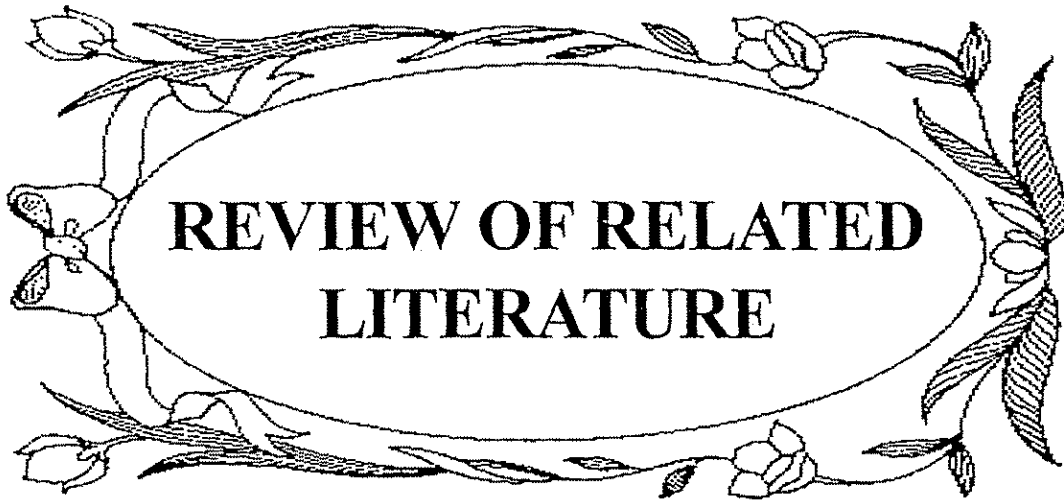


CHAPTER - 2



Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

The review of related literature gives the different studies, which are related with the problem. These studies are important to complete the research work through information in the country as well abroad. Which saves him/her from unnecessary duplication of work. Through review of related literature a researcher builds up better perspective for the further researches. Cautious review of the literature enables the researcher to collect and synthesize prior studies related to the present study.

This area of gender bias is an important field for the study in our country as studies in this area has repeatedly been emphasized in the journals, books etc.

Related Studies

1. Banda, Sarojana, (1992).

A study of the status of women as depicted in the textbooks offered at School level in Andhra Pradesh. Ph.D.

Objectives:

- (i) To find out the status enjoyed by women in relation to men in socio-economic, cultural, religious, political and educational areas as presented in the textbooks from classes I to X.
- (ii) To find out whether there is any discrimination on the basis of sex (gender bias) in these textbooks and

- (iii) To suggest measures to improve the social and educational status of women through production of textbook materials depicting positive aspects of women's contribution to society.

Major Findings:

1. The traditional roles of women have changed considerably, but the constitutional guarantee of equality between sexes and changed roles do not find adequate reflection in the textbooks.
2. There is inclusion of some positive aspects of the status of women in respect of self-reliance, mutual cooperation, understanding and women as a source of inspiration and as a symbol of love and sacrifice. On the other hand, the respondents found that the textbooks were male-oriented, contained derogatory remarks against women showing them as dependent and perpetuating false beliefs and sex stereotypes, carried illustrations diminishing the status of women and that the authors and illustrators (artists) were primarily male.
3. The study strongly endorsed the inclusion of equality of sexes as one of the ten core values in the National Curricular Framework (NCERT) in response to the call for removal of gender disparities and making education a vehicle of women's equality and empowerment in the National Policy on Education 1986.
4. The study recommended rewriting of textbooks to reflect the considerable progress and educational fields and making schools the agents through which positive attitudinal changes towards women can be brought about.

2. Jaiswal, Rajendra Prasad, (1989).

Professional Status of Women: A Comparative Study of Women and Men Scientists and Engineers, Ph.D.

Objectives:

1. To find out the socio-economic correlates of women's participation in science and engineering subjects.
2. To find out the socio-economic background of men and women in the science and engineering profession.
3. To find out differences in academic achievements of men and women scientists and engineers.
4. To explore the sex-bias in the career profile and job satisfaction, and
5. To explore various forms of discrimination faced by women.

Major Findings:

1. Women Scientists and Engineers had better socio-economic background than men.
2. Men even with lesser educational attainment and relatively inferior socio-economic background were placed at better occupational positions compared to that of women.
3. Significant differences were found in the academic achievements of men and women.
4. The inter-occupational mobility differed along sex.
5. More men than women were fully satisfied with their working hours.
6. High career commitment has been found more pronounced amongst men compared to women

3. Kantamma, K. (1990).

Status of Women in relation to education, employment and marriage.

Objectives:

1. To examine the impact of education and employment on the status of women, and
2. To analyse the pattern of decision making, inter-spouse communication and opinion on a number of current issues like dowry, marriage, etc. among women with different educational and occupational status.

Major Finding

The higher the education of women, the greater was their participation in decision making, inter-spouse communication and a progressive opinion on different issues.

4. Michael, M. Raj. (1991).

A relational study of sexist bias in the primary school textbooks and self-concept of the primary school girls. M. Phil.

Objectives:

1. To identify the level of self-concept of primary school boys and girls.
2. To study whether there is any significant difference between levels of self-concept of primary school boys and girls,
3. To identify whether there is any relation among the family-environmental factors, school environmental factors, social

environmental factors and the concept of primary school girls,
and

4. To suggest strategies for developing a positive self concept among primary school girls.

Major Findings:

1. There was a significant mean difference between primary school boys and girls in their level of self-concept.
2. The level of self-concept of primary school boys was higher than that of primary school girls.
3. There was a significant relation between the input of male or female centered content in the textbook and the level of self-concept of primary school boys and girls.
4. Significant relationship existed between the mean and certain trait-descriptive adjectives of self concept of the primary school boys and the male- centered textbook content, describing the respective adjectives.
5. In spite of repeated guidelines for developing non-sexist curricula, primary school textbooks were gender-biased.

5. Mutalik, Swati, (1991).

Education and social awareness among women. M.Phil.

Objectives:

1. To explore and describe the nature of influence of formal education on social awareness among women,
2. to test the level of social awareness among women and
3. To determine the role played by our formal education system in this area.

Major Findings:

1. Education had significant correlation with the acquisition of social awareness.
2. Caste had significant influence on acquisition of social awareness.
3. Education and level of social awareness was low among low castes groups.
4. Highly educated women belonging to high economic status had higher level of social awareness but readiness for action was absent in them, meaning thereby, it was necessary to motivate these women for action.

6. Nayar, Usha. (1989).

(a) Education of the Child in India with special focus on girls: A Situational Analysis. Independent Study. National Council of Educational Research and Training.

Objectives:

1. To gain an understanding of what learning opportunities the Indian girl child has access to in real life situations through the life-cycle from early stages to motherhood,
2. To find out various factors enhancing or limiting such opportunities, and
3. To know what is being done with what quality of results, and what needs to be done and by whom-individuals, family, community and the government at local, state and central levels.

Major Findings:

1. More than half the children were born into extreme poverty and only 85 out of 100 lived beyond their fourth birthday to become eligible for entry into formal schools.
2. Of the eligible pre-schoolers (3-6 years) only about one in every ten children are covered by ECCE programmes comprising ICDS, balwadis, creches, ECE, etc.
3. The constitutional directive of UEE upto the age of fourteen years is a sure strategy for providing access and retention of children of the disadvantaged sections, especially girls.
4. Curriculum, how so ever, comprehensive on paper gets reduced to more syllabus for academic subjects. Further the curriculum has a class and sex bias.

7. Nayar, Usha. (1989).

(b) Hamari Betiyan- Rajasthan: A situational analysis of the girl child. Independent study. National Council of Educational Research and Training.

Objective:

To analyse the existing situation of education of the girl child for making some suggestions for incorporation in the Eighth Five Year Plan framework of the Government of Rajasthan.

Major Findings:

1. Provision of schooling/ educational facilities for girls was low and its utilization was still lower on account of social economic and attitudinal barriers and sheer physical distance.
2. The curriculum and its transaction remained sex-stereotyped and biased.
3. The educational and health interventions for raising the status of women had to be made in their lives early which was an indication to focus on the girl child.

8. Chaudhari, I.S.

A critical Evaluation of School Textbook Improvement Programmes in India, Ph.D.

Objectives:

1. To assess the nature and extent of improvement in textbooks that the textbook improvement programme has brought about.
2. To reveal the bottlenecks and hidden malpractices in the way of textbooks improvement.
3. To assess the efforts of various textbooks agencies in writing, publication, production and revision of textbooks and
4. To determine the value of existing textbook improvement programmes with a view to making these programmes more fruitful and productive.

Findings:

1. All nationalized textbooks were written strictly according to prescribed syllabus.

2. Answers in some mathematics textbooks, maps in geography textbooks and certain facts in science textbooks were erroneous of serious nature.
3. Latest approach in content presentation were perceptible in some books produced by NCERT.
4. Illustrations were the best features in some English textbooks, but mathematics textbooks suffered much due to poor illustrations.
5. Syllabus, Objectives & Bibliography were usually absent in nationalized textbook and
6. On the whole, books used in English medium public/ convent/ anglo- Indian schools were rated high, where as the nationalized books and those produced by reputed publishers were, by and large rated as of medium of quality with respect to content, language, illustrations, exercises, printing, paper, binding and pricing.

9. Chaudhari, U.S.

An Evaluation of National Hindi Textbooks (classes I through VIII) of Madhya Pradesh, Ph.D. 1976.

Objectives:

1. To analyse the strength and weakness of the nationalized Hindi language textbooks i.e. Bal Bharti series and
2. To evaluate the textbooks in terms of values, needs, themes and questions with the help of the opinions of the teachers, students and experts.

Findings:

1. The students had a more favourable opinion of all the eight textbooks than their teachers.
2. There was fairly good agreement between the socio-cultural values reflected in the textbooks of classes I through IV and the values recommended by the experts for these classes. There was no agreement between the values presented in the textbooks of class V to VIII and the values recommended by the experts for these classes.
3. There was no correspondence between children's needs presented in the textbooks of classes I through VIII and the needs recommended by the experts for these textbooks.
4. There was no relationship between the themes presented in the textbooks of class I through VIII and the themes liked by the students of these classes.
5. The female teachers and female students had more favourable opinion of the textbooks than their counterparts.

10. Nischol, K.

"Prakriti Vihin Purush" – Delhi Prashasan Ke Shiksha Vibhag Dwara Prakashit Hindi Bhasha Ki Pathya- Pustakon Men Nari Aur Balika Ke Chitrana Ka Ek Adhyayana. All India Women's Conference, New Delhi, 1976.

Following the same procedure and methodology as in the case of English textbooks, Hindi textbooks, published by the Education Department of Delhi Administration were evaluated.

Findings:

The study showed that the total number of references to men's life was 94, while that of women's life was 16. Women had limited field of work. They had generally been portrayed as mother in these books and it appeared that men and women did not work together.

11. Nischol, K.

Women and Girls as portrayed in the English Language Textbooks published by the Central Institute of English, Hyderabad, All India Women's Conference, New Delhi, 1976.

This study investigated the role of girls and women portrayed in search of a sexist bias or stereotypes inconsistent with the principle of equality between the sexes.

A questionnaire and a checklist were modified, retested and used by one expert and two evaluators for evaluating these books.

Biographical references to males outnumbered the references to females by 78 to 3. The male-oriented stories outnumbered the female-centered ones by 81 to 9. Women were either invisible or having no roles, nor names, as non-achievers and non-initiators. Many such glaring trends were noticed statistically and analytically.

12. Hen (1959)

In 1959 Hen critically evaluated 71 books prescribed in the school of England, France and East Germany. He concluded that these books had little relationship with children's interest. These

books have emphasized factual information. Factual updateness has not been maintained and the use of coloured illustrations is very limited.

13. Lauri. (1960)

He presented a critical report in relation to the usage of textbook and they provide reading skill to the pupils. He presented a very wide spectrum of textbooks used in the classrooms but did not indicate the precautions to be taken while writing books for classroom.

14. Abraham. (1966)

Abraham made a thorough study of the work done by the UNESCO on the books published by this international organisation. On the basis of this analysis he arrived at the conclusion that the efforts of the UNESCO to publish textbook would not be of much utility. It would be better if this organisation takes up the publication of reference materials, guide books for teachers and other interesting printed materials for helping students.

15. Guthrie. (1981)

He points out that a recurring theme in recent research is that of interaction between the reader and the text, that is, the form of a textbook should tally with the purpose for which it will be used.

With the implementation of Education Policy 1986 it is expected that textbooks in all disciplines prescribed at various levels of

schooling should be thoroughly evaluated in the lines of the objectives.

