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Explicating Underrepresentation of Women in Elementary level Curriculum Through Critical Discourse Analysis (CDA) in Pakistan

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Abstract

The research explored the gender stereotypical representation in curriculum and how the institutions of conventional depiction blemished the actual image and roles of both the sexes (female and male). For this purpose, Critical Discourse Analysis (CDA) through the three-dimensional model of Norman Fairclough was applied to analyze the relationship between powerful (dominating, controlling) and powerless (feeble, submissive) social groups. The present research explored identities from Punjab Textbook Board (PTB) textbooks of the middle/elementary level to identify and comprehend gender ideology. The study focused on the textual aspects that contribute to the construction of conventional images and stereotypical behavior regarding gender ideology in children at their fledgling stage of life. The research concluded that females were disregarded and excluded from the textbooks and the textbooks portrayed a diminished image of women; whereas, the males were shown as authoritative and dominating in all the socially prestigious fields like, working and earning. The present study, thus, maintained that domination and power had gone with the male members of the society; whereas, the females were publicized as feeble and submissive, working and serving at home, and maintaining their domestic and conjugal images in the textbooks. Moreover, the research recommended the revision of educational policies, curriculum, and textbooks to impart a balanced worldview to children so that socially and emotionally balanced individuals may be developed through education.

Keywords: *Curriculum and Textbooks, Critical Discourse Analysis (CDA), Gender Equality, Gender Disparity, Gender in Education*

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Introduction

Gender inequality refers to unequal treatment of one of the genders (either male or female) concerning the provision of basic fundamental rights. Gender inequality is the most renowned and practiced phenomenon in the world. Gender role

representation and pointing out the inequality rate through different national and international forums have become the focal point mainly since the beginning of the 20th century. The world is trying hard to overcome this problem of gender inequality by redesigning its social setups and maintaining the equilibrium through several practices. The most common of them is to provide the same education to both men and women. It has brought a great change in the stereotypical and conventional thinking of many nations regarding gender which has led them to a developed stage. There is a big impact of gender inequality on the economic uplift, financial growth, and productivity of any individual and this all lead to poor development of the nation as a whole. The common issue is that gender inequality is so much ingrained in minds of individuals across the world that it has been considered quite natural now. Men consider it necessary to overrule women.

Female Education in Pakistan

Inequality in education has become an international issue and for the first time discussed by UNDH in 1948. UNDH (1948) has clearly said that everyone has an equal right of getting an education. It also declares that education must be free and elementary education will be made compulsory. Unfortunately, education has been a neglected part of our society. Education has a strong linkage with power and it has become a rare commodity for women. The records of female education in former United India show inventiveness in terms of modern education that would be helpful to women in attaining jobs (Siddique, 2014). Economic independence is generally ensured by the acquisition of modern education but gender disparity is rooted in Pakistan so deeply that to educate females is considered just a waste of time. The constitution of Pakistan also declares to provide education for all.

Pakistan assured to carry out a series of actions to end inequity against women in all shapes by accepting the convention. On the same issue, World Bank Report (2011) states, enlightening girl holds a high come back if it is compared with other investments in the developing world. Thus, it is essential to train and educate women in a male-dominated society like Pakistan.

Curriculum and Textbooks: A Source of Role Generation

Gender role construction is largely done by dominant groups who impose roles and responsibilities on males and females which is called a social process. In this social process, social institutes including family, school, books, peers, and societal norms have an intensive impact on individuals. The above-mentioned elements will determine constructed role for learners.

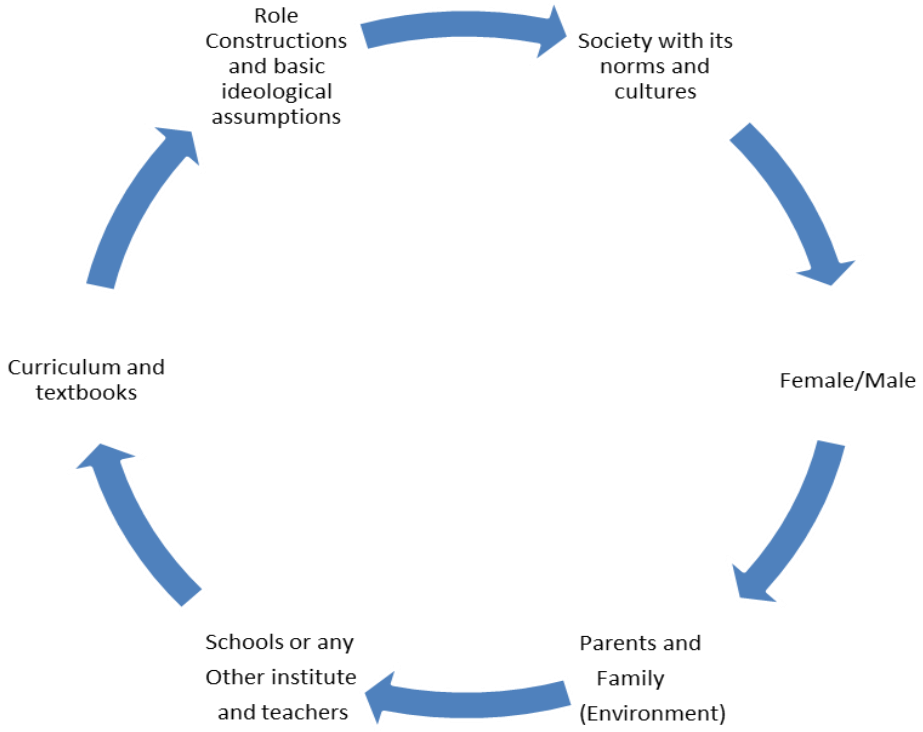


Fig 1: Social Transformational Process of Human (Regarding Identity and Ideologies)

The researchers have drawn this societal transformational circle to indicate social roles and the things that affect the social behavior of an individual. In the socialization process school is the main source of inspiration for the child as it leaves a great effect on the mind of the learner in his socialization process. Schools are playing a major role in the propagation of stereotypes supporting the patriarchal structure in society (Siddique, 2014). Social identity, related to gender, is constructed in schools through textbooks, teaching methods, teachers, assessment, and

evaluation. In textbooks, females are represented as feeble, needy, stereotypical, introverted, and confined to homes; whereas, male characters are publicized as physically powerful, autonomous, modern, extrovert, and responsible for earning. The validity of printed words in the form of textbooks is further enhanced by biased teachers in classrooms. Thus, curriculum influences the learner and the learner constitutes certain identities and ideologies out of it and behaves in society quite expectedly in the way he/she has learned. Afterward, his/her behavior affects society and societal institutes. All elements of this socialization process are somehow linked and have enormous impacts on society and eventually on individuals.

CDA Framework by Fairclough-Three-Dimensional Model

Norman Fairclough is the most significant contributor in the field of CDA. The three-dimensional model by Fairclough (2013) is called the foundation of the whole field of CDA because he is the first in the whole network of scholars who have provided a theoretical framework that eventually becomes a guideline for upcoming researchers in the field of CDA. He states that CDA deals with social problems and reconstructs identities by exposing those hidden abuses of power. He is the one who has clearly defined the relationship between language and power. Fairclough, (1989) also gives a theoretical framework to identify those ideological, social, religious, and ethnic groups who are exercising the stereotypical use of power and ideas in any society. He examines how linguistic identities are controlled by the construction and forces of social institutions in which we live and work (Fairclough 1989). Through his multiple writings, he describes his views on discourse and text analysis. He identifies three levels of discourse:

1. Social conditions of production and interpretation
2. The process of production and interpretation
3. Text (The product of the first two levels)

Consequent to the three levels of discourse he prescribes three dimensions of CDA:

1. Description (Text Analysis: Concerned with formal properties of text)

2. Interpretation (Processing Analysis: Concerned with the relationship between text and interaction)
3. Explanation (Social Analysis: Concerned with the relationship between interaction and social context) (Fairclough, 1989)

Fairclough (1989) states that in the description the text is analyzed. A text can be evaluated by unfolding its linguistic features which are, vocabulary, grammar, and textual structures. For this research, vocabulary is analyzed. That is further divided into 04 questions.

Vocabulary

1. What experiential values do words have?

a. What classification schemes are drawn upon?

b. Are there words that are ideologically contested?

c. Is there rewording or over-wording?

d. What ideologically significant meaning relations are there between words?

2. What relational values do words have?

a. Are there euphemistic expressions?

b. Are there markedly formal or informal words?

3. What expressive values do words have?
4. What metaphors are used?

Thus, through critical discourse analysis, the relationship between powerful and powerless and deconstructed identities will be explored in Textbooks to understand gender dogmas. Hence the main objectives of this study are:

a. To investigate the points which contribute to the construction of conventional images and stereotypical behavior regarding gender ideology in children at their fledgling stage of life.
b. To analyze the text on micro linguistics level and through CDA to get expected results.

In this regard, the following research questions will be answered:

a. How do textbook writers and policymakers enact their ideological assumptions through gender in curricula and textbooks?
b. How do linguistic features politicize social practices for propagating gender in curricula and textbooks?

Delimitations of the Study

The study aimed at exploring gender ideologies and hidden agendas that are still transmitting some gender

disparities through textbooks and curricula. The researchers have mainly focused on language books; Urdu and English to get practical results. However, some other books like Pakistan Study, Islamic studies, and social sciences are also brought into consideration to get better results and to maintain the validity and reliability of this research. But it is a vast field and catches the attention of other researchers to explore these hidden gender-related agendas present in the textbooks of all four provinces and even in the books of the Federal board.

Literature Review

Many researchers in Pakistan have been focusing on gender disparities in textbooks for the last 15 years (Ambreen and Uzma, 2001; Mirza, 2004; Karoska; 2007; Hussain and Afsar, 2010; Faheem, 2010; Shahzad, Ali, Hukumdad, Ghazi and Gillani, 2010; Jabeen and Ilyas, 2012; Jabeen, Qayyum and Umar, 2014; Khan, 2015). But still, this issue is not overcome. Gender inequality is so much ingrained in social institutions and is supported by our culture and socio-economic institutions which is why it is immensely practiced in educational institutions. Mirza (2004) suggests that gender equality means, each boy and girl has equal access to education and innovative teaching methods as well as the curriculum should be free from all types of gender biases and stereotypical representation. In this way, equality becomes a channel to achieve parity.

Meis (2007) says that unequal representation of gender roles and ideology in literature has a great influence on "gender role development and socialization". Tahir and Iqbal (2013) view that textbooks are mostly concerned with social life and social practices. According to Jabeen and Ilyas (2012) most of the developed nations have tried to and somehow succeeded to break this breach between men and women over the past fifty years. Their research exclusively focuses on the invisible representation of the role of women in textbooks of Sindh Province by examining gender inequality and conventional gender role modeling. A detailed content analysis of the textbooks of Grades 1-5 were taken and the key findings were disappointing as the content analysis explores that the stories published in textbooks highlight gender discrimination and inequality and this common phenomenon is being practiced in the textbooks of the

Punjab Textbook Board too. Khan (2015) expressed that Amir Riaz had conducted a study on PTB, and shared his findings in which he pointed out many examples of gender, urban and religious biases in Punjab textbooks published for the year 2014-2015. Riaz pointed out that gender depiction through textbooks was problematic on a normative basis. While referring to a paradigm of gender partiality, he was of the view that a diverse gathering of the public might be not recognized by any of the authors. Furthermore, he added that girls are always publicized for doing domestic chores in textbooks. He grieved that women were linked with several trades but under the pressure of a particular state of mind (Khan, 2015)

Jabeen, Qayyum and Umar (2014) undertake research to explore the areas of gender disparity in the existing textbooks at the primary level, for this purpose language textbooks were selected for the analysis as the Punjab textbook board has tried to maintain the equilibrium in recent years even then this study concluded that the books reflect male in huge numbers as compare to female. Faheem (2010) has conducted research on Pashto textbooks for grades 1-6 in Afghanistan. His research shows the expected result that men are mostly involved in active roles such as having a good occupational role, working in fields, or earning money. While females are shown in passive roles such as taking care of family and children or indulging in any household chores moreover the study shows that there are certain jobs that are exclusively for men including all respectable jobs and there are some jobs that are meant for women such as teaching, nursing or taking care of the house. The textbooks affect a child's perceptions, development, and socialization process that may develop a child's gender-based behavioral roles. So, the message, being transmitted, must be examined as fairy tales can work like powerful cultural agents that let the children think about their behavior in respect of gender roles because such impressions remain with them for a long period. This concern is also stated by Cherland (2006) that the place of women is changing in our societies, but what we need now is only to represent this change in literature too.

The researcher has mainly focused on language books; Urdu and English to get practical results. However, some other books like Pakistan Study, Islamic studies and

social sciences are also brought into consideration to get better results and to maintain the validity and reliability of this research. But it is a vast field and catches the attention of other researchers to explore not only gender-related agendas but also social, and cultural aspects, ideological representation, and deconstructed identities present in the textbooks of all four provinces and even in the books of the Federal board. In CDA there are a lot of other models that can also be taken into consideration for such type of research.

Research Methodology

This chapter presents an overview of the methodology taken up for the current research. It enables the readers to understand the tools, procedure and design of this research and to comprehend all three dimensions of CDA given by Fairclough (1989). It is also helpful for the teachers and students to understand a new dimension of the application of CDA to analyze curriculum.

The present study explores how gender identity is constructed in the curriculum of the Punjab Textbook Board and what are its effects on the mind of learners about understanding their roles in society.

In the description of the text analysis, the centre of attention was the linguistic features of the text by analyzing its lexis. In the case of the present research, the main focus of this study is the 'vocabulary' or ‘lexes’ of the text in which all the related words were analyzed to get the expected results at all linguistic levels. After text analysis, the next steps were interpretation and explanation. Here there are some questions to analyze a text and its vocabulary:

1. What **experiential values** do words have?
   i. What classification schemes are drawn upon?
   ii. Are there words which are ideologically contested?
   iii. Is there rewording or over-wording?
   iv. What ideologically significant meaning relations are there between words?
2. What **relational** values do words have?
   i. Are there euphemistic expressions?

ii. Are there markedly formal or informal words?

3. What **expressive values** do words have?

Data Analysis

Description (Text Analysis)

What Experiential values do words have?

The first value is experiential value to illustrate what the author has experienced through life and the social world. Authors' experiences and their expected role representation about gender and culture are shown through the contents of a text. Four major points of the selected textbooks were analyzed to illustrate the experiential value of the words:

- Major Themes and Directions of the textbook chapters
- Naming/Names frequency in the textbook chapters
- Use of Pronouns in the textbooks of English (subject)
- Persons involved in composing and designing textbooks (Urdu (U), English € and History (H))

Table 1.1

Major Themes and Directions of the Chapters

Categories (Chapter wise)	**Class VI U+E+H**	**Class VII U+E+H**	**Class VIII U+E+H**	**Total U+E+H**	**%**
General Themes	11+7+2	10+ 4 0	9+4+0	30+15+2=47	36.7%
Male Specific	10+5+0	9+6+5	11+8+5	29+19+13=61	47.6%
Female Specific	2+0+0	2+0+0	3+0+0	7+0+0=7	5.4%
Neutral	3+1+0	5+0+0	2+2+0	10+3+0=13	10.15%

Table 1.1 shows the major themes of the chapters and the specific direction of the stories in the textbooks (English, Urdu and History). The findings show that in all three books 47.6% of space is given to males; whereas, women are given only 5.4% specification in the textbooks at the elementary level and the rest of the space is given to general and neutral themes i.e. 36.7% and 10.15% respectively. The gap is found at a

profound level in Urdu and History textbooks. The feminine part is eventually disregarded in all spheres. The themes and directions of the chapters are revolving around the masculine side of the society depicted in the text under analysis. The females are represented in supportive roles only and the major part of the stories revolves around men's bravery, knowledge and heroism. The results, thus, show that the females are given very low representation in terms of specification in the data analyzed as compared to males at the elementary level of the Punjab Textbook Board.

Table 1.2

Naming/Names frequency in the chapters

Categories	Class VI U+E+H	Class VII U+E+H	Class VIII U+E+H	Total-- %
Male	44+ 84+66	51+135+ 55	138+185+45	803—76.6%
Female	42+35+4	38+36+ 5	58+22+ 5	245 – 23.37%

Table 1.3

The Use of Pronouns in English

Categories	Class VI	Class VII	Class VIII	Total -- %
Female (She)	8	10	22	40--- 20.5 %
Male (He)	35	42	78	155----79.48%

The data in table 1.2 shows the frequency of names in the selected textbooks. Deluzain (1996) narrates that name is a person's identity and it is a kind of symbolic contract between that individual and the society in which he/she lives. So, the omission of names of a particular individual or a group of individuals is a clear indication of discrimination against an individual or a group of individuals' identities. In all the selected textbooks, it has been found that the ratio of male names is as high as 76.6% while the female names ratio is merely 23.37%; females' representation in this aspect of the textbooks is more than three times less than the males. The analysis of data reveals that females are disregarded in terms of mentioning

their names as compared to the male members of our society in the textbooks at the elementary level. Moreover, not only names but the ratio of male and female pronouns also shows unequal representation as the pronoun 'she' is used 20.5% and 'he' is used 79.48% in English textbooks of Grades VI to VIII as shown in table 1.3. The indiscriminate use of the generic masculine pronoun 'he' takes women for granted and diminishes their identity. The findings, thus, indicate that the language in the textbooks is being used in constructing stereotypical gender disparity.

Table 1.4

Persons involved in composing and designing textbooks (Urdu, English, and History)

Categories	Class VI F – M	Class VII F – M	Class VIII F – M	Total % F – M
Authors	3-8	3-5	5-10	33.3%- 69.6%
Editors	0-1	0-3	0-3	0%- 100%
Designers	0-1	0-1	0-4	0%-100%
Reviewers	0-2	2-12	2-4	18%- 81.8%
Supervisors	0-3	0-3	0-3	0%-100%

a. Percentage of female contributors in composing and designing Textbooks = 19.23%
b. Percentage of total male contributors in composing and designing Textbooks =80.76%

This table shows the total number of authors, editors, designers, reviewers and supervisors who contributed to the textbooks under analysis. When it comes to the authors in all the textbooks of Grades vi, vii and viii, 33.3% are female and 69.6% are male. In the teams of reviewers, there are 18% female and 81.8% male members. While in editorial boards, textbooks designers and supervisors, there are 100% male members and no female is included. The analysis of this dimension of the data, once again, reveals that females are disregarded and discarded that is why there are many instances of discrimination in the textbooks because the majority of the textbook contributors and designers comprise males.

Relational Values of Words in the Text

According to Fairclough (1989), relational values of words refer to the social relationships that a text is reinforcing through its discourses. This world is divided into two genders, male and female. To enable them to perform their duties in society, their role identification is specific. The textbooks are a very significant class of discourses a society affords to produce. The social roles and values are thus respectively encoded in these discourses. So particular words have been used in textbooks to show particular social relationships. These societal relationships play their role to identify individuals with society. The following tables in this section show a quantitative analysis of this dimension of the data.

Table 2.1

Relational words used in the Textbooks

Categories	Class VI	Class VII	Class VIII	Total-- %
Mother	6	8	20	34-- 26.1%
Father	4	5+	12	21-- 16.1%
Brother	0	2	7	9-- 6.9%
Sister	2	3	6	11-- 8.46%
Daughter	1	1	12	14--10.76%
Sons	2	1	10	13--10%
Wife	2	3	15	20--15.38%
Husband	1	1	6	8-- 6.15%

The data in table 2.1 shows some relationships that play a vital role in the identification of individuals in societies. These relationships will make sure the role of both males and females such as women playing their roles as wives, mothers, daughters and sisters and men playing their roles as husbands, fathers, sons and brothers. These relationships are also represented in the textbooks.

The word ‘mother’ is used in 26.1% of textbooks while ‘father’ is used in 16.1%. The analysis also explores that the mother is associated with the domestic role while the

father's role is associated with certain responsibilities and earnings. Moreover, fathers remain outside of the home most of the time, and mothers remain inside four walls and are found indulging in doing domestic chores. For example, chapter 7 of Grade VIII tells that the father is the sole breadwinner of the house having seven sons. In one of the images of Grade vii (page 90), the mother is guiding her son to find his socks, glasses, and bag which she has placed carefully. It shows that females are responsible for household duties and also shows the careful nature of a mother towards her child. The word wife is used in 15.38% of and husband is used in 6.15% of the textbooks which also shows that females are not named in books so frequently. They are often called by their societal relationships like mother, sister, daughter, and wife. Such as 'woodcutter's wife', 'mother of children', 'Kahif's sister', 'daughter of Murad khan', 'Begum Muhammad Ali', 'Begum Haroon', and 'Begum Basheer Ahmed'. Thus, the findings signify that most females are not recognized by their names but by their societal relations. Another way of looking at this manifestation of the data is that females are represented and identified in their societal relations with males.

Besides these relationships, females are also treated stereotypically in presenting occupational roles in the textbooks. These occupational roles constitute the social status and social identities of individuals. In all the textbooks, men are presented in hierarchical roles from king to farmers or laborers. But females are congested into some specific roles such as teaching and nursing only. Some females are depicted playing their role in politics but their role is supportive not as authoritative. Men are associated with professions having some positive characteristics such as king, lawyer, hunter, magician, farmer, author, swordsman, militant, politician, etc. to show them honest, loyal, hardworking, tall, strong, head stead and brave-hearted; whereas, female is associated with the professions like nursing or teachings that show them as caring and loyal. These roles may not be diminishing but are limited. Moreover, these may not be the only roles being played by females in our society but the textbooks represent the socially accepted and desired roles of females.

Table 2.2

Occupational Roles mentioned in the text

Categories	Class VI F + M	Class VII F+M	Class VIII F+M	Total F+M	Total % F-M
Doctor	1+2	0+ 3	1+ 1	2+6	25% -75%
Engineer	0+1	0+0	0+1	0+2	0%- 100%
Teacher	1+1	2+5	2+11	5+17	22.7%-77%
Poet	1+3	0+4	0+10	1+17	5.5%-94.4%
Writer	2+6	3+8	2+12	7+26	21%-78.7%
Harvester	0+1	0+2	0+1	0+4=	0%-100%
Milkman	0+2	1+3	0+3	1+8=	11%-88.8%
Housewife	2+0	4+0	5+0	11+0=	100%-0%
Scientist	0+0	0+3	0+5	0+8=	0%-100%
Magician	0+0	0+0	0+1	0+1=	0%-100%
Minister	0+1	0+1	0+2	0+4=	0%-100%
Woodcutter	0+0	0+0	0+1	0+1=	0%-100%
Shepherd	0+0	0+1	0+1	0+2=	0%- 100%
Queen/King	1+18	2+27	1+29	4+74=	5%-94.8%
Barber	0+1	0+0	0+0	0+1=	0%-100%
Butcher	0+1	0+1	0+0	0+2=	0%-100%
Trader/ Businessman	0+2	0+2	0+3	0+7=	0%-100%
Headmaster	0+1	0+2	0+1	0+4=	0%-100%
Nurse	3+0	1+0	2+0	6+0=	100%-0%
Mayor	0+1	0+2	0+0	0+3=	0%-3%
Player	0+12	0+0	0+2	0+14=	0%-100%
Booking clerk	0+0	0+1	0+0	0+1=	0%-100%
Caliph	0+1	0+4	0+5	0+10=	0%-100%
Inventor	0+0	0+5	0+2	0+7=	0%-100%
Solider	0+3	0+1	0+4	0+8=	0%-100%
Hunter	0+0	0+0	0+1	0+1=	0%-100%
Horse rider	0+0	0+0	0+1	0+1=	0%-100%
Swordsman	0+10	1+14	0+11	0+35=	0%-100%
Wrestler	0+0	0+0	0+1	0+1=	0%-100%
Farmer	0+1	0+2	0+1	0+4=	0%-100%
Goldsmith	0+0	0+2	0+0	0+2=	0%-100%
Princes/Prince	0+1	0+3	0+8	0+12=	0%-100%
Lawyer	0+0	0+2	0+1	0+3=	0%-100%

a. Percentage of female characters in any profession mentioned in selected Textbooks = 11.4%
b. Percentage of total male characters in any profession mentioned in selected Textbooks = 88.5%

The data in table 2.2, demonstrates that most of the professions of good reputation are associated with males while females are represented only in specific roles which are not socially esteemed. The findings show that females in any profession are represented less in number as compared to males. Besides it, males are associated with highly esteemed professions to occupy social prestige such as kings, caliphs, engineers, doctors, lawyers etc. These professions encompass domination over other occupations which is why social prestige is directly associated with male members of our society to represent their role as dominating and power holders. In the textbooks, females have only an 11.4% occupational role ratio while men's presence on occupational grounds in the textbooks is 88.5%. Hence, women are discriminated against in this field too and this stereotypical representation in the textbooks can prove fatal for children in identifying their gender roles and the vitality of ideological beliefs in society.

Expressive Values of words

Aspects of social identities are evaluated through the expressive values of words in the text under analysis. There are some specific attributive adjectives mentioned in the textbooks that express some particular aspects related to men and women. These attributes constitute certain meanings that constitute particular roles of males and females in society. Male attributes show strength, swiftness and domination of their character while female attributes often show their delicacy, weakness, submissiveness and emotional nature. The analysis of this dimension of the text is presented in the following tables.

Table 3.1

Attributive Adjectives mentioned in the Textbooks:

Attributive Adjectives	**F – M**	**Attributive Adjectives**	**F – M**
Hardworking	2—6	Strong	2—5
Honest	1—5	Tall	0—4
Caring	3—2	Helper	1—1
Brave	3—13	Intelligent	1—5
Kind	1—3	Tolerant	0—5
Nice	3—0	Clever	1—3
Gentle	0—4	Advisor	0—4
Polite	2—2	Pretty/handsome	6—4
Forgiving	1—5	Justice	0—6
Cruel	0—2	Trustworthy	1—4
Wise	1—4	Famous	0—4
Noble	1—5	Patriot	2—8
Sorrowful	4—1	Naughty	0—2
Happy	3—2	Headstrong	0—5

The data in table 3.1 shows that 21.31% of attributive adjectives are used for females while males are given 78.68% of attributive adjectives. The majority of the positive traits are given to males such as hardworking, strong, justice, brave and patriotic. Females are leading males in some positive traits such as caring, pretty and nice and happy. The comparisons of these traits exemplify males as physically strong and mentally powerful; whereas, females' positive traits are exposing them as highly emotional and sensitive. Negative attributes like cruelty and cleverness are found in males and some of the females presented in the stories as sorrowful or crying. Thus, the attributive representation of male and female characters also depicts their nature and characteristics regarding

gender. Moreover, the image portrayal in all the textbooks is also associated frequently with males and the portrayal of females is quite stereotypical.

Table 3.2

The portrayal of Men and Women through images in the Textbooks

Categories	Class VI E+U+H	Class VII E+U+H	Class VIII E+U+H	%
Women	33+4+1	26+10+2	8+12+1	97 -- 23.2%
Men	83+9+18	78+15+27	30+31+29	320-- 76.73%

The analysis of the data in table 3.2 shows the portrayal of men and women in the selected textbooks through images and their designs. In this field of role representation, females are again discriminated against. Women's images constitute 23.2% of the total pictures in English, Urdu and History textbooks. That is far less than men's representation through images which are 76.73%. Most of the female pictures are also showing their stereotypical roles. For example, in the English textbook of class 7, on page 24, two images are portrayed. In one picture some males are working in fields, harvesting and binding the crops while in the other image some females are depicted who are holding water pots on their heads and going on. These images show that males are meant to work outside to earn their livelihood while females are supposed to perform their household duties in which domestic chores, cooking, looking after their family and house and also helping their husbands are included.

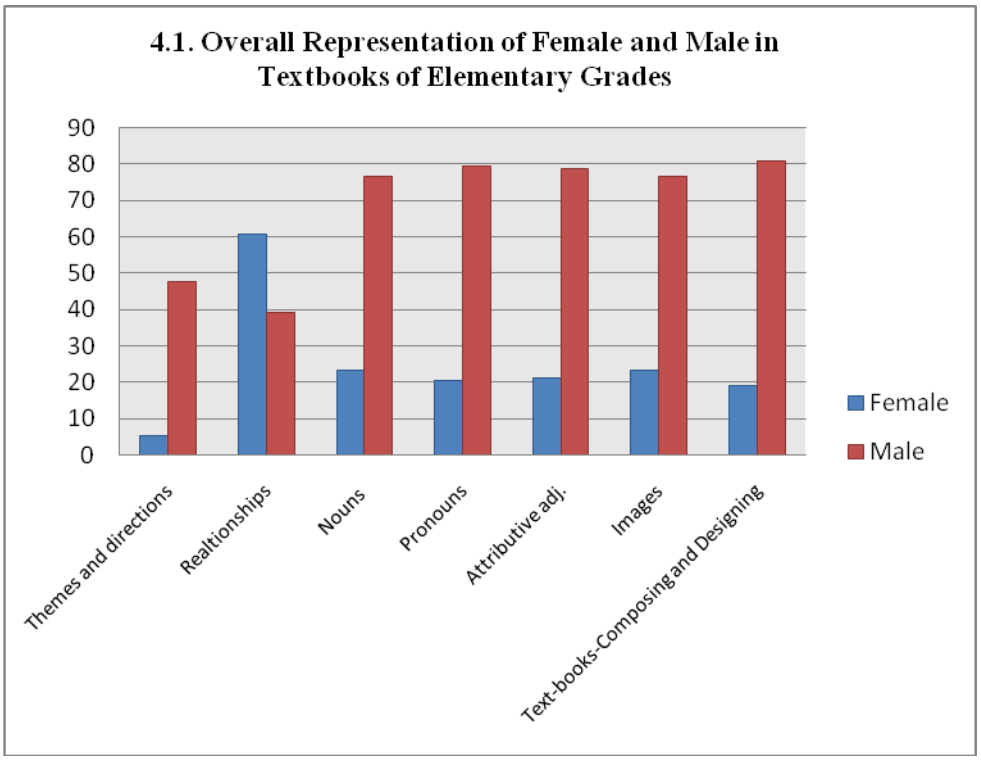


Fig. 4.1 is indicating the overall representation of males and females in textbooks of the elementary grade of PTB. The figure shows that females are discriminated against and marginalized in every sphere except relationships.

Conclusion

After an evaluation of gender discrimination, biases, stereotypes, and their degree and enormity in the textbooks of Urdu, English, and History of Punjab Textbook Board, the present research has found that, in the textbooks, gender discrimination is still at its worst level. All the textbooks of PTB at the elementary level are not excluded from gender discrimination. Schools and textbooks are mainly involved in generating the perception of a child related to his/her identity and role representation in society. Both have a great influence on the mind of the learner. So, whatever image of male and female is presented in the textbooks will let the learner adopt his role in society accordingly. That is why it is essential to filter all textbooks on all levels from imbalanced gender-constituting entities.

Pedagogical Implications

The present research is pedagogically significant in the sense that it may help the students to

observe the linguistic features of a text by implementing critical discourse analysis. It is an effort to create interest and exposure of the teachers as well as of the students to understand texts in a new dimension and the deconstruction of hidden ideologies behind the linguistic features through CDA. The teachers will also be able to teach the syllabus in a new dimension.

Moreover, the research is significant for the curriculum developer, policy maker, and also for teachers and learners. The curriculum developer and policymaker will rethink the selection, sequence, and organization of the contents of the syllabus. They must not be biased regarding gender representation at any rate and should pay heed to the equilibrium and stability of gender role representation.

Recommendations

If we want to eradicate the gender gaps in our society, we need to revise our social policies on all segments and try to find out the factors following this conventional portrayal of gender roles. For this, we need to re-examine all social establishments specifically schools and the curriculum. We need to have a meticulous review of textbooks, evaluation systems, pedagogy, and school conduction policies to improve our situation. If our societal behavior and tools involved in the social process are revised then we not only can bring parity in regards to gender but also can set our country on track for progress.

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