Gender Representation in History Textbook of Class XII

Jagmohan Choudhary, Department of History
Amaltas College of Education, Indrapuri, Rohtas, Bihar, INDIA

ORIGINAL ARTICLE

Author
Jagmohan Choudhary

shodhsamagam1@gmail.com

Plagiarism Checker X - Report
Originality Assessment

Overall Similarity: **5%**

Date: May 2, 2023
Statistics: 194 words Plagiarized / 4034 Total words
Remarks: Low similarity detected, check with your supervisor if changes are required.

ABSTRACT

Text analysis is one of the areas among different fields of gender studies. In recent times NCERT emphasises on making textbooks inclusive. Various research has been done in this field especially in elementary stage school textbooks.so, through this research scholars find the representation of gender in the class 12 history textbook (theme 3).

KEY WORDS

Text Book, Gender, History, NCERT.

INTRODUCTION

Today the participation of women is increasing in every field with the effort of society and Government. But we need to work regularly toward this approach the need of gender study increases until there is equality among men and women in the society.

Text analysis is one of the area among different fields of gender study. The text book which is taught to the children in the school which includes picture, subject, matter, articles etc. available in the text has an impact ever the personality, thoughts, expression of the children. In Indian context, text books are one of the important repositories of knowledge they promote creativity, imagination and critical thinking (NCERT). Textbooks may influence users in many ways. Through their content (concepts, factual information, value judgements) and language, but also their design, visual elements, pedagogical approach and other aspects a gender analysis of textbook should consequently take into a account all these issues in a comprehensive manner.

The National Policy of Education (1986) viewed education as an instrument of social

April to June 2023   www.shodhsamagam.com
A Double-blind, Peer-reviewed and Referred, Quarterly, Multidiciplinary and Multilingual Research Journal

Impact Factor SJIF (2023): 7.906

566

transformation that would eliminate curriculum biases and enable professionals to play a positive interventionist role for gender equality. The equality the programme of action 1992, clearly emphasizes training all the teachers and instructors as agents of women empowerment, developing gender sensitive curriculum and removal of sex bias from textbooks.

Social textbooks are major powerful tool in the process of education and socialisation. They convey important messages to the children on how social relation in a society are to be organised and which value system they should adopt. School textbooks are ordained to transmit values and ideologies to children. The manner in which knowledge is constructed in each textbook impacts the attitude and value of children in the context of gender the manners in which textual materials portray the role of men and women either strengthen stereotypes and biases or promote value of gender justice so, it becomes necessary to analyse the textbooks from gender perspective. In the age of human rights and gender equality, school textbook is expected to present gender in a balanced manner by excluding biases and stereotypes. Textbook analysis from gender perspective is very essential as it exposed children towards many words, value concepts, ideas, images that influence their knowledge, perceptions and world view. So, in the present study researcher want to study representation of gender in history textbook of class 12th (NCERT). The researcher has attempted to explore gender inequalities in textbooks.

Statement of the problem

Gender representation in history textbook of class XII

Objective of the Study

1. To study the different Gender representation in history text book of class XII.

Delimitation of Study

1. The study limited to the analysis of the content of NCERT history textbook of class XII from gender point of view only.
2. Study conducted on XII class NCERT history book (Vol – 3) only.
3. Study is limited to the analysis of the image of the NCERT history textbook of class XII from gender point of view only.

Operational Definition

1. **Gender Representation:** in this study gender representation means representation of male gender and female gender only in text and image.
2. **Patriarchy:** in this study patriarchy means dominance of male gender in society.
3. **Biasness:** in this study biasness means the act of a person through pre conceived notion.

Review of Related Literature

In the three decades, feminist scientists and scholars have researched the complex interaction of gender with diverse issue such as power politics, work and identity (visser,2002). Many researches have been conducted to the emergence of new understanding of gender and how the gender disparity affect the society. as per the UNSECO report. A study of introductory economics text book in the US found 18 pictures of character mentioned were female mostly ported in relation to food, fashion or entertainment.

Gender bias in text books is hidden obstacle on the road to gender equity in education by Rae lassoer Blumberg tend to talk gender bias that is inside the textbook worldwide. A project of NCERT (2003 – 16) on textbook analysis at the elementary stage of NCERT also found gender biasness in representation in many state textbooks.

Miss Arunima kalita conducted a study on NCERT primary textbooks she also found biasness is present in one or the other way and most of the chapter being androcentric. Like more images of men, stereotypical representation of women.

April to June 2023   www.shodhsamagam.com
A Double-blind, Peer-reviewed and Referred, Quarterly, Multidiciplinary and Multilingual Research Journal

Impact Factor
SJIF (2023): 7.906

567

Amjad sulamani studied on "gender representation in EFL textbooks in Saudi Arabia": a fair deal? And found that females are un represented. As it was mention before, men are represented more frequently in the textbook then women.

Mahnaz hall studied on "gender representation in current EFL textbooks in Iranian secondary schools" and found that there is an imbalance in gender representation in EFL text books in Iran. A visual analysis of a Malaysian English textbook: gender matters this is collaborative study of Mohamad subakir Yasin, Zarina Othman, Azman mohti they found a number of images of girls specially in the school environment specifically those in the classroom depict girls in marginal roles in contrast to boys who are depicted assertive, intellectual, apt at decision making and taking leadership roles. Further there is an absence of positive female role models for girls to identify with.

Amanda Barton and Lydia Namatende Sawka together studied "the representation of gender in English textbooks in Uganda". The findings of this study suggest that textbooks in developing countries may be far less inclusive. The current study demonstrates that a commonly used English language textbook in Uganda is overtly gender biased. This is because it largely maintains a traditional representation of gender roles characterised by women's invisibility and silence their employment in domestic roles and lower rank occupations and a negative portrayal of their emotional state.

Zinyahs m. zakka samson oluyemi and grace twaki collectively conducted researches on "analysing gender representation in primary grade – 5 and grade – 4 mathematics textbooks in Nigeria" the study examines gender representation in primary 5 and 6 mathematics textbooks currently use in federal capital territory (FCT) Abuja – Nigeria. And find the results of modules 20 and 22 analysis indicates that 12 (92.31%); 5 (100%); representing males characters 1 (7.69%) female characters. This means there is gender bias in favour of males in both modules.

Kay A chick Penn state Altoona studied "gender balance in k – 12 American history textbooks" they found that in both content and illustrations, all three American history textbooks evaluated in this study contained significantly more males than females. All differences were significant at the .001 level.

Srishti Bhattacharya studied "gender representation in English textbooks used in grade eight under national and state boards India and found that women in the three textbooks are mostly seen exhibiting motherly attributes like care, love, affection protectiveness, worry, nervousness, anxiety, gentleness etc. men are seen displaying a variety of traits like anger, curiosity, ego, farsightedness, intelligence, wisdom, compassion, well grounded, spiritual etc. apart from positive traits they are seen possessing negative traits like anger, revenge – full attitude, roughness, manipulative stereotypical with only a few expectations of gender inclusive feature of men weeping or being afraid.

S.Y. Erinosho studied gender stereotypes belief and practices in the classroom: Nigeria the researcher in this study examined 76 science textbooks and found a great inequality in gender representation in these textbooks. Out of the total 2995 pictorial illustrations, the males were 63.2% and females were only 36.8%.

Ansari and Babaii (2003) had studied the textbooks right path to English 1 and 2 (1999 edition concentrating on the status of sexism and found that the visibility of female gender was low; 1: 14 was the ratio of female to male in the textbooks and in illustration was 1:1:6 out of the total of 40 topics presented 27 were male oriented that is 67.5%.

Most of the analysis conducted in Indian context by the department of women's studies, NCERT. The findings revealed that some measures have been taken towards gender inclusion in different subjects yet there is still scope for improvement.

Research Methodology

Qualitative method is used in present study for identifying gender bias in textbooks Blumberg (2007) proposed a model which identify five categories and NCERT also suggest eight categories for analysing text

April to June 2023　　www.shodhsamagam.com
A Double-blind, Peer-reviewed and Referred, Quarterly, Multidiciplinary and Multilingual Research Journal

Impact Factor
SJIF (2023): 7.906

568

books from gender point of view. In this study researcher decide six categories for analysing history textbook of class 3.

These categories are following:

1. **Invisibility:** it means complete or relative exclusion of a group. In this category basically try to find exclusion in

    ➢ Social context   ➢ Political context   ➢ Economic context

2. **Stereotyping:** it means unfair assignment of characteristics to a group of people at the cast of individual attributes or differences. It contains or produce offensive statement or positive or negative prejudices.

    Through this category researcher wants to find stereotypical representation of gender.

3. **Imbalance selectivity:** it means an imbalance in presentation of materials by selective interpretation. This interpretation can lead to a distorted reality.

4. **Unreality:** unreality is similar to imbalance in nature. Ignoring unpleasant aspects in favour of flattering ones. When discussion on discriminations harassment and inequality are dismissed as raiment of by gone days.

5. **Linguistic bias:** The researcher wants to explore whether bias is reflected in cross sex and same sex discourse behaviour of male and female characters.

Analysis of NCERT History textbook theme 3
Colonialism and the countryside

1. **Invisibility:** In there ten-page no. 257 given. "you will look at the way the English east India company established its raj in the countryside, implemented its revenue policies, what these policies meant to different section of the people, and how they changed everyday lives.

    Here NCERT talk about different section of people and discussed in whole page about zamindar, Pahari as, Santhal and peasants but not women, it seems to be understood.

    In whole chapter political, social, economic context are discussed but only at one place page 262 "the raja of burdwan for instance first transferred some of his zamindari to his mother, since the company had decreed that the properly of women would not be taken over". women and mother word use obviously name of his mother mentioned in document but here name is not written because she considers as less important less powerful. This shows complete invisibility of the women in this chapter.

2. **Stereotyping:** in page 262 "the raja of burdwan for instance, first transferred some of his decreed the property of women would not be taken over."

    Here, women portrayed as mother and not possessor of power, wealth even not mention their name. Also show women is dependent they have not self-identity. For removing this stereotyping mention his mother's name and portrayed as zamindar not dependent. In doing so don't deny the reality of that time.

3. **Linguistic bias:** in this chapter various terms like zamindari, raja, sahukar, Jathedar, village herd man etc. uses many times these terms basically associated with men use of gendered term in text show the domination of male gender in the text.

    So, making gender inclusive text use gender neutral term like, ruler, landlord, term is used but more the eighty times uses term zamindar.

Rebels and The Raj
The Revolt of 1857 and its Representation

1. **Invisibility:** Women are almost invisible in this entire chapter whether it's about political scenario, economic, social scenario, only three women havens been discussed in the entire chapter namely Rani

April to June 2023   www.shodhsamagam.com
A Double-blind, Peer-reviewed and Referred, Quarterly, Multidiciplinary and Multilingual Research Journal

**Impact Factor
SJIF (2023): 7.906**

569

laxmibai, Begum hazrat mahal, Miss wheeler. Where there are 59 instances names of the male have been coined and their roles have been described. One about two-two lines each have been devoted for begum hazrat mahal and miss wheeler. Rani laxmibai is the only name about whom two photographs have been mentioned, from page – 288 to 315 only the roles of males in Rebel And The Raj have been described. Word women have been described in the totality of eight times and the mention of women characters name have been mention only six times.

It is not that women didn't participate in the revolt of 1857 but many women warriors like – lazzo, begum hazrat mahal, begum zenat mahal, hadribai, uda devi, jhalkari bai also had important contributions.

2. **Stereotyping**

    Page – 292 Paragraph – 2nd: "in Jhansi the rani was forced by the popular pressure around her to assume the leadership of the uprising."

    In the paragraph names of mutinies have been mentioned that includes the popular name like nana sahib, But in spite of mentioning the full name of laxmibai only word 'Rani' is mentioned. Although rani laxmibai of this revolution and side lining her names indicate toward stereotyping.

    Page – 299 paragraph – 2nd: Many of these talukdars were loyal to the nawab of Awadh and they joined begum hazrat mahal (the wife of the nawab) in Lucknow to fight the British; some even remained with her in defeat.

    We can analyse from this paragraph that although begum hazrat mahal played many responsibilities while riding the elephant she involved in the fight she used to collect the army motivate them but even though she did not ger her independent identity as a warrior but rather "wife of nawab".

    These lines in forces the students to think and believe that even women do great works but had not will not be counted as independent. Rather she has to be under the shadow of the identity of her husband and father.

3. **Linguistic bias:** In the whole chapter words like Englishmen, white men, military men, herd men, countrymen, nawab have been used many times which are gendered fermiology in place of this gender-neutral term should be used like Britishers, Military personal, chief, ruler, citizen, people will be more appropriate to use.

    Because these terms have been used in favour of particular gender which potray them as superior and hence it will become a reason for inferiority complex for others which we impact their development.

Colonial Cities
(Urbanisation, planning and architecture)

1. **Invisibility:** This chapter is all about colonial cities in which mainly urbanisation process planning management of cities architecture which had popular among Indian Government officials rich Indians. And social changes had been taken in Indian society have been discussed.

    When we see this chapter from gender point of view, we find mostly women are invisible in the entire chapter. But in the one instance under the title social life int the new cities page no – 329 one para is devoted to the women and some other instances where women are invisible are

    Page – 318 para -2nd

    "The emperor lived in a fortified palaces and the town was enclosed by a wall with entry and exist being regulated by different gates"

    Here, we see only the life of emperor are discussed but life of their family, women, child are not been discussed. In this discussion women are invisible.

    In the whole chapter name of three women are discussed, queen Marry, Rajabai and Biondini dasi whereas name of men are mentioned 30 times as like as Wellesley, Jamshed ji tata, George 4, F.W.

April to June 2023   www.shodhsamagam.com
A Double-blind, Peer-reviewed and Referred, Quarterly, Multidiciplinary and Multilingual Research Journal

**Impact Factor
SJIF (2023): 7.906**

570

stevens, Premchand, Roychand etc. where political economical and architectural scenario are discussed; there we find women are completely invisible were no any contribution of the women for economic development, in the making of gigantic structure, or even in political or administrative work? So, here we see how the half population outcasted from this discussion.

2.   **Stereotyping:** In chapter – 13 page no – 316 para – 2 "Bombay was given to the company in 1661 by the engllish king who had got it as part of his wife's dowry from the king of Portugal."

Here we see women portrayed as a wife not an individual. And another thing these lines shows. the evil practices of society dowry as a prestigious work. Some how these line inspire the learned class even king has taken dowry obviously why we not take.

Page – 341 para – 2ⁿᵈ

The university library clock tower was similarly funded by the banker premchand roychand and was named after his mother as rajabai tower.

In this line we see rajabai is shows as a mother and premchand, roychand pay due respect to mother by donating huge money for making library clock tower. This show only male has financial power. Women only support their male counterpart.

3.   **Linguistic bias:** Many words like, middle men, coach men, noble men, king etc frequently used in this chapter which is gendered.

And various words like emperor, palanquin bearer, mansabdar, jaghirdar, kotwal guards, porters, cooks are directly associated with male gender. This clearly show the male dominance in this whole chapter and other gender is under represented.

Understanding Partition
Politics, memories, experiences

1.   **Invisibility:** chapter understanding partition started from page – 376 to 404 three things has been discussed in this chapter. Such as politics about partition memories and experiences of common people and their consequences. After through analysis we find 69 times male name are mentioned but only two times name of female are mentioned and 36 times women and the word which donate the female are used. This shows the invisibility of female gender in the text whereas mostly women were victims of partition but their stories, their situation after partition are only summed up in two pages (395 to 396).

In a political and social scenario the text shows fate of women were in the hand of male. Male were taken decision and female were victims. They convey a message to learner, female are in capable, female have no right to decide their fate, female are not able to protect herself etc. regarding the issue of female after the partition no any female social worker or politician who worked for victims were mentioned.

2.   **Stereotype:** one memorie is mention through under title

"I am simply returning my father's karz. His debt".

Page – 378

"Remembering a kind, elderly Hindu lady, a neighbour he explored her to save him by offering him shelter at place"

" I help you because that Hindu mai {mother} helped my father. I am simply returning my father's karz, his debt".

"so, for me you are a Hindu and I do my little bit for you because a Hindu mai saved my father"

In this memory or story, we see many times a tributes kindness is stick with the women and male stick with organise nature. Rather they should represent kindness and aggressiveness as a human attribute not as a male or female attribute this shows stereotypical representation of gender.

April to June 2023   www.shodhsamagam.com
A Double-blind, Peer-reviewed and Referred, Quarterly, Multidiciplinary and Multilingual Research Journal

Impact Factor
SJIF (2023): 7.906

571

3. **Linguistic bias:** in this chapter we find congressmen, policemen like word used many times. Instead of that gender neutral word should be used which is suitable or appropriate like party worker, volunteer and police etc.

Mahatma Gandhi and the Nationalist Movement
Civil disobedience and beyond

1. **Invisibility:** this chapter is centralised about mahatma Gandhi and the three major independence movement of India. Such as non – co-operation movement, civil disobedience movement or quit India movement. After thoroughly analysis of this chapter, we reach at the conclusion. Women are completely invisible. One place name of kamala Devi Chattopadhyay is discussed.

"The socialist activist kamala Devi Chattopadhyay had persuaded Gandhi ji not to restrict the protests to men alone kamala Devi was herself one of rumerous women who courted arrest by breaking the salt or liquor laws".

And other place name of Anni basent is mention only

Page – 348

"his first major public appearance was at the opening of the BHU in February 1916. Among the invites to this event were the princes and philanthropists whose donations had contributed to the founding of the BHU. Also present were important leaders of the congress such as Annie basent."

Whereas fact says that other things, in non co-operation movement civil disobedience movement and quit India movement thousands of women were participated some of the prominent women leaders such as Sarojini Naidu, Kasturba Gandhi, kamala Nehru, aruna asafali, Usha Mehta, Sucheta kriplani, Vijaya Laxmi pandit, sarla devi chaudharani, janki devi begum rokeya, annu Swaminathan, matangini hazara, rani gaidinline etc.

2. **Stereotype:**

Page – 351 para -3rd

"it was no longer a movement of professionals and intellectuals; now, hundreds of thousands of peasants, workers and artisans also participated in it"

In this paragraph we see peasants' workers, artisans, participation in nationalist movement are recognised but contribution of women are not recognised.

This indicate the two things one women contribution is not important they work as subordination of men. And the second, women should not be a part of political activities.

This is not only matter of invisibility but also stereotyping.

Page – 354 para – 4th

"Between 1917 to 1922, a group of highly talented Indians attached themselves to Gandhi ji. They included Mahadeo desai, Vallabh bhai Patel, J.B kriplani, subhas Chandra Bose, Abdul kalam azad, Jawahar lal Nehru, Sarojini Naidu, Govind Vallabh pant, C. Rajagopalachari".

Here, we see only the of the women leader Sarojini Naidu is mention. Whereas eight other male leaders are there. This shows male dominance in text. And generally, women are invisible from political scenario.

3. **Linguistic bias:** in this chapter we found various words like, country men, gentlemen, states men, congress men are frequently used.

In spite of these words, used gender neutral words like citizen, party worker, prominent leader, national leader, police personals etc.

April to June 2023   www.shodhsamagam.com
A Double-blind, Peer-reviewed and Referred, Quarterly, Multidiciplinary and Multilingual Research Journal

Impact Factor
SJIF (2023): 7.906

572

Framing the Constitution
The beginning of new era

Invisibility: this chapter is basically discussed about framing of the constitution this chapter highlighted only some of the debate and discussion of constituent assembly. Like objective resolution, rights, minorities, SC & ST, powers of the state and lastly language debate highlighted but not the rights of women who are supressed from centuries in patriarchal societies. And only three women argument are mention. This shows the complete denial of women in this text. And not only text, but in image also women are invisible. Name of male leader are mention in 108 times whereas name of female leader are in 6 times only this shows the invisibility of female gender in political scenario politics is only for male, this mindset is develop in learner after reading this type of text.

CONCLUSION

The findings of the study shows that there is an imbalance in gender representation in class 12th history textbooks (theme 3). imbalance gender representation in term of invisibility of female gender from political context, social context, economic context wherever political, social and economical scenario is discussed in history mostly discussion and interpretation are found male dominant. And stereotypical representation.

In this study researcher also found linguistic bias words like Whiteman, Englishmen, military men; headmen, countrymen etc has been used many a times. These term has been used in favour of particular gender which portrayed them as a superior and hence it will became a reason affect the overall development of learner.

Educational Implication

1. Content allocation to male and female should be equal in textbooks.

2. More examples of women's contribution need be added in content and historical reality in a given period of time.

3. Linguistic bias should be avoided and gender-neutral vocabulary should be used.

4. Stereotypes about the personality of men and women must be avoided consciously.

5. Textbook's writer and publication team must know the gender perspective and try to develop gender inclusive materials.

6. Equal representation of female and male characters in the context and also in the visual.

7. Authors and publishers and teachers should be trained through gender programme and workshops for a smooth transaction of gender perspective through textbooks.

Gender is not all about male and female. There is LGBT also, recently supreme court given their rights so, need to be include in textbooks and also need to be further research in new emerging area of gender and revisit the changing context of gender.

REFERENCE

1. Arunima school textbooks as the aget of gender construction: a study of the selected NCERT primary textbook. *South Asian journal of multidisciplinary.*

2. Barton, A., & Sakwa, L. N. (2012). The representation of gender in English textbooks in Uganda. Pedagogy, *Culture & Society, 2*0(2), 173-190.

3. Bhattacharya, sristi (2017). Gender representation in English textbook used in grade eight under national and state boards, India, ISSN 1930-2940

April to June 2023   www.shodhsamagam.com
A Double-blind, Peer-reviewed and Referred, Quarterly, Multidiciplinary and Multilingual Research Journal

**Impact Factor
SJIF (2023): 7.906**

573

4. Kulshetha, Indra and Kumari, surja (1984). State of women through curriculum secondary and senior secondary stages, NCERT, New Delhi.

5. National curriculum framework 2005, national council of educational research and training, new Delhi.

6. Nayar, Usha and Srivastava, gowri (1996 – 97). Report of evolution of primary textbook of social sciences (history, geography and civics of classes 6th to 8th). From gender bias point of view, department of women studies, NCERT, New Delhi.

7. UNESCO.2004.EFA Global monitoring report 2005: the quality imperative, Paris

8. Visser, I. (2002, September). Prototypes of gender: conceptions of feminine and masculine. In Women's studies international forum (Vol. 25, No. 5, pp. 529-539). *Pergamon.*

9. Yasin, M. S. M., Hamid, B. A., Othman, Z., Bakar, K. A., Hashim, F., & Mohti, A. (2012). A visual analysis of a Malaysian English school textbook: Gender matters. *Procedia-Social and Behavioral Sciences*, 69, 1871-1880.

****

April to June 2023   www.shodhsamagam.com
A Double-blind, Peer-reviewed and Referred, Quarterly, Multidiciplinary and Multilingual Research Journal

**Impact Factor
SJIF (2023): 7.906**

574