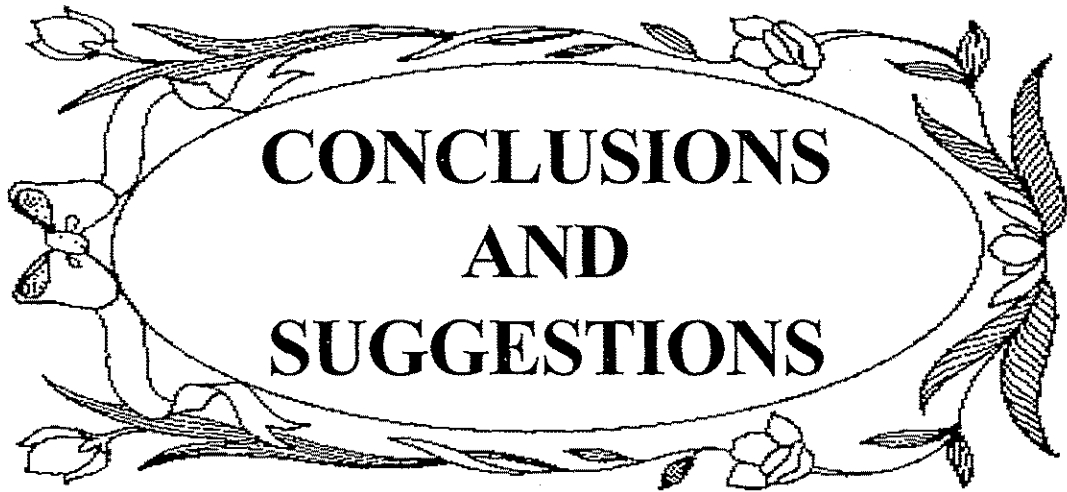


CHAPTER-5



Chapter V

CONCLUSIONS AND SUGGESTIONS

Conclusions

As given in chapter 4 the analysis of data is done and accordingly following conclusions are drawn-

- 1) Investigator found that in language committee for -
 - Class V 6 males (66.66%) & 3 females (33.34%)
 - Class VI 6 males (85.71%) & 1 female (14.29%)
 - Class VII 6 males (85.71%) & 1 female (14.29%)
 - Class VIII 6 males (85.71%) & 1 female (14.29%)

From this we can conclude that in language committee the number of male members is far more than female members for each class.

Thus, there is gender bias in the language committee.

- 2) The investigator found that for -

- Class V 7 titles (27%) are male related and 6 titles (31.78%) are female related
- Class VI 5 titles (14%) are male related and 3 titles (8%) are female related.
- Class VII 8 titles (22.22%) are male related and 1 title (2.78%) is female related.
- Class VIII 6 titles (16.21%) are male related and 3 titles (10.81%) are female related.

From this we can conclude that there is no gender bias in titles of class V while there is gender bias in

title of class VI, VII, VIII, also they differ by percentages. This means that number of titles related to male are far more than number of titles related to female.

3) The investigator found that for –

Class V 18 (75%) writers are male and 6(25%) writers are females.

Class VI 26 (81.25%)(writers are male and 6(19.75%) writers are females.

Class VII 32 (88.88%) writers are male and 4(11.12%) writers are females.

Class VIII 27 (72.97%) writers are male and 10 (28.03%) writers are females.

From this we can conclude that there is gender bias in male and female writers of class V – VIII. Also the percentage of male and female writers indicates that there is gender bias in writers of the content in textbook.

4) Investigator found that for characters in

Class V 24 (58.53%), Characters of males and 17 (41.47%) characters of females.

Class VI 107 (73.28%), Characters of males and 39 (26.72%) characters of females.

Class VII 153 (81.81%), Characters of males and 34 (19.19%) characters of females.

Class VIII 81 (80.19%), Characters of males and 20 (19.81%) characters of females.

From this we can conclude that there is no gender bias in character of males and females of class V. Here they tried to overcome the gender bias for class V but for class VI, VII, VIII there is gender bias in male and female characters. Also they are differentiating by percentage.

5) Investigator has found that for:

Class V 32 (50.79%) roles of male characters and 31 (49.21%) roles of Female characters in pictures.

Class VI 53 (66.25%) roles of male characters and 27 (33.75%) roles of Female characters in pictures.

Class VII 103 (71.03%) roles of male characters and 42 (28.97%) roles of Female characters in pictures.

Class VIII 116 (67.83%) roles of male characters and 55 (32.17%) roles of Female characters in pictures.

From this we can conclude that there is no gender bias in male and female characters in pictures of class V textbook. But for class VI, VII, VIII there is gender bias in the roles of males and female characters in pictures.

Also, there is significant difference in the percentage of roles of males and female characters in pictures.

6) Investigator has found that for class V the language of the textbook is gender friendly. And for class VI, VII, VIII the language of the textbook shows gender bias. These three books shows mostly male characteristics.

7) Investigator has found that there are large number of examples of males and very less examples of females in Grammar.

Hence there is effect on the students of while studying. Also female dominating examples are given in the Grammar.

Suggestions:

Textbook plays an important role in the development of society. Also we know that textbook is a good friend of Teacher. A teacher can not stand without textbook. Hence for giving direction to the children is to give direction to society through textbook is essential.

The main aim of this particular study was to analyze the gender in the textbook. This study was based on primarily the data presented in the textbook.

1. Teacher should use all the types of gender friendly examples while explaining a part of study.
2. More lessons should be related to brave women for ex. Sarojini Naidu, Rani Laxmibai, Savitribai Phule etc.
3. The number of male writers must be equal to that of female writers.
4. Presenting women as weak, fragile, stupid, meek, submissive etc.
5. Usage of examples showing women as witches, villainous or any other remark derogatory to the dignity of women.
6. In language avoid using pronouns like him, his, he, himself, only it should be written as him/her, he/she.
7. Avoid gender specific terms like spokesman, Chairman, Policeman, Craftsman, Businessman, Manpower, Mankind,

Brotherhood, Cameraman, Countryman, Fireman, Foreman, Statesmen, etc.

8. In selection of content avoid use of stories, poem, reflecting only the contribution run to the society and women in studiotype sex rules.
9. Avoid artificial division of human attributes.
e.g. Capable/ incapable of taking decision.
Authoritative/ non-authoritative
Emotional/ Sensitive/ rational
Dependent/ Independent
Coward/ Brave
Income generating activities/household activities.
Brave boy/ tender girls fascinated by dolls and necklace.
10. Do not discriminate between boys and girls while expressing their emotions.

For equal distribution of male and female centered lessions:

1. Include appropriate positive aspect of both great and ordinary women.
2. Include presentation women's successful contribution.
3. Show men & women/boys and girls doing similar activities in all subject exercises.
4. Depict women as a person having her own identity.
5. Highlight the new and emerging role of women like pilots, police officers, administrators, sarpanch, metro rail drivers/drivers of different vehicles and as decision makers extrapapers, leaders, top officials, astronauts.
6. Emphasis that boys and girls have equal right in the property.

Suggestions for further research:

1. A study can be done on the probable areas of gender bias and gender stereotyping in textbooks of different subjects.
2. This type of study can be done for other classes also.
3. Evaluate textbooks (from classes I to VIII) prepared by NCERT textbooks Bureaus from the viewpoint of gender bias and gender stereotyping with the help of an evaluation tool prepared by the department of women's studies.
4. This type of study can be done for other state textbook Bureaus also.
5. A study can be done - Operation of gender biases in textbooks and how these reflect and perpetuate the biases in society – gender bias and gender stereotyping- is the result of under valuation of the girl child in our society.
6. Also another study can be done on.
What is the effect of textbook and other reading materials on society in the context of gender bias.
7. A particular type of study can be done on the roles of women in textbook or reading materials.