

Gender Bias in the Text Books of Class-VI of W.B.B.S.E

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Abstract: According to Piaget's theory 'formal operational' stage being started at the age eleven of a child. This time is vital for a learner to develop logical thinking, deductive reasoning and abstract thinking. This time also started the upper primary level of a learner. So the author chose class-VI for his study. The main aim of the author to find gender bias in the Bengali medium textbooks class-VI of W.B.B.S.E (West Bengal Board of Secondary Education), edition 2021. For this purpose, first collect data by observation of the text books of class-VI. The author used column charts, pie charts, and correlation tables to analyse the data and observed that gender bias in Bengali, English, History and Physical Education text books and no significant gender bias in Geography, Mathematics and Science text books.

Keywords: Gender stereotype, gender biasness, charts, correlation coefficient and significant difference

1. Introduction

Gender bias in textbooks and other learning materials has been a long global issue in research in both developed and developing countries (Allwright et al., 1991; Blumberg (2007); Frazier et al., 1973; Schmurk et al., 1994; Spencer et al., 2003). Textbooks are important teaching and learning tools at all educational levels in India. Textbooks are used by both teachers and students and are equally powerful presentations of curriculum and teaching practice at all educational levels. Gaskell et al. (1989), the decision to admit girls and young women into public schools was not based on the best choice of the female students but rather on economic issues; it was not economically viable to operate a school solely for male students. However, the roles of women in our society have changed and our education system has generally followed by reflecting the present views of society. Lee & Collins (2008), the messages and discourses easily influence the students that are implicitly or explicitly transmitted with the linguistic as well as the pedagogical illustrations within the textbooks. Lips (2014) and Mills (2012), Global patterns have examined that women still experience gender-related violence, discrimination in the public life and work place and more restricted for the choice of partners and reproductive rights. Mineshima (2008) obtained gender representations in a textbook 'Birdland Oral Communication I' to observe how it portrays the two genders. She observed sexism in three categories including number of females versus males. In all categories studied, females were under-represented and excessive with traditional stereotypical roles whereas males present only as cooperative. Muhwezi (2003), the authorship of curriculum texts point out to reinforce this gendered subject preference, the authorship of primary school-level textbooks in mathematics and science is mainly male while the authorship of books in English and social sciences is more equally balanced. Sadker et al. (2007), invisibility and selectivity occur when a group is inadequate representation or even excluded, which implies they do not have as much value and importance as other groups.

The article discusses gender stereotypes in the education system, especially in textbooks, which are a major source of information for children at all level. When children enter the school environment, the images of women and men show in textbooks shape their concept of gender, which in turn shapes their self-image and influences their behaviour and desires. The research examined that not only are women underrepresented, but over the years, both women and men have been gender stereotyped in textbooks over the world. Gender portrayals in school textbooks are contributing to the gender biases and stereotypes that already exist in our society. Research shows that most countries, which are developing or developed, stereotype girls and boys in their school textbooks. The situation is unpleasant all over the world as it is portrayed in gender roles. Stereotypes were found in the language used, picture, depictions of jobs and overall depictions of women and men.

1.2 Significance of the Study

- With the help of the study we will concern about gender biasness and gender stereotype.
- The study may help to know about gender bias how much effective in different type of text books.
- We will know effect of gender biasness in curriculum of W.B.B.S.E.
- The effect of women empowerment and gender equity in text books also seen by the study.

1.3 Statement of the Problem

The problem may be stated as "Gender bias in the text books of class-VI of W.B.B.S.E".

1.4 Research Question

- Is there any gender bias in Bengali book of class VI?
- Is there any gender bias in English text book, class VI?
- Is there any gender bias in History text book of class VI?
- Is there any gender bias in Geography text book of class VI?
- Is there any gender bias in Mathematics text book of

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class VI?

- f) Is there any gender bias in Science text book of class VI?
- g) Is there any gender bias in Physical Education text book of class VI?

1.5 Objectives of the Study

- a) To find out the textual and image difference among genders in Bengali text book of class VI.
- b) To find out the textual and image difference among genders in English text book of class VI.
- c) To find out the textual and image difference among genders in History book of class VI.
- d) To find out the textual and image difference among genders in Geography book of class VI.
- e) To find out the textual and image difference among genders in Mathematics book of class VI.
- f) To find out the textual and image difference among genders in Science book of class VI.
- g) To find out the textual and image difference among genders in Physical Education book of class VI.

2. Methodology

In this study, qualitative and descriptive methods were used. The critical analysis was done to find out the gender bias in the textbooks of class-VI of W.B.B.S.E.

2.1 Research Sample

Bengali text book ‘Sahitya Mela’, English text book ‘Blossoms’, History book ‘Otit O Aitirya’, Geography text book ‘Amader Prithibi’, Mathematics book ‘Ganit Prava’, Sience text book ‘Paribesh O Vigyan’ and Physical

education text book ‘Swathya O Sarir Shiksha’ of class-VI of W.B.B.S.E.

2.2 Research Tools &Technique

The researcher used observation technique for collection of data. Graphical representation and correlation table were used for analysis and interpretation of data for this study.

2.3 Procedure of Data Collection

At first researcher collected all text books of class-VI and find out the numbers of male and female in text and images on each page of those collected books one by one chapter.

2.4 Software used

For analysis and interpretation of data used Microsoft office Excel 2007 and Microsoft office Word 2007.

3. Results and Interpretations

3.1 Objective 1

To find out the textual and image difference among genders in the Bengali text book of class VI. It was found that the total number of males in the images and text of the book ‘Sahitya Mela’ of class-VI was 112 and the total number of females was 18 in the images and text of this book, in between 24 chapters (Three songs were not included in this study). The author compared the number of male and female characters present in images and text by chapter and overall using the following charts and table.

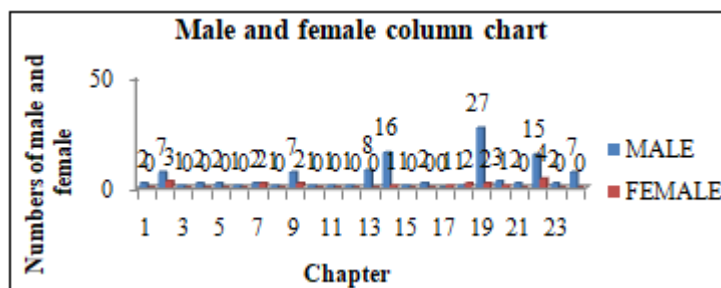


Figure 1.1

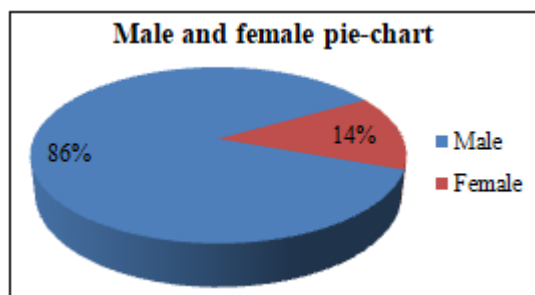


Figure 1.2

Table 1.1

Correlation of Male & Female Chapterwise		
	Male	Female
Male	1	
Female	0.530591	1

From the above figures 1.1 & 1.2 and the correlation table-1.1, it was found that there were difference between number of male and female in text and images of the Bengali text book of class VI.

3.2 Objective 2

To find out the textual and image difference among genders in English text book of class VI.

It was found that the total number of males in the images and text of the book ‘Blossoms’ of class-VI was 79 and the total number of females was 39 in the images and text of this book, in between 12 chapters. The author compared the number of male and female characters present in images and text by chapter and overall using the following charts and table.

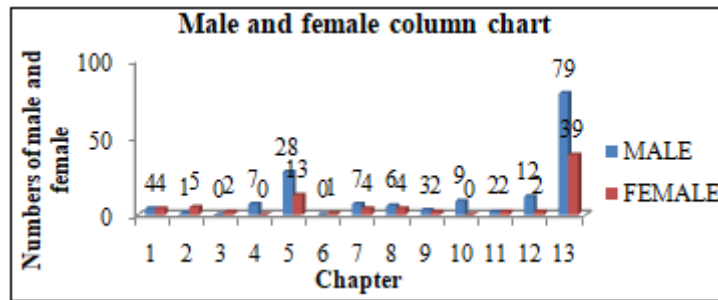


Figure 1.3

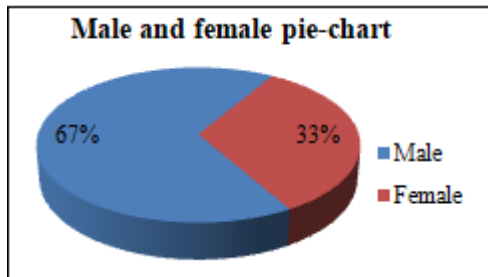


Figure 1.4

Table 1.2

Correlation of Male & Female Chapter wise		
	Male	Female
Male	1	
Female	0.729112	1

From the above figures 1.3 & 1.4 and the correlation table-1.2, it was observed that there were a number difference between male and female in text and images of the English text book of class-VI.

3.3 Objective 3

To find out the textual and image difference among genders in History text book of class VI.

It was found that the total number of males in the images and text of the book 'Otit O Aitirya' of class-VI was 79 and the total number of females was 39 in the images and text of this book, in between 12 chapters. The author compared the number of male and female characters present in images and text by chapter and overall using the following charts and table.

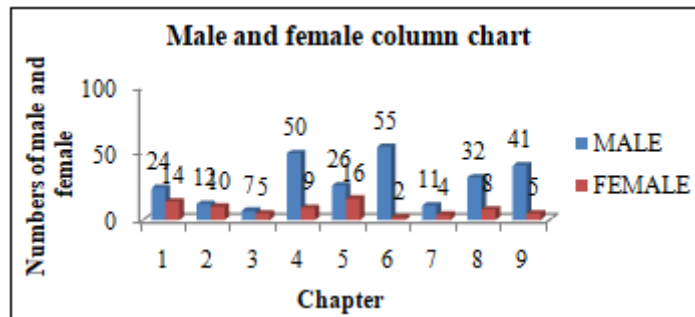


Figure 1.5

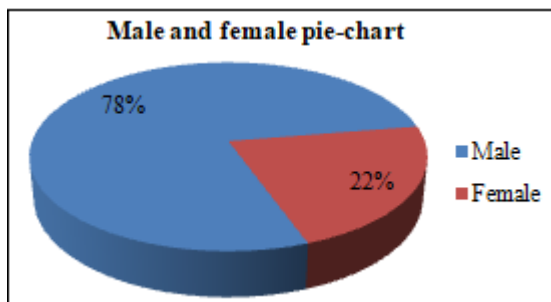


Figure 1.6

Table 1.3

Correlation of Male & Female Chapter wise		
	Male	Female
Male	1	
Female	-0.18625	1

From the above figures 1.5 & 1.6 and the correlation table-1.3, we observed that there were a large number difference between male and female in text and images of the History text book of class-VI.

3.4 Objective 4:

To find out the textual and image difference among genders in Geography book of class VI.

It was found that the total number of males in the images and text of the book 'Amar Prithibi' of class-VI was 116 and the total number of females was 76 in the images and text of this book, in between 11 chapters. The author compared the number of male and female characters present in images and text by chapter and overall using the following charts and table.

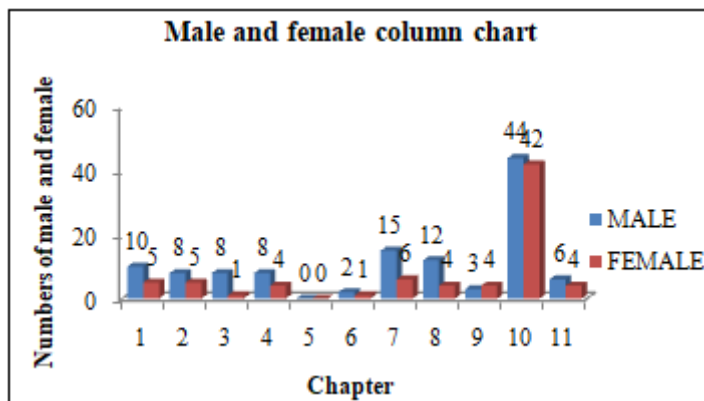


Figure 1.7

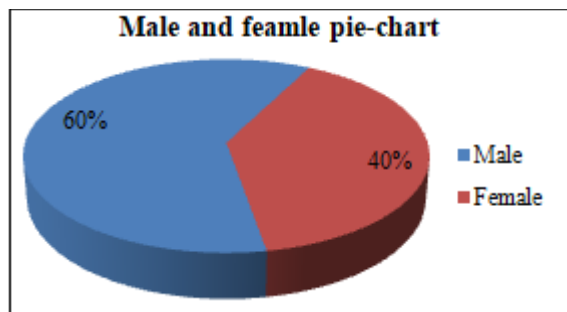


Figure 1.8

From the above figures 1.7 & 1.8 and the correlation table-1.4, it was found that number difference of male and female in text and images of the Geography text book was very small. So, over all in the text book of class-VI, there were no significant difference between number of males and females in images and text both.

3.5 Objective 5

To find out the textual and image difference among genders in Mathematics text book of class VI.

Table 1.4

Correlation of Male & Female Chapter wise		
	Male	Female
Male	1	
Female	0.961483	1

It was found that the total number of males in the images and text of the book 'Ganit Prava' of class-VI was 372 and the total number of females was 338 in the images and text of this book, in between 27 chapters. The author compared the number of male and female characters present in images and text by chapter and overall using the following charts and table.

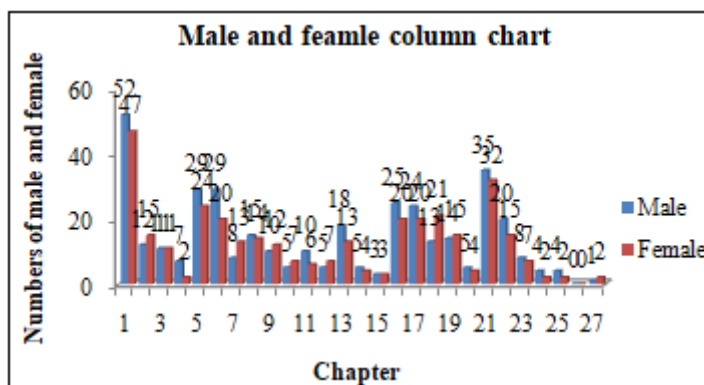


Figure 1.9

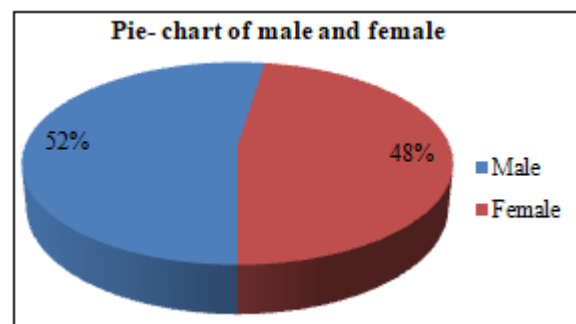


Figure 1.10

Table 1.5

Correlation Of Male & Female Chapterwise		
	Male	Female
Male	1	
Female	0.998695	1

From the above figures 1.9 & 1.10 and the correlation table-1.5, it was found that number difference of male and female in text and images of the Mathematics text book was very small. So, over all in the text book of class-VI, there were no significant difference between number of males and females in images and text both.

3.6 Objective 6

To find out the textual and image difference among genders in Science text book of class VI.

It was found that the total number of males in the images and text of the book ‘ Paribesh O Vigyan’ of class-VI was 109 and the total number of females was 53 in the images and text of this book, in between 12 chapters. The author compared the number of male and female characters present in images and text by chapter and overall using the following charts and table.

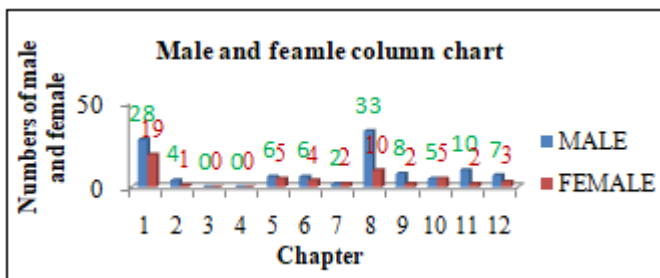


Figure 1.11

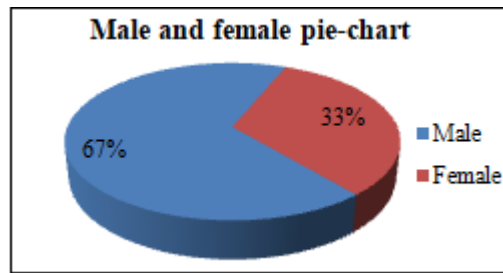


Figure 1.12

Table 1.6

Correlation of Male & Female Chapter wise		
	Male	Female
Male	1	
Female	0.848792	1

From the above figures 1.11 & 1.12 and the correlation table-1.6, it was found that number difference of male and female in text and images of the Science text book was very small except one chapter. So, over all in the text book of class-VI, there were no significant difference between number of males and females in images and text both.

3.7 Objective 7

To find out the textual and image difference among genders in Physical Education text book of class VI. It was found that the total number of males in the images and text of the book ‘ Swastya O Sarir Shiksha’ of class-VI was 363 and the total number of females was 276 in the images and text of this book, in between 10 chapters. The author compared the number of male and female characters present in images and text by chapter and overall using the following charts and table.

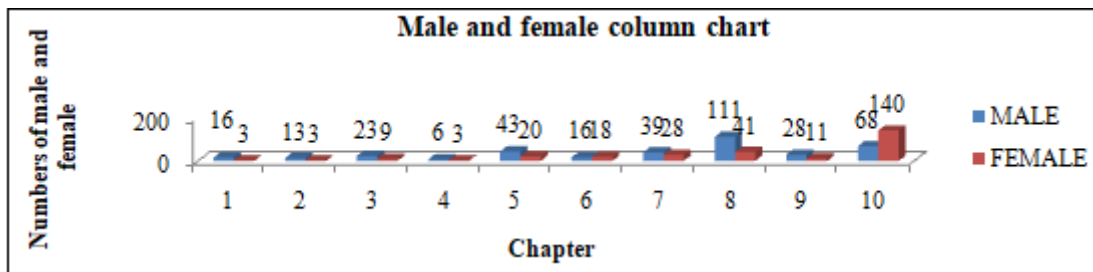


Figure 1.13

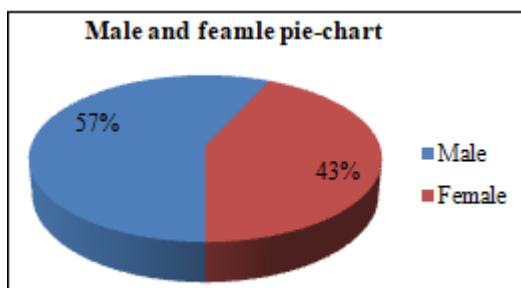


Figure 1.14

Table 1.7

Correlation of Male & Female Chapter wise		
	Male	Female
Male	1	
Female	0.581715	1

From the above figures 1.13 & 1.14 and the correlation table-1.7, we observed that there were number difference between male and female in text and images of the Physical education text book of class-VI.

4. Major Findings

The major findings of the study were as follows-

- There was a significant difference between numbers of male and female in images & text in the Bengali text book ‘Sahitya Mela’ of class-VI of W.B.B.S.E.
- There was a significant difference between numbers of male and female in images and text in the English text book ‘Blossoms’ of class-VI of W.B.B.S.E.
- There was a significant difference between the numbers of male and female in images and text in the History

book 'Atit O Aitirya' of class-VIII of W.B.B.S.E.

- In Geography book 'Amader Prithibi' of class VI of W.B.B.S.E., there was no significant difference between numbers of male and female in images and text.
- In Mathematics book 'Ganit Prava' of class VI of W.B.B.S.E., there was no significant difference between numbers of male and female in images and text.
- In Science book 'Paribesh O Vigyan' of class VI of W.B.B.S.E., there was no significant difference between numbers of male and female in images and text.
- There was a significant difference between the numbers of male and female in images and text in the Physical Education text book 'Swastya O Sarir Shiksha' of class-VI of W.B.B.S.E.

5. Discussion

It has been observed that in Bengali and English text books, gender bias has been noticed due to most of the authors of poem or prose are male and male characters were described by them. Over all in history text book, discussions limited with kings and kingdom, so gender bias observed there. In Geography, Mathematics and Science text books, there were no significant difference between numbers of male and female. There was a significant difference between the numbers of male and female in images and text in the Physical Education text book because most of the yoga has been portrayed by male images.

6. Conclusion

Textbooks are embedded with bias in favour of male characters, which affects the self-esteem and self-confidence of female and male students. The study examines gender bias in text books of class-VI in West Bengal. The Content Analysis approach that involves the Descriptive Statistics tool was used to count the number of male and female characters. The correlation coefficient and percentage of male and female gender characters were calculated in this study. The findings of the study revealed that there is gender bias in Bengali, English, History and Physical Education textbooks of classes VI and there is no significant gender bias in Geography, Mathematics and Science textbooks. Based on the findings of the study, it was recommended to develop awareness of the existence of gender bias in textbooks by organising seminars and workshops for teachers, curriculum planners, policy makers and authors.

7. Limitation of the Study

At the time of observation in some places there were some hazy group photo which did not considered in this above data and also my father, my mother, madam, sir, author, king, my grandfather, my sister, my brother, I etc. did not count as a male or female.

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