioning of men and women in Visuals

In lesson 1, a boy and a girl are praying to the god

In lesson 2 the boy Hamid and his grandmother Amina

In lesson 3, Sunita Williams is an Indian astronaut

In lesson 5 Dr. Abdul kalam was a president of India

In lesson 6, Queen Shakuntala and her son Bharat lives in the ashram (monastery),

there are two female nuns living in ashram and Bharat is the son of king Dushyant
In lesson 8, Mother Yashodhara narrates Gautam Buddha's story to her son Rahul.

In lesson 9, Mamta is a widow and she lives in hut and Humayun is a king of
the Mughal Emperor.

So, In the above sentences mention that in the Hindi textbook their different role is shown in
the picture like praying to the god, festival celebration. , Sunita Williams, Dr. Abdul Kalam,
Bharat, Gautam Buddha, Widow Mamta.

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

In lesson 3, Sunita Williams is an Indian astronaut

In lesson 5 Dr. Abdul kalam was a president of India

In lesson 6, two female nuns living in the ashram and take care of the ashram

So, In the Hindi Textbook in doing different activities mention chapter of Sunita Williams
and Dr. Abdul Kalam.

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

In lesson 3, Sunita Williams is an Indian astronaut

In lesson 5 Dr. Abdul Kalam was the president of India

In lesson 6, Dushyant is a king and his wife Shakuntala and his son Bharat and two
female nuns living in the ashram

In lesson 8, Mother Yashodhara narrates Gautama Buddha's story to her son Rahul.

In lesson 9, Mamta lives in a cottage and Humayun was a Mughal Emperor in India.

So, In above sentences mention that in Hindi Textbook Status of men and women reflected in
the visual mention chapter of Sunita Williams, Dr. Abdul Kalam, Bharat, Gautama Buddha,
Mughal Humayun,

V. What does the body language in visuals communicate?

In lesson 1, a boy and a girl are praying to the god

In lesson 2, In picture shows that Hamid gives a Chimta gift to his Grandmother.

In lesson 3, Sunita Williams is an astronaut

In lesson 5, a picture shows that Abdul kalam is doing a discussion with the
school students.

In lesson 6, king Dushyant and female nuns are conversations with a boy Bharat.

In lesson 8 Mother Yashodhara narrates a story to her son Rahul.

In lesson 9, picture one shows that Mamta is taking with her father and the second picture show that Mamta is taking with the warrior.

So, In above sentences mention that in Hindi textbook mention visuals communicate with praying to the god, festival, dress, astronaut, school, ashram, Sunita Williams, Dr. Abdul Kalam, Gautama Buddha, female Mamta.

VI. What does the clothing communicate?

In lesson 2, this chapter is related to the Muslim religion and festival

In lesson 3, Sunita Williams is an astronaut

In lesson 5, a picture shows that Abdul kalam is doing a discussion with the school students.

In lesson 6, king Dushyant and female nuns are conversations with a boy Bharat.

In lesson 8 Mother Yashodhara narrates a story to her son Rahul.

In lesson 9, picture one shows that beautiful Mamta is taking with her father and the second picture show that old lady Mamta is taking with a Sainik.

So, In the above sentences mention that in Hindi textbook chapters picture clothing communicates to the celebration of the festival, astronaut, Abdul kalam, school students. King, female Mamta.

C. TOTAL NUMBER OF CHARACTERS IN CONTENT AND VISUALS

Male- 20

Female- 8

Both (such as humans, they, them, people, us, you, we, he/she, etc.)

D. EXERCISES/PROJECTS/ACTIVITIES

Does the exercise explore issues related to gender, class, and caste?

In lesson 1 taking about Muslim festival id

In lesson 3, Sunita Williams is lives in America and his father is a doctor and Sunita Williams is an Indian astronaut

In In lesson 5, Dr. Abdul Kalam was a president of India

In lesson 6, Dushyant is a king and his wife Shakuntala and his son Bharat and two female nuns living in the ashram

In lesson 8, Mother Yashodhara narrates Gautama Buddha's story to her son Rahul.

In lesson 9, Mamta (Widow) lives in a cottage and Humayun was a Mughal Emperor in India.

So, In above sentences mention that in Hindi textbook their chapters exercise explore issues related to gender, class, and caste-like Muslim festival, astronaut, doctor, king, nuns living in the ashram, Mamta lives in a cottage,

Do exercises attempt to question power relations?

In lesson 2, their chapter is related to boy Hamid and his Grandmother Amina

In lesson 3, Sunita Williams is an astronaut and she is the daughter of the whole world

In lesson 5, Dr. Abdul Kalam was the president of India

In lesson 6, king Dushyant and female nuns are conversations with a boy Bharat.

In lesson 8 Mother Yashodhara narrates a story to her son Rahul.

In lesson 9, picture one shows that beautiful Mamta is taking with her father and the second picture show that old lady Mamta is taking with the warrior

So, In above sentences mention that in Hindi Textbook mention power relation between male and female in the textbook

Do they help children to connect with their lived realities?

In lesson 1, boy and girl praying to the god

In lesson 2, Hamid is celebrating id Muslim festival with his friends

In lesson 6, king Dushyant and female nuns are conversations with a boy Bharat.

In lesson 8, Mother Yashodhara narrates Gautama Buddha's story to her son Rahul.

So, In above sentences mention that in the Hindi textbook their chapters mentions children like Hamid, Rahul, Bharat.

Does it promote critical thinking and problem solving skills?

In lesson 2, what does Hamid give his reason to buy Chimta

In lesson 3, what are the contributions of women to the development of the nation?

So, In the above sentences mention that in Hindi textbook exercises promote critical thinking and problem-solving skills

Does it promote imagination and creativity among children

In lesson 2, why Hamid did brought the only Chimta from Fair

In lesson 3, what suffer problem when astronaut traveling in space

So, In the above sentences mention that in Hindi textbook exercises promote imagination and creativity among children

Courage team spirit and cooperation among them

In lesson 1, boy and girl playing to the god together

In lesson 2, Hamid and his friends celebrating the festival of Muslim id.

In lesson 5, all school students are discussing with Dr. Abdul kalam related issues in India.

So, In above sentences mention that in Hindi textbook exercises Courage team spirit and cooperation among students

E. OVERALL EVALUATION OF THE TEXTBOOKS RELATED CONTENT AND VISUAL PORTRAYAL

Perception of the book from the views point of -

Gender Bias

In lesson 9, kindness Mamta (female) gives shelter to stranger (king humayun) in her hut at night that way after Akber build a huge temple in that hut place but there is not name releted mamta in temple.

Gender Stereotyping

In lesson 2, Friends tell hamid that you are boy and you should buy toys from the fair, and what will you do with Extractor (Chimta)

Gender Inclusive

In lesson 1, 2, 5, 6, 8, 9 focus on gender inclusive

Gender Neutral

In lesson 1, 4, 8, mention about gender neutral

Power Structure.

In lesson 9, mamta lives in a cottage and humayun was a Mughal Emperor in india.

Thematic consistency, coherence and contextualization

Reference to Technology and its use by men/women, boys/girls, both

In lesson 3, Sunita Williams is an Indian astronaut

4.2 Analysis of Objective Two

- **To evaluate the content of the Hindi Textbook of class VIII (Gujarati medium) with respect to gender perspective**

From the Analysis of standard VIII Hindi textbook, following points related with the respect to gender perspective were observed by the investigator

✓ Gender bias

Investigator found that in the Hindi textbook mentions gender bias like there are male dominants of the Authors/writing team, Editors team to making Hindi textbook std 8. There is a total number of 9 lessons in the Hindi textbook standard 8 Gujarati medium Its has 6 male and 1 female author. boy Hamid going to the Fair with his boy's friends at the festival of Muslim id. Students interacting (interview) with Dr. Abdul kalam (formal president of India) and But out of 12 students only 1 girl asks the question and 11 boys ask questions to the dr. Abdul kalam and kindness Mamta (widow female) gives shelter to a stranger (king Humayun) in her hut at night that way after Akber builds a huge temple in that hut place but there is no mention name related Mamta in the temple.

✓ Gender stereotyping

Investigator found that in Hindi textbook mentions about gender stereotyping like Friends tell Hamid that you are boy and you should buy toys from the fair, and what will you do with Extractor (Chimta, Roti holding instrument), Bharat (boy) is playing game with a baby lion cub, Mamta said that I am a Brahmin. My duty to respect the guest who came to my home..

✓ Gender neutral or gender inclusive

Investigator found that in the Hindi textbook mentions Gender-neutral or gender-inclusive like In the first poem show the boy and girl are gender-neutral a boy and a girl are praying to the god. In third lesson mention about Sunita Williams, Its is a matter of pride for as to be Sunita Williams Indian and first woman astronaut in Gujarat (India) and Sunita Williams is the inspiration for all women empowerment.and in lesson five mention about Dr. Abdul Kalam, in lesson Dr. kalam is doing discussion about current Indian problem with the school students.

✓ Visuals on gender bias

Investigator found that in Hindi textbook mentions about Visuals on gender bias Like in textbook show Cover page a gender-neutral but back page shows only male photos In Hindi textbook out of 15, 9 visual related gender-neutral, 3 visual related male dominant and 3 picture related female dominant, Bharat (boy) is playing game with a baby lion cub. Hamid celebrating the festival of Muslim id with his friend's boys.

✓ **Exercise / Projects / Activities which reflect gender bias**

an investigator found that in the Hindi textbook mentions Exercise / Projects / Activities which reflect gender bias like Mamta (Widow) lives in a cottage and Humayun was a Mughal Emperor in India, what does Hamid give his reason to buy Chimta.

So that above points investigator found the gender perspective points in the content of the Hindi Textbook of class VIII (Gujarati medium). The Textbook is student-oriented and easy for teachers and students. It is a student-focused book of easy to use Included in the Exercise, Project, and Activities will be stereotyping, careers, sexual harassment, language, employability, classroom equality, gender, and technology.

The above-mentioned indicators would help in acquiring information regarding the qualitative dimensions in the domain of gender perspectives. It is suggestive in nature and seeks to provide information on issues of equity and equality. Whether academic processes help in bringing about transformative structural adjustments or they simply beef up current socialization practices in the society.

4.3 Analysis of Objective three

- **To find out the Male dominant words and female dominant words presented in Hindi Textbook of standard VIII**

From the Analysis of standard VIII Hindi textbook, following related the Male dominant words and female dominant words presented were observed by the investigator

Male dominant words presented in Hindi Textbook of standard VIII

He, Himeself, His, Haresh saughari, Ikbak vora, Chandresh pallviya, Prakash soni, Rajesh milvani, Dr Sanjay talsaliya, Revabhai Prajapati, Nurodin shah, Ramesh Parmar, Mangal gohil, Govindbhai rohit, Ashalmasa fakir, Zanutbhai , Ashwin patel, Shubhas patel, Hitesh nayak, dr Bhagwan patel, Nilesh Vaghela, Ghanshyam sinh, Ramanbhai Parmar, Ravindra, Maheshbhai, Bharat agraval, Hitesh Patel, Vijay patel, Dharmesh Chavda, Haresh,

Boy, father, Men, Son, Hasband, Premchand, Dhanpatray, Navabray, Hamid, Samrat, Nayak, Mahmud, Mohsin, nure, Sammi, king, Rakesh sharma, Dipakbhai, Jay, Nil armstrong, maikal, Dwarikaprasad, Chandamama, Dr, Abdul kalam, Arvind, Shivsubramnya, Rameshwar, Saryu, Arsh, Chirag, Harsh, Radhakushnan, Chandulal, Tarun, Swaminarayan, Satyam, Rohit, Tejash, kartik, Mithun, Mahatma Gandhi, Bharat, Lakshman, Dushyant, Meghdut, Raghuvansh, kalidas, Manhar, Puruvanshi, kashyap, Mahatma marichi, Maithisharan, Rashtrakavi, Jaydrath, Gautam Buddha, Rahul, Rajkumar, Sidharth, Jay shankar, Chandragupta, Skandagupta, Dhruv, Naresh, Humayun, Akber.

Female dominant words presented in Hindi Textbook of standard VIII

Dr, Sumanben Padya, Meenaben kapadi, Dishita dakkar, Induben

She, herself, her, girls, women, wife, Mother, Grandmother, Daughter, Widow

Amina, kokila parekh, Sunita williams, kalpana Chavala, Ursabain, Dina, Saraswati, Jyoti, Nandita, Shakuntala, Nuns, Menka, Arshna, Angel, Kavita, Yashodhara, Mamta, Win nayika, Queen,

4.4 Analysis of Objective four

- **To find out the Male dominant sentences and female dominant sentences presented in Hindi Textbook of standard VIII**

From the Analysis of standard VIII Hindi textbook, following related the Male dominant sentences and female dominant sentences presented were observed by the investigator

Male dominant sentences presented in Hindi Textbook of standard VIII

- Most of the boys are happy at the festival of Eid and Hamid is very happy with the boys
- Mahmud counts his money, he has 12 rupees, Mohsin has 15 rupees and Hamid has 3 rupees
- At the village fair, Mohamad buy a solder toy, Mohsin bay a bhishti toy, nur buy lawyer toy and Hamid buy a different thing like Chimta
- Hamid and his friends go to the village festival fair
- Rakesh Sharma is the first Indian astronaut

- Abdul Kalam said that I completed my studies in my native language still secondary Level
- Abdul Kalam said that all want to become famous scientist, engineering, doctors but Farmer, labour and artist are also so important to our nation
- Dr. Abdul Kalam was a (formal) president of India
- Mahatma Gandhi fought against the British with truth, non-violence and selfless spirit.
- Bharat said that where is my mother Shakuntala
- The poem mentions one incident of the childhood of Gautam Buddha
- Chadamani brings gifts for his daughter Mamta
- Bharat is playing the game with a baby lion cub
- Dushyant said that Bharat characters like Brilliant heretic son and Chakraborty
- Humayun was a Mughal Emperor of India

Female dominant sentences presented in Hindi Textbook of standard VIII

- Ungrateful Amina is crying in her collage
- Grandmother Amina is a blessing to Hamid along with that she is crying
- Space fairy Sunita Williams and Glory of Gujarat, the pride of India, and the daughter of the whole world, Sunita Williams
- It is a matter of pride for as to be Sunita Williams Indian.
- The name of Sunita Williams comes after Indian women astronaut Kalpana Chawla
- It is an honor to be the first Indian women astronaut Kalpana Chawla at the Karnal City of Haryana in India
- The Sunita Williams has a six-month experiment in Space so she said that exercise is very important
- Give back Father, we are Brahmin people. What will we do with so much gold?
- Two female nuns take care of Bharat in monetary
- Mother Yashodhara narrates a story to her son Rahul.
- Mamta said that I am a Brahmin. My duty to respect the guest who came to my home

4.5 Analysis of Objective five

➤ **To find out the negative and positive aspect of gender issues in std VIII Hindi textbook**

From the Analysis of standard VIII Hindi textbook, following related to the negative and positive aspect of gender issue were observed by the investigator

- In the first poem show, the boy and girl are gender-neutral
- In the first poem provide one best prayer song
- Abandonment, good faith, and discretion by boy Hamid and Grandmother care to Hamid very well.
- Space fairy Sunita William and Glory of Gujarat, the pride of India, and the daughter of the whole world, Sunita Williams
- Its is a matter of pride for as to be Sunita Williams Indian and first woman astronaut in Gujarat (India) and Sunita Williams is the inspiration for all women empowerment
- in the poem Enhance patriotism value for the Indian society
- Dr. Abdul kalam like to taking with school students,
- Dr. Abdul Kalam is doing a discussion about the current Indian problem with the school students.
- Dr. Abdul Kalam is the formal president of India and he has a good contribution to the development of the Indian country
- Two female nuns take care of Bharat in the monastery.
- Yashodhara (wife of Gautam buddha) loves his son Rahul very well.
- The poem mention one best incident of Gautama Buddha story and his story inspiration to all the students
- kindness Mamta (female) gives shelter to a stranger (king Humayun) in her hut at night Its create helping behavior among students
- Hindi textbook attempts to mostly gender neutralize of all lessons
- The content given in the Hindi Textbook is a founder to be the level of students and requirement of the curriculum

Negative aspects

- There is a total number of 9 lessons in Hindi textbook standard 8 Gujarati medium and Its has 6 male and only 1 female author
- In lesson 2 Ungrateful Amina is crying in her collage

- Apart from the above to the negative and positive aspect it was also observed that the negative aspects related were more to female because of the less important given in the Hindi textbook

The Gujarat board textbook at the primary stage of Class VIII is mostly gender inclusive. The content and the visuals in the Textbook depict a joyful learning experience. Visuals and themes in the textbook can be broadly classified as gender-inclusive, gender-neutral and those that are specifically related to different characters drawn from established Class in Hindi language and literature.

In textbook There Adjectives used like □□□□□ □□□□□ baseless boy (Hamid) and □□□□□□ □□□□□ Ungrateful Amina (female window), □□□□□□□□ □□□□□□□□ □□□□□□□□ Space fairy Sunita William and □□□□□□ □□ □□□□, □□□□□ □□ □□□ □□ □□□□ □□□□□ □□ □□□□ □□□□□□□□ □□□□□□□□□□ Glory of Gujarat, the pride of India, and the daughter of the whole world, Sunita Williams, and □□□□□ □□ □□□□□□□□□□□□ □□. □□□□□ President of India dr. Abdul kalam, □□□□□□ □□□□□ stubborn child (Bharat), □□□□□□□□ □□□□ □□ □□□□□□ Brilliant herotic son (Bharat), and □□□□□□□□ □□ □□□□□ Nymphs daughter (mother of Bharat - Shakuntala), □□□□□□ □□□□□ widow Mamta (female) and □□□□□□□□ □□□□□□□□ Emperor Humayun (male), □□□□□ □□□□ □□ □□□□□ □□□□□□□□ king of seven countries Humayun to describes about gender perspective

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contributions of women. Investigator found that Hindi textbook out of 15 pictures, 9 visual related gender-neutral, 3 visual related male dominant and 3 picture related female dominant. Found that there are different words and sentences related to the gender perspective presented in the Hindi Textbook of standard VIII. The content given in the Hindi Textbook is the founder to be the level of students and requirement of the curriculum but of Hindi, the textbook designer is to keep balances between male and female roles, characters and frequently in picture and theme in Textbook for Gender Neutral.

4.7 Major finding

The Major finding of the study are listed below

- Hindi Textbook VIII has shown greater contributions of men than women in writing, editing, and publication of Textbook
 - The Gujarat board textbook at the primary stage of Class VIII is mostly gender-inclusive
 - Most of the lesson in Hindi Textbook VIII is men dominant
 - The majority of the lesson of the Hindi Textbook of standard VIII had more numbers of words and sentences that showed dominant of men
 - The majority of pictures appearing in the Hindi Textbook were male dominant
- The titles of the majority of lessons of the lower level Hindi Textbook of standard VIII were gender-neutral
- The photographs on the cover page are the appropriate but back cover page showing only male photographs
 - The textbook contains a number of spelling mistakes
 - Language of the content found to be some difficulty for this age learner
 - The content given in the Hindi Textbook is found to be according to the requirement of the curriculum
 - In Hindi Textbook VIII in some case shown on lesson gender bias
 - Hindi Textbook help to develop human value among students
 - Hindi Textbook create interest in the students in Level of Class VIII
 - The content and the visuals in the Textbook depict a joyful learning experience. Visuals, exercises, and themes in the textbook can be broadly classified as gender-inclusive, gender-neutral

4.8 Conclusion

Education has the inbuilt capacity of initiating social exchange in the context of gender relations. Therefore, conscious and pluralistic interventions had been put forward via the Government of India to cope with gender equality in education at the centers and state stage. A landmark initiative changed into undertaken in 1986, with the enactment of the National Policy on Education (NPE) and its revised POA 1992. This philosophy has also been pondered in the National Policy on Empowerment of Women 2001. The coverage makes a specialty of selling gender touchy curriculum for addressing gender discrimination in any respect degrees of training. The new draft of National Policy lays emphasis on “Encourage, Educate and Employ”, all regardless of their socio-financial background. Gender issues in training have additionally been contemplated in curriculum frameworks developed by means of apex countrywide enterprises like the National Council of Educational Research and Training (NCERT). In this regard curriculum frameworks of 1975, 1988, 2000 and 2005 have made particular efforts to attention on gender disparities in education.

In the conclusion on the basis of the present study that Gender Perspectives in the content of class VIII Hindi textbook. Upper primary education starts from class VI to VIII. Primary education is the link between elementary education on one hand and secondary education on the other hand. Hindi teaching starts from the primary stage. While all the textbooks have attempted to highlight gender concerns there are elements of stereotypes in the textbook the language used promotes stereotypical qualities of femininity and masculinity. Men and Women are shown in the relational category in the Textbook. The finding of the present study supports the conclusion with the help of the analysis textbook. In this study, the aspect of gender sensitivity given in the tools described by NCERT (2016) will be considered as gender perspective to the evaluation of any teaching material.

Chapter V

Summary, Major Findings, Conclusion and Suggestions

5.0. Introduction

Education isn't just to read and write. It is ready using training for their personal benefits and to make use of the expertise for his or her increase. Education is an instrument through which changes take place in the society, education helps to bring desirable change in the student. A teacher helps the student in bringing desirable changes through education. A teacher provides guidance for how, where, when and which way it should be implemented. A teacher tries to provide more knowledge and education in a different way. Therefore, a teacher is an agent of the whole process of education. The future of pupils or youngsters and the country depends on education.

The textbook is a book used as a general supply of statistics for a proper examination of a topic and an instrument for teaching and gaining knowledge of (Graves, 2000). It ought to have appeared as one of the many sources instructors can draw upon in developing a powerful lesson and can offer a framework of steerage and orientation. Additionally, the textbook offers confidence and security for a green teacher who reveals adapting current textbooks difficult mainly for tailored paintings-associated publications. The role of textbooks in promoting quality learning and which are the gender mainstreaming While textbooks are not the only learning resource in most countries, they continue to be quite influential given that the interface between the curriculum and the classroom, policy and practice, theory and implementation at the crux of government efforts and private initiative textbooks have a lot of practical and symbolic importance. As the most visible expression of the curriculum, textbooks play an important role in the transmission and internalization of values, and the acquisition and development of knowledge, skills, and attitudes. As such, if well designed and implemented, textbooks can facilitate quality learning processes and outcomes. However, in the absence of reliable quality checks based on clear and sound quality criteria, they can also become vehicles of biases and/or misconceptions, including gender biases. Textbooks are obviously not the only place where biases of all kinds (including gender biases) may occur. However, given their powerful role especially in the

early years of schooling, it is critical to identify aspects (both intentional and unintentional or unreflected prejudices and stereotypes) hindering gender equality. Gender biases, like all other biases, are usually inculcated quite early in both school and out-of-school such as family or peer settings.

The National Education Policy Draft (NEP, 2016) envisions a reputable and high-acting education machine capable of making sure inclusive first-class education and lifetime mastering possibilities for all and generating students/graduates equipped with the information, abilities, attitudes, and values which are required to steer an effective existence, take part inside the united states of America's improvement manner, respond to the requirements of the short-changing, ever globalizing, understanding-based totally economic system and society.

Textbook review and analysis from a gender perspective aims to collect evidence of gender biases in textbooks as well as examples of good practice in promoting gender equality. In most cases of international research on gender equality, the methodology is comprised of both quantitative and qualitative instruments, with an emphasis on qualitative aspects. The data collected tends to point to relevant examples and cases of gender biases that need to be avoided in the future and to examples of good practice that can be built upon in the context of curriculum and textbook revision processes.

The Hindi language is the second maximum spoken language inside the international after Mandarin Chinese. It's estimated that nearly half a billion people worldwide speak this wonderful language. The constitution of India designates the professional language of the government of India as Hindi and English. There is no national language as declared by the constitution of India. Hindi and English are used for authentic functions such as parliamentary lawsuits, judiciary verbal exchange between the valuable authorities and country government. States within India have the liberty and the powers up specify their own respectable language thru law and there are 22 officially diagnosed languages in India of which Hindi is the maximum used. The quantity of native Hindi audio system stages among 14.5% and 24.5% in the total Indian populace. Other dialects of Hindi termed as Hindi languages are spoken via nearly forty-five percentage of Indians, more often than not accounted from the falling below the Hindi belt. Other Indian languages are each spoken by around 10% less of the population (Census, 2011).

Since Hindi teaching starts from the primary stage. Therefore, for every student, the primary is the base for Hindi learning. If this base is solid then only students will be able to build up their future. To make the base solid Teacher should follow the latest methods and techniques

of Hindi teaching and should teach Hindi according to the methods and techniques prescribed for Hindi teaching, Researcher in this study is interested to know about the relevance of the content of the Hindi textbook of class VIII from a gender perspective.

5.1 Review of related literature

Introduction

Investigator reviewed various kinds of literature, based on the problem background: so that it can provide investigator would be working on the review has enriched the Investigator Understanding and insight in the concerned area. This chapter reviews studies undertaken earlier and which provide antecedent context to the present attempt. Although, the investigator reviews many studies in this chapter, only which is most bearing on the present study. In the review of selected studies wherever need only these objectives and other details. Which are relevant to the present study are mentioned with their brief methodologies and findings. Once again to reduce the bulk of the report Investigator classified the studies reviewed broadly in the groups. The investigator has reviewed studies related to the evaluation of the textbook at the primary school level

National Council of Educational Research & Training (NCERT), undertook a programmed, to evaluate the entire available textbook in all the languages in the country from the viewpoint of finding out anything that went against the goal of national integration. The NCERT also developed evaluative criteria for assessing the textbooks. This study on the evaluation of a textbook done by the department of the textbook, NCERT the outcome of this program include

- 1) Content analysis of textbooks at different levels i.e. their publication requires exploration.
- 2) Textbook writing, editing, and publication of textbooks require exploration and sustained research.
- 3) Researches in the vocabulary will provide needed information to the information to the textbook writer for writing books for different age & Groups

The investigator has divided the review of related literature into 2 portions with regard to area.

Study related to the evaluation of textbook

Pai(1997) An evaluation of Mathematics Textbooks for standard V, VI, and VII published by Gujarat State Board of School textbooks. The main objective of the study was to study academic aspects of the textbooks with respect to A) Content B) Organization C)

Presentation D) Language E) Illustration. To evaluation, the exercise at the end of each chapter, to study the student's and teachers' opinions regarding the suitability of mathematics textbooks under study. Major Finding of the were: Selection of the content, organization, and presentation of the content was good and as per the syllabus of Gujarat state board of school textbooks, There was enough exercise at the end of the chapter, The textbook was bound with simple ordinary paper intend of the endpaper binding, The paper used in the textbook was very poor quality and not at all durable.

Lohar (1997) studied a comparative analysis of two chapters of VIII science textbook produced by NCERT, GSBST, and MSBTPCR. The major findings were 1) The chosen chapters of the three textbooks do not contain language specialties such as phrases, idioms, exclamatory marks, rhyme 2) All the questions in both the chosen chapters for the three textbooks are for average and below-average students.3) Among the essay type questions, most of the questions are short answer type n both the chapters in the chosen textbooks.

Shree & Lakshmi (2015) An evaluation of standard IX science textbook prescribed by the Gujarat state board in the year 2011 as per the guideline of NCF 2005. The main objectives of the study were: To assess the physical aspects of the textbook, To assess the textbook on the basis of NCF 2005 – guidelines and To study the opinion of science teacher of std 9 about the prescribed science textbook in the light of NCF2005 – guidelines. The major finding of the study were: The examples, illustrations found in the textbook help students to connect knowledge to outside school, Inadequate emphasis on incorporating the social values among students in the textbook and most of the teachers are not aware of NCF 2005- guidelines.

Solanki (2015) An evaluation of standard XI textbook of organization of commerce and management prescribed by Gujarat secondary higher secondary education board. The main objective of the investigation was to evaluate the physical aspects of standard XI commerce Textbook proscribed by GSHSEB and to study teachers' opinions regarding the suitability of the commerce textbook in terms of physics and Academic aspects. The major finding of the study were: Size of the letters is clear for reading, Printing mistake and error are available in the textbook introduction of the chapter is satisfactory, Chapters have less introduction, Some new terms used are not explained properly, Questions of exercise are free from printing mistake.

Prajapati (2014) An Evaluation of the Commerce Textbook of Standard-XI in Gujarati Medium Schools of Vadodara City. The main objective of the investigation were: To evaluation critically the physical aspects of Commerce text-book std XI, To evaluate critically the Commerce Textbook (Std XI) to draw out an important suggestion for the

quality improvement of Commerce text-book (Std XI) and To study the perception of teachers towards the textbook. The major findings of study were: The display of the picture on the cover page is appropriate but the back cover picture is not appropriate, Most of the chapter do not have a proper introduction and summary, The exercise is appropriate, but activities are not enough, Chapter and activities are given at the end of all chapter but activities are not too much power to generate satisfaction interest among the student.

Parmar (2011) An evaluation of standard XII text book of Organization of commerce prescribed by Gujarat secondary and higher secondary education board. The main objectives of investigation were: To evaluation the physical aspects of standard XII commerce textbook prescribed by GSHSEB, To evaluation the Academics aspects of standard XII commerce textbook prescribed by GSHSEB And To study teacher and students opinions regarding the suitability of the commerce textbook in terms of physical aspect and Academics aspects. The major finding of study were Many a time Introduction was very poor, Its fails to gives the brief overview of the chapter and fails to evoke an interest in the chapter, A very little attempt has been made to link the prior knowledge in an effective manner illustration were according to the levels of the students and related to the content, Language used in the textbook was the easiest for the chapters.

Vasava (2011) An evaluation of the textbook of social science for standard IX. The main objectives of the investigation were: To study the academics aspects of the textbook and To study the perception of teachers towards the textbook. The major finding of the study were The textbook lacks comprehensives information, Most of the chapters beginning with a poor introduction and some chapters do not have an appropriate introduction, Summaries Are not seem through the textbook.

Kinekar (2009) An evaluation of the textbook of science and technology for Standard VIII prescribed by GSHSEB. The main objective of investigation were: To study the physical aspect of the textbook, To assess the textbook on the basis of the prescribed syllabus With respect to the academic aspects, To study the perception on teacher towards the science & technology textbook, To study the opinion of the students with regard to the science & technology textbook. The major findings of study were: The Quality of the cover page textbook need attention, The textbook lacks in comprehensive information, Textbook content large number of spelling and grammatical mistakes, Most of the chapters beginning with poor introduction and some chapter do not have appropriate Introduction, Summaries are not seen through the textbook, Textbook provides many numbers of examples but In many chapters are missing.

Pattalung & Piengpen (2008) study analysis of language in ESL textbooks by Thai authors used in Thailand. This study identified the types of sexist language that appear in ESL textbooks by Thai authors. The study analyzed the ESL textbooks by Thai authors sold at the Chulalongkorn University bookstore during spring 2007. It was a qualitative case analysis of fifteen ESL instructions. The study used feminist criticisms to discover what gender roles are sanctioned as appropriate in ESL textbooks and by Thai authors and if the language used supports or challenges patriarchy. The results of this study show that sexist language is present in the textbooks and that the textbooks contain content that promotes sexist assumptions concerning gender roles.

Vasava (2008) A critical study of the Gujarat textbook (standard X) prescribed by the Gujarat state textbook board. The main objective of investigation were To evaluation critically the physical aspects of Gujarat textbook std X, To evaluate critically the Gujarat textbook std X on the basis of the curriculum prescribed by (G.S.T.B) of school textbook and The teachers should have experience of their writing for the books or any literacy activates related to Gujarati language. The major finding of the study were illustrations given in the textbook are helpful for understanding the content up to the mark, The length of the some of the chapters are more witch in inconvenient to the students and the content was not much related to the previous knowledge of the students.

Arya (2008) A comparative analysis of NCERT & GSHSEB commerce Subject textbook for std XI. The main objective of investigation were: To study both the physical as well as the academic aspects of textbook provided by both GSHSEB and NCERT, To study the difference in the content of GSHSEB and NCERT textbooks, To study the feedback of teachers and students with regard to the level of satisfaction in terms of both physical as well as academic aspects. The major findings of study were: There is distinction between both the textbook in terms of content layout, The NCERT textbook is rich end comprehensive information provider whereas the GSHSEB textbooks lack in more than one aspect, Many of the teachers of GSHSEB schools use the NCERT textbook as a reference book, though the NCERT provides the information quite exhaustively the teacher of CBSE school still refer to the reference books for better understanding of the subject.

Gurjar (2005) Study of the achievement in the economics of standard XI students Gujarati medium schools of Vadodara city. The main objective of the investigation were: To study the achievements of the students of standard XI in Economics, To study the achievements of the students of standard XI in Economics with respect to gender and To study the achievements of the students of standard XI in Economics with respect to caste category. The major finding

of the study were The mean achievement of students of standard XI in Economics was found to be 21.16, which means the majority of students are average achievers in Economics standard deviation was found to be 5.83The mean achievements of boys was 21,99 and that of girls was 20.44. The t value was significant at both levels. It can be concluded that there was significantly different in the mean achievements of boys and girls. The boys mean achievements in economics was almost lower than that of girls.

Studies related to the gender perspective

Cellus (1990)A reviewed gender bias in Maltese primary school textbooks. She found that women were relegated to the sphere of home and to a subordinate role, while men were identified with the outside world, with activity and leadership. The textbooks completely ignore the changes occurring in society, the emerging new values commensurate with the status of women and tended to show women sharing the burden of physical labor. The textbooks were replete with images of traditional sex roles as the central domestic activity.

Hukku (1994) compared the language used in Hindi and English Textbooks. The study finds that English textbooks have more gender bias and project stereotype images of women. This study though not directly relevant again acts as a caution to show how language is used to construct gender bias and the far-reaching effect of language in shaping the mind.

Foroutan (2013) studied Gender representation in school textbooks in Iran: The place of languages. The study focuses on the association between language and gender from a sociological perspective. The studies provide research-based evidence to analyze whether and to what extent gender characteristics represented through the educational system are associated with the languages used in the educational resources. The analysis uses socialization idea which recognizes the academic system, specifically the faculty and its academic materials because of the first legitimate agent and the maximum effective engine of gender socialization. Using the technique of content evaluation, this takes a look at is based on Iranian faculty textbooks, consisting of 35 teaching and grammar textbooks for Persian (Farsi), Arabic and English languages.

Gharbavi & Mousavi (2012) A Content Analysis of Textbooks: investigating Gender Bias as a Social Prominence in Iranian High School English Textbooks Studied on language gender bias in EFL textbooks. It is the second in a sequence of 3 complementary papers that take a look at sexism. All use the equal corpus, but one of a kind method. The paper factors to areas that remain tricky in the design of textbooks. Four English textbooks presently taught within the Iranian high colleges have been selected as a pattern of this look. Three classes in

those textbooks were examined: male and lady visibility in illustrations, texts, and the male/lady occupational roles. First, a content analysis became carried out on the records, after which the frequency of each class became calculated and compared with one another. The consequences of chi-rectangular check indicated that there may be a good-sized distinction between the frequencies of male and girls

Yasin (2012) A visual analysis of a Malaysian English school textbook: Gender matters. In the Malaysian education system, attention is highly paid in reading words. Visual pics are often treated as decoration or are brushed off altogether. Many local researchers have simplified written texts to look how social practices deemed poor consisting of gender biases are mediated in the word (lexical items) and linguistic shape. This research project addresses to study gender biases found in visual images in the school textbook. An English school textbook that is about with visual images that sometimes, more so than written texts, can articulate more forcefully social and cultural meaning.

Gwajima & Sekwiha (2011) Gender representations in English literature texts in Tanzanian secondary schools. The examiner discovers gender representations in English literature texts used in Tanzanian secondary faculties. The aim of this research is to raise awareness and contributes to the gender discussion regarding gender equality and about meeting the millennium development goals (MDGs). The dreams have been adopted by using the authorities of Tanzania on account of that in 2000. The third goal (MDGs) seeks to promote gender equality and the empowerment of women in all levels of education by 2015. The purpose of this thesis was to observe the discourse below pinning the teaching of literature in Tanzanian schools that allows you to inspect the extent to which gender representations within the texts, and as mediated by teachers, support this discourse of equality. Then, in addition, involved interview literature teacher and college students, coverage makers and curriculum planners and received their perspectives approximately the presentations of gender. Data were collected in six schools in three regions of Tanzania namely Mwanza, Dodoma and, Dar es Salaam. Analytical induction has been used to analyze the data collected from interviews and observation. Teachers rarely encourage pupils to engage critically with gender issues arising in the texts. Recommendations are made on a way to sell a greater vital engagement with gender troubles via the coaching of literature inside the Tanzanian context.

Multdabgic (2010) conduct a study on Gender in English Language and ESL textbooks. A textbook is a key component in the arsenal of a teacher of English. For this reason, it is of importance that textbooks used in Swedish schools. The complaint with the fundamental value of equality. The discoveries in the extent to which English textbooks present males and

females in non-stereotyped ways and as equal. The provides an overview to show how they deal with gender issues. This aim is to establish whether there is any connection between learning and gender. And whether it hinders the pupil's language learning. The method comprises a qualitative critical discovers the analysis of two randomly selected textbooks in Swedish secondary schools. In analysis a number of different aspects took into consideration, such as the gender distribution of narrator main characters and sub-characters, as well as the description of gendered / gender roles, which is in accordance with the fundamental values, however, the illustration end to portray males and females in what can be considered, women were placed in the background or left out completely, therefore, it would not be deemed to be compliant with the requirements set by the Swedish national agency of Education.

Bowen (2008) Gender bias in textbooks (GBIT) is a low profile education issue given the 72.000.000 children who still have no seem to school, but this article argues that GBIT(I) an important. (2)near-universal, (3) remarkably uniform,(4) quite persistent but (5) virtually Invisible obstacle on the to gender equality in education- obstacle camouflage by taken for granted stereotypes about gender roles. Specifically, GBIT: Is important because textbooks occupy 80% of classroom time and it may contribute to low erring girls' achievements. Especially, in weak schools in poor countries; has been found word wide to varying degrees (except, perhaps, Sweden in accent year); Involves nearly identical patterns of under emendation of females. Plus stereotypes of both gender occupational and household roles that overwhelming underplay women's rising worldly importance; is decreasing very slowly. According to the second generation restudies and Remaining obscured by the hidden in plain sight system of gender stratification roles. Cases studies from Sweden, India, Romani, China and the US document these points. Other case studies from Sweden and, Latin America describe government initiative store duce GBIT, with deferring levels of success. Totally revising textbooks and curricula to eliminate this bias is quite unlikely. Partly because it is very costly. The article concluded by inexpensive alternate methods that can combat GBIT.

Holmqvist & Gjorup (2006) studied the representation of Gender and Gender roles in English Textbooks. The main aim is to see how women and men are described and to what extent the textbooks show equality between two Sexes. The study comprises the examination of six textbooks, two of which were published in the 1970s. Previous research concerning gender issues and textbooks is integrated to give a clearer picture of our investigations. Methods used critical analyses of textbooks used In secondary and upper secondary school.

5.2 Implication for the present study

Investigator has gone through 21 Studies out of which 12 studies were related to textbook evaluation and 9 studies were related to the gender perspective in the textbook. In the twelve studies related to textbook evaluation of different board were evaluation on different criteria's like physical aspect, academics aspects, introduction type, comprehensive , readability, end of chapter exercise, [Pai (1997); Lohar (1997) ; Shree Lakshmi (2015); Solanki (2015); Prajapati (2014) Parmar(2011); Vasava(2011); Kinekar (2009); Vasava(2008); Pattalung & Piengpen (2008) ; Arya (2008); Gurjar (2005)].

The reviewed studies on gender perspective in textbook show that gender biases were found in term of visual images, examples given, stereotypical languages used in the content [Cellus (1990); Hukku (1994); Foroutan (2013); Gharbavi & Mousavi (2012); Yasin (2012); Gwajima and Sekwiha (2011); Multdabgic (2010); Bowen (2008); Holmqvist & Gjorup (2006)].

The tools and techniques used for the studies on gender perspectives in textbooks were interviews, observation, content analysis [Gwajima and Sekwiha (2011); Multdabgic (2010); Diana Bowen (2008)]. The studies used the content analysis for finding out gender perspectives in the textbook and drawing implications from these studies the investigator will be using the content analysis of the textbook content for finding out the gender perspectives in Hindi book

The textbook evaluation from gender perspective visual and exercise shown in the contents, textbook which may lead to the inculcation of thinking related to gender bias. However, the studies were related to the textbook evaluation of primary and secondary school subjects. Most of the studies focus on the textbook evaluation of secondary classes but none of the studies having focused on any of gender perspectives textbooks of upper primary classes. At Upper Primary Level, the students have a very crucial stage for language acquisition. Also, students feel newness to speak the Hindi language than to speak Mother's tongue. While teaching Hindi, teachers should take care of student's ability and interest in the Hindi language. As an upper primary stage in terminal stages in an individual life which enables him to sift from school life to world of work, it's important that the content taught in a manner that it develops the feeling of equality in terms of aspects like gender, caste, religion, etc. Since investigator feels the need for evaluation of the textbook in light of gender bias created by its content, visual and exercises. From all the reviewed studies the investigator has got proper guidelines, to carry out the present study

5.3 .Rationale of the study

Today in our country Hindi enjoys the status of an "Associate official language" at the national level. No other language seems to satisfy so well the contemporary communicative needs of the multilingual country in India, which is quire immense in size diversity and history,

Hindi is a language of national importance because it is through this language that our people maintained and still maintains their social-political, commercial and friendly relations. Thus Hindi is a medium that helps to attain the best ideas from the difference. With this different committee and commission has also realized the importance of Hindi

Language teaching takes a larger share of teaching time at the upper primary level of education. Infect, on average one finds that language teaching is at least three times more than the teaching any other single subject area. This is comprehensible because three languages are taught in most primary schools. Following outrage over a proposal that intended to make Hindi mandatory in schools in non-Hindi speaking states, the ministry of human resource development on Monday revised the draft National Education Policy (NEP), 2019. Deviating from the authentic inspiration of keeping Hindi as an obligatory concern in all colleges, the draft coverage now calls for college students to select their topics in Classes VI or VII. Language is the main source of knowledge. Language is god's gift for a man. If language was not there the world of human beings would have been the world of animals. That is why, it is said that in the history of human civilization that, Man is a social animal, for living in society and for conducting social activities language is required, without language man cannot express his views and ideas, when a person makes conversation with other people in the society he/she comes to know about his/her culture and civilization by his/her language Textbooks are usually the most visible component of a curriculum and also very often the only learning resource teachers and students use. Textbooks are effective in driving teaching and learning, instead of being used as only one possible resource among others. Textbooks represent the 'tangible' curriculum that is closest to students' hearts and minds, thus the messages that textbooks deliver have a powerful impact on learners (especially in early years) and on society more broadly. As printed materials, they benefit from the respect people commonly have for the printed word: in many societies, one tends to think that whatever is written or printed in a book, including a textbook, must be right and true. Given their important potential as learning resources especially in contexts where assessment is commonly very much focused on the rote memorization and reproduction of prefabricated

discourses, textbooks can easily become vehicles for promoting biases, including gender biases. Such biases can be promoted in an explicit or a more subtle way. Consequently, it is important to explore what elements in textbooks (such as gender biases) may hinder gender equality and make specific recommendations on what should change so that textbooks can contribute more to the development of open-mindedness and gender-sensitive attitudes and approaches. Textbooks may influence users in many ways: through their content (concepts; factual information; value judgments) and language, but also their design, visual elements, pedagogical approach, and other aspects. A gender analysis of textbooks should consequently take into account all these issues in a comprehensive manner. A textbook judged in gender perspective explicit quality criteria, such as the values and attitudes it promotes toward gender sensitivity may be considered. Textbooks may be free of biased content and convey positive messages, but like all learning media, they are only as good as the teachers who use them. While acknowledging that textbooks produce their effect in a mediated way, it is nevertheless important to stress the importance of developing high-quality textbooks in compliance with clear and relevant quality criteria, which the promotion of gender equality and the avoidance of gender biases should play a central role. Consequently, learning materials, including textbooks, as well as learning processes that are free from gender biases and promote gender equality are both a good practice in education and may contribute to more inclusive and cohesive societies in the long run. Since the teacher plays an important role in the learning process it is very significant to know about their opinion on the gender perspectives existing in the textbooks. Hence the investigator has taken up this study to evaluate the textbooks of Hindi of class VIII with gender perspective given in tool developed by NCERT (2016). To check the awareness of the teacher teaching economics about gender perspective which shows gender biases, the investigator is interested in getting this their opinion also.

5.4. Statement of the problem

“A Study of the Gender Perspectives seen in the content of class VIII Hindi textbook”

5.5. Objective of the study

- 1) To study the Hindi Textbook class VIII (Gujarati medium) on gender perspectives analyzed by the Researcher

- 2) To evaluate the content of the Hindi Textbook of class VIII (Gujarati medium) with respect to
 - ✓ Gender bias
 - ✓ Gender stereotyping
 - ✓ Gender- neutral or gender- inclusive
 - ✓ Visuals on gender bias
 - ✓ Exercise / Projects / Activities which reflect gender bias
- 3) To find out the Male dominant words and female dominant words presented in Hindi Textbook of standard VIII
- 4) To find out the Male dominant sentences and female dominant sentences presented in Hindi Textbook of standard VIII
- 5) To find out the negative and positive aspect of gender issues in std VIII Hindi textbook

5.6. Explanation of the term

Gender Perspective: the gender perspective in this study is with respect to the aspects mentioned in the tool made by NCERT in 2016 for analyzing the reading materials which has the aspects like Gender bias, Gender stereotyping, Gender-neutral or gender-inclusive, Visuals on gender bias, Exercise / Projects / Activities which reflect gender bias.

5.7. Delimitation of the study

The study is delimited to the Hindi Textbook for standard VIII (Gujarati medium) published by Gujarat state Board of school textbooks.

5.8 Research methodology

Content analysis is also known as Document Analysis. Content or Document Analysis is When document analysis is used in descriptive research then-current documents and issues are in the focus. Here, the analysis is concerned with the explanation of the status of the same phenomenon at a particular time. Analysis of the textbook comes under Descriptive Research and the tool or technique employed here is the content analysis. Content or document analysis serves as a useful purpose in yielding information helpful in the evaluation and explaining social or educational practices

5.9 Tools & Techniques

Evaluation tool prepared for finding out gender perspective by NCERT (2016) will be used for analyzing the content of the Hindi textbook. The aspects in the tool given for evaluating any teaching material of upper primary schools with gender perspective are gender bias, Gender stereotyping, gender neutral or gender inclusive, visuals on gender bias, exercise / projects / activities which reflect gender bias in its content.

5.10. Data collection

Content Analysis of all the 9 chapters from class VIII Hindi Textbook will be done with respect to the gender perspectives questionnaire tool made by NCERT (2016).

5.11. Data analysis

Content analysis for the chapters of Hindi Textbook for class VIII and would be categorized to find the different aspects related to gender perspectives mentioned in the explanation of Gender perspectives tool given by NCERT,2016.

5.12 Discussion

The Gujarat board textbook at the primary stage of Class VIII is mostly gender inclusive. The content and the visuals in the Textbook depict a joyful learning experience. Visuals and themes in the textbook can be broadly classified as gender-inclusive, gender-neutral and those that are specifically related to different characters drawn from established Class in Hindi language and literature.

Investigator noticed that Hindi textbook Content allocation in, 3 lessons related gender-neutral, 3 lessons related to male dominance, 3 lessons related to female dominance. While the analysis textbook investigator found that the Cover page shows a gender-neutral but back page shows only male photos.

[illegible]

In the textbook, their different roles mention gender perspective in a chapter. Boys, girls, school students, grandmother, son, wife, widow, king, nuns, astronaut, presidents, there is Sunita Williams first woman astronaut in Gujarat (India) reflect diverse areas of contributions of women. Investigator found that Hindi textbook out of 15 pictures, 9 visual related gender-neutral, 3 visual related male dominant and 3 picture related female dominant. Found that there are different words and sentences related to the gender perspective presented in the Hindi Textbook of standard VIII. The content given in the Hindi Textbook is the founder to be the level of students and requirement of the curriculum but of Hindi, the textbook designer is to keep balances between male and female roles, characters and frequently in picture and theme in Textbook for Gender Neutral.

5.13 Major finding

The Major finding of the study are listed below

- Hindi Textbook VIII has shown greater contributions of men than women in writing, editing, and publication of Textbook
 - The Gujarat board textbook at the primary stage of Class VIII is mostly gender-inclusive
 - Most of the lesson in Hindi Textbook VIII is men dominant
 - The majority of the lesson of the Hindi Textbook of standard VIII had more numbers of words and sentences that showed dominant of men
 - The majority of pictures appearing in the Hindi Textbook were male dominant
- The titles of the majority of lessons of the lower level Hindi Textbook of standard VIII were gender-neutral
- The photographs on the cover page are the appropriate but back cover page showing only male photographs
 - The textbook contains a number of spelling mistakes
 - Language of the content found to be some difficulty for this age learner
 - The content given in the Hindi Textbook is found to be according to the requirement of the curriculum
 - In Hindi Textbook VIII in some case shown on lesson gender bias
 - Hindi Textbook help to develop human value among students
 - Hindi Textbook create interest in the students in Level of Class VIII

- The content and the visuals in the Textbook depict a joyful learning experience. Visuals, exercises, and themes in the textbook can be broadly classified as gender-inclusive, gender-neutral

5.14 Conclusion

In the concluded on the basis of the present study that Gender Perspectives in the content of class VIII Hindi textbook. Upper primary education starts from class VI to VIII. Primary education is the link between elementary education on one hand and secondary education on the other hand. Hindi teaching start from primary stage. While all the textbooks have attempted to highlight gender concerns there are elements of stereotypes in textbook the language used promotes stereotypical qualities of femininity and masculinity. Men and Women are shown in relational category in Textbook. The finding of the present study supports the conclusion with the help of the analysis textbook. In this study the aspect of gender sensitivity given in the tools described by NCERT (2016) will be consider as gender perspective to evaluation of any teaching material

Education has the inbuilt capacity of initiating social exchange in the context of gender relation. Therefore, conscious and pluralistic interventions had been put forward via the Government of India to cope with gender equality in education at the centers and state stage. A landmark initiative changed into undertaken in 1986, with the enactment of the National Policy on Education (NPE) and its revised POA 1992. This philosophy has also been pondered in the National Policy on Empowerment of Women 2001. The coverage makes a specialty of selling gender touchy curriculum for addressing gender discrimination in any respect degrees of training. The new draft of National Policy lays emphasizes on “Encourage, Educate and Employ”, all regardless of their socio-financial background. Gender issues in training have additionally been contemplated in curriculum frameworks developed by means of apex countrywide enterprise like the National Council of Educational Research and Training (NCERT). In this regard curriculum frameworks of 1975, 1988, 2000 and 2005 have made particular efforts to attention on gender disparities in education.

5.15 Suggestions

- Hindi Textbook support material needs to take into account the proactive role that women play in Nation-building
- Syllabus of Hindi textbook designer is advised to keep balances between male and The female role, characters and frequently in picture and theme in Textbook for Gender Neutral
- Hindi Textbook should be promoting Gender equality
- In Hindi Textbook remove stereotypical content, picture, and image which reinforcement and.create gender stereotyping
- Hindi Textbook front and back cover Page should be Gender equality with pictures and theme
- The factual error should be avoided
- The exercise, project, and activities in the Textbook should be given develop in students holistically
- Better understanding terminology in Hindi Textbook should be used
- The life skills-oriented content should be in Hindi Textbook

5.16 Suggestions for further study

- The present study focused on Textbook of primary level Hindi Textbook on gender issues reflection in standard VIII but in Hindi Textbook in Secondary section, similar studies could be conducted to include: Lower level Hindi textbooks of the higher secondary Level, Higher level Hindi textbooks at the secondary Level, Higher level Hindi textbooks in the higher secondary level
- An investigation can be conducted for other Textbook public by GSHEB Textbook evaluation base on Gender issue in picture and theme
- An investigation can be conducted others State board and NCERT Textbook book
Evaluation base on Gender issue in picture and theme
- An investigation could be done on similar lines on Gujarati and Hindi Language Textbooks and other vernacular languages which are the medium of instruction in the schools of Gujarat such as Marathi, Sindhi, and Urdu. etc
- Studies could be undertaken in several other areas and spaces in which discrimination and gender issues are prevalent. For instance, public spaces like hospitals, factories, banks, courts, to study the biases and issues prevalent among male and female employees and workers. Only through such studies can gender issues in the curriculum be identified and eliminated.

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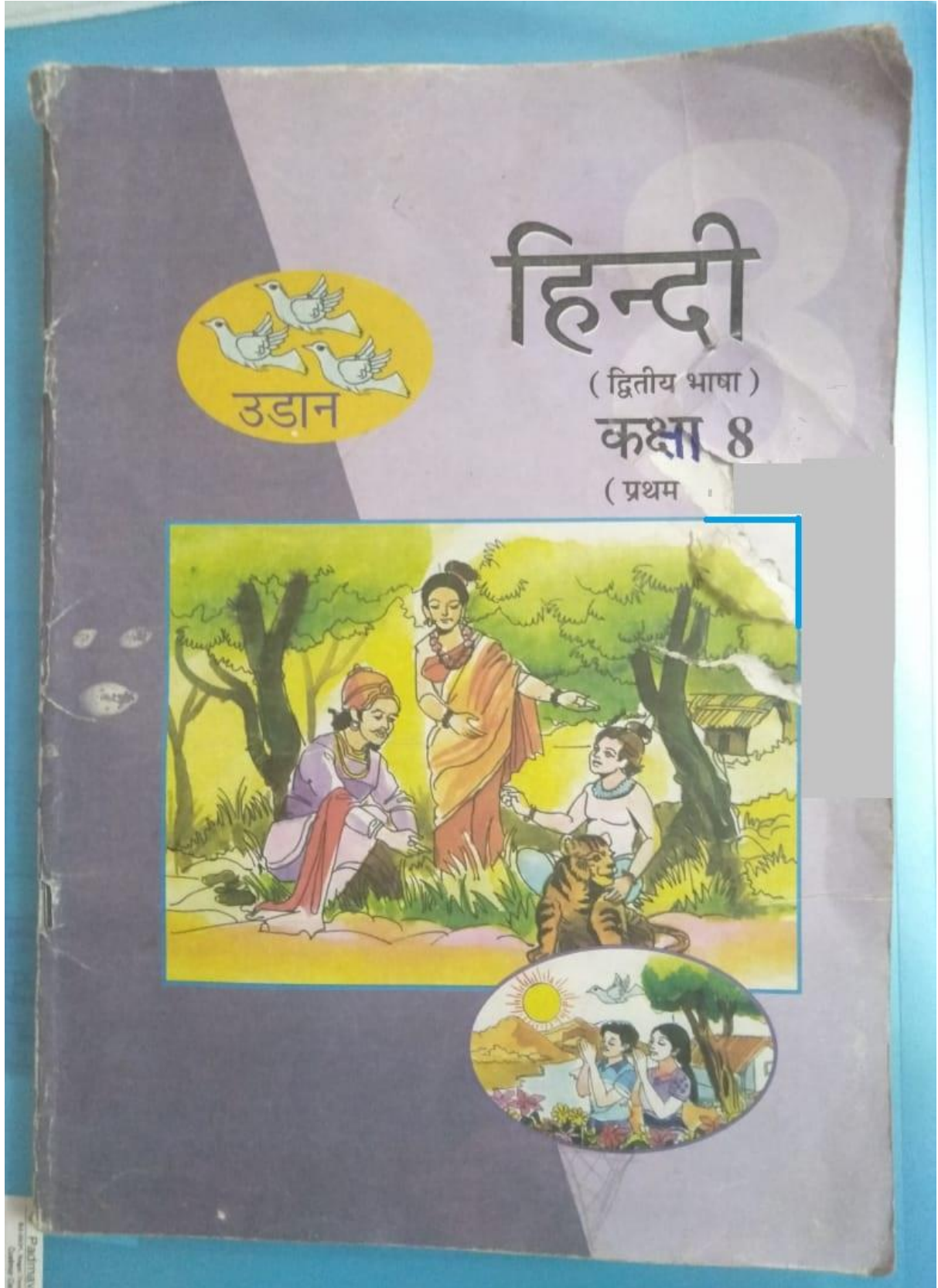
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APPENDICS I

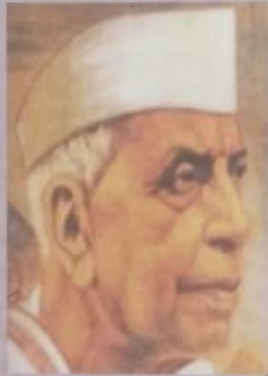
Hindi Textbook std 8 Gujarat Board



હિન્દી



જયશંકર પ્રસાદ



મૈથિલીશરણ ગુપ્તા



પ્રેમચંદ



દ્વારિકા પ્રસાદ માહેશ્વરી

નિર્માણ



ગુજરાત શૈક્ષણિક
સંશોધન અને તાલીમ પરિષદ
ગાંધીનગર

મુદ્રણ



ગુજરાત રાજ્ય શાળા
પાઠ્યપુસ્તક મંડળ
ગાંધીનગર

APPENDICS II

Questioner tools

EVALUATION TOOL FOR TEXTBOOKS ANALYSIS FROM A GENDER PERSPECTIVE (NCERT)

A. IDENTIFICATION DATA

1 Title of the text book

2 Class-

3 Subjects -

4 Language-

5. Authors/writing team-

No. of females-

No. of males -

6 Editors-

No. of females -

No. of males –

7 Month and Year of Publication-

8. Total no. of pages-

9. Total no. of lessons-

10. Publisher's Full Address-

11. Cover page/back page from the perspective of gender bias and stereotyping

a. Description of visuals (Masculinity / Femininity/ Gender Neutral/ Any other)

b. Description of content

12. Inside of cover page/back page from the perspective of gender bias and Stereotyping

a. Description of visuals

b. Description of content

13. Any other information

14. Suggestions

B. CONTENT AND VISUAL ANALYSIS

1 Lesson/chapter/unit.

2. Title/theme –

Total no Of page	Content	Visual	Comments	Suggestions	Exercises/pro ject/Activities

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

Parameters-

(a) Content analysis should clearly reflect whether there is any form of gender bias,

Gender stereotyping or is it gender neutral or gender inclusive.

I. Content allocation

II. Adjectives used for boys and girls, men and women in the theme

III. Diversity in men and women reflected in the text

IV Gender representation of occupations

V. Roles assigned boys/men/girls/women /both

VI. Human values in relation to men/boys and women/girls

VII. Reference to Customary practices

VII. Weight-age given to the contributions / achievements of boys/girls, men/women or both.

IX. Are marginalized groups and their cultures and lifestyles represented?

X. Are prejudices mentioned?

XI. Does the narrative speak only of a particular caste and class?

XII. How is power relations reflected?

XIII. Who takes the decision in the area of food, education, all money matters, health, Occupation and any other?

XIV. Does the theme reflect diverse areas of contributions of women substantial or In a tokenistic manner?

XV.) How are women reflected in different domains of society in relation to -

- Family

- School

- Workplace

- Society

XVI. Distribution of workload by gender in a framework to fairness

XVII. Who performs productive activities related to production of goods and services for income generation?

XVIII. Who performs activities related to collection of water, nursing, child care, Fetching fuel wood and all activities related to household chores?

XIX. Who performs community activities welfare related, organizing meetings, marriage, funeral, religious activities, neighborhood meetings, any other?

-Who takes the initiative in such activities- Men/ Women/Both

XX. Who are shown as agents of change?

1. Struggle

2. Dissent

3. Movements

4. Scientific attitude/temper

5. Scientific achievements

B) Visuals

1 Representation of men and women

Active role-

Passive role-

2 Depiction of men and women related to

Roles-

Occupations

Dress

Appearance-

Positioning of men and women in Visuals-

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

V. Who is active (the "protagonist") in the visual?

VI Who is passive (the "receiver") in the visual(s)?

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

What does the body language in visuals communicate?

X. What does the clothing communicate?

C. TOTAL NUMBER OF CHARACTERS IN CONTENT AND VISUALS

Male

Female-

Both-(Such as humans, they, them, people, us, you, we, he/she, etc.)

D. EXERCISES/PROJECTS/ACTIVITIES

I Does the exercise explore issues related to gender, Class, and caste?

Do exercises attempt to question power relations?

Do they help children to connect with their lived realities?

IV Does it promote critical thinking and problem solving skills?

Does It promote imagination and creativity among children:

VI Does it encourage team spirit and cooperation among tne

E. OVERALL EVALUATION OF THE TEXTBOOKS RELATED TO CONTENT AND VISUAL PORTRAYAL

Perception of the book from the View point of-

Gender Bias

Gender Stereotyping

Gender inclusive

Gender Neutral

Power Structure

Thematic consistency, coherence and contextualization

Reference to Technology and its use by men/women, boys/girls, both

Progression of the discipline and its positioning at various class levels

(Thematic)