

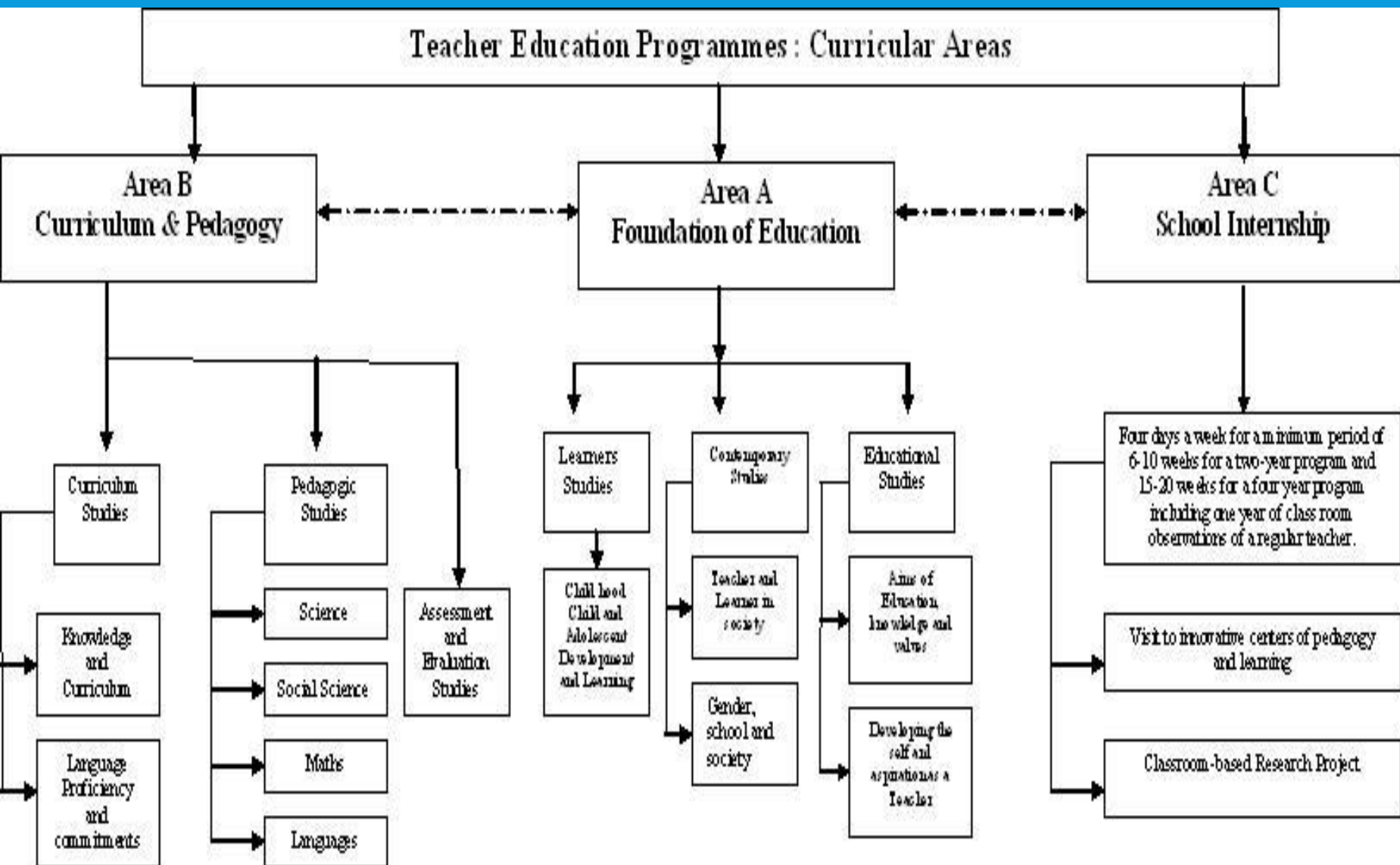
# ASSESSING CURRICULUM (GENDER)

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# Teacher Education Programmes : Curricular Areas



### Exercise 6

Place a tick mark (✓) against each statement:

	Agree	Disagree
i. Girls and boys need equal education	<input type="checkbox"/>	<input type="checkbox"/>
ii. Both need to be given equal amount of food	<input type="checkbox"/>	<input type="checkbox"/>
iii. Both need to be given equal health care and medical attention when needed	<input type="checkbox"/>	<input type="checkbox"/>
iv. Both can be assigned same duties/ responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
v. Both should be given the same freedom	<input type="checkbox"/>	<input type="checkbox"/>
vi. Both should be given equal time to play	<input type="checkbox"/>	<input type="checkbox"/>
vii. Both can perform all tasks equally well	<input type="checkbox"/>	<input type="checkbox"/>
viii. Both can have similar occupations	<input type="checkbox"/>	<input type="checkbox"/>
ix. Both have same intelligence and abilities	<input type="checkbox"/>	<input type="checkbox"/>

# GENDER SEEN AS:

- ✓ An attitudinal issue concerning girls and women only
- ✓ As achieving parity in numbers
- ✓ Not connected with the content of subjects taught or disciplines
- ✓ DIETs and Institutes offering B. Ed exist as insular organizations this precludes the larger academic debates on equity, gender and community to enter the day-to-day discourse of teacher educators

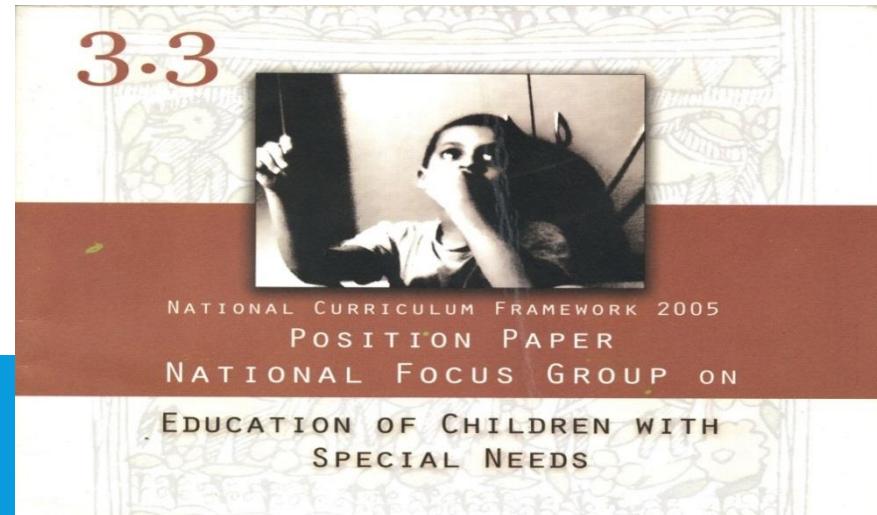
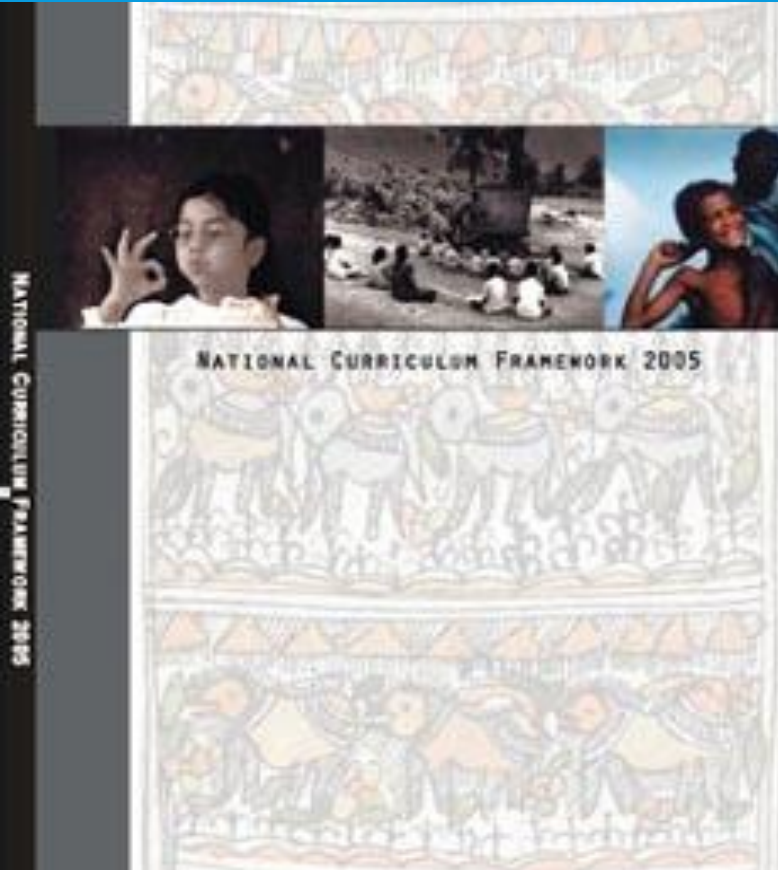
**“The B.Ed programme that serves as a ‘frame’ for teacher education has outlived its relevance”**

# NATIONAL FRAMEWORKS

## National Curriculum Framework for Teacher Education

*Towards Preparing Professional  
and Humane Teacher*

**Teacher Education Institutions will need to reframe their programme courses to include the perspective, concept and strategies of inclusive education  
NCFTE, 2009**



**Teachers must be trained to address the learning needs of all children including those who are marginalized  
NCF, 2005**

**Gearing all teacher education programmes to developing pedagogical skills required in inclusive classrooms- National Focus Group-2005**



# NCERT : TEXTBOOKS



# EVALUATION TOOL FOR TEXTBOOKS ANALYSIS FROM A GENDER PERSPECTIVE

## A. IDENTIFICATION DATA

1. Title of the text book –
2. Class –
3. Subject –
4. Language –
5. Authors/writing team – No. of females - No. of males -
6. Editors – No. of females - No. of males -
7. Month and Year of Publication –
8. Total no. of pages –
9. Total no. of lessons -
10. Publisher's Full Address –
11. Cover page/back page: from the perspective of gender bias and stereotyping
  - a) Description of visuals (Masculinity/Femininity/Gender Neutral/Any other)
  - b. Description of content
12. Inside of cover page/back page from the perspective of gender bias and stereotyping -
  - a. Description of visuals
  - b. Description of content
13. Any other information
14. Suggestions

# ...EVALUATION TOOL FOR TEXTBOOKS ANALYSIS FROM A GENDER PERSPECTIVE

## B. CONTENT AND VISUAL ANALYSIS :

1. Lesson/Chapter/Unit –
2. Title/Theme –
3. While analyzing the content and visuals, there is a need to look into the following parameters

Total no. of Pages	Content	Visuals	Comments	Suggestions	Exercises/Projects/Activities



# CONTENT ANALYSIS

- I. Content allocation , II. Adjectives used for boys and girls, men and women in the theme
- III. Diversity in men and women reflected in the text , IV. Gender representation of occupations
- V. Roles assigned – boys/men/girls/women /both , VI. Human values in relation to men/boys and women/girls
- VII. Reference to customary practices , VIII. Weightage given to the contributions/achievements of boys/girls, men/women or both.
- IX. Are marginalized groups and their cultures and lifestyles represented? X. Are prejudices mentioned?
- XI. Does the narrative speak only of a particular caste and Class? XII. How are power relations reflected?
- XIII. Who takes the decision in the area of food, education, money matters, health, occupation and any other? XIV. Does the theme reflect diverse areas of contributions of women substantially or in a tokenistic manner?
- XV. How are women reflected in different domains of society in relation to : Family , School , Workplace , Society

## .....CONTENT ANALYSIS

- XVI. Distribution of workload by gender in a framework of fairness,
- XVII. Who performs productive activities related to production of goods and services for income generation?
- XVIII. Who performs activities related to collection of water, nursing, child care, fetching fuel wood and all activities related to household chores?
- XIX. Who performs community activities – welfare related, organizing meetings, marriage, funeral, religious activities, neighbourhood meetings, any other? - Who takes the initiative in such activities – Men/Women/Both ,
- XX. Who are shown as agents of change :
  - i. struggle , ii. dissent , iii. movements, iv. scientific attitude/temper , vi. scientific achievements

# VISUALS

- I. Representation of men and women – i) Active role – ii) Passive role –
- II. Depiction of men and women related to -
  - ✓ Roles –
  - ✓ Occupations –
  - ✓ Dress –
  - ✓ Appearance –
- III. Positioning of men and women in visuals –
- IV. How have men and women, boys and girls portrayed in doing different activities?
- V. Who is active (the protagonist) in the visual? Who is passive (the receiver) in the visual(s)?
- VII. Status of men and women reflected in the visual(s)
- VIII. What does the body language in visuals communicate?
- IX. What does the clothing communicate?

# CHARACTERS

- **TOTAL NUMBER OF CHARACTERS IN CONTENT AND VISUALS :**  
Male / Female or Both—(such as humans, they, them, people, us, you, we, he/she, etc.)
- **EXERCISES/PROJECTS/ACTIVITIES**
  - ✓ Does the exercise explore issues related to gender, Class, and caste?
  - ✓ Do exercises attempt to question power relations?
  - ✓ Do they help children to connect with their lived realities?
  - ✓ Does it promote critical thinking and problem solving skills?
  - ✓ Does it promote imagination and creativity among children?
  - ✓ Does it encourage team spirit and cooperation among them?

## PERCEPTION OF THE BOOK

- Gender Bias
- Gender Stereotyping
- Gender Inclusiveness
- Gender Neutrality
- Power Structure
- Thematic consistency, coherence and contextualization
- Reference to technology and its use by men/women, boys/girls, both
- Progression of the discipline and its positioning at various Class levels (Thematic)



# ANALYSIS

<b>Environmental Studies</b> (Thirty-six female and two male authors)	<b>Math- Magic</b> Fifty-two females and eighteen males have authored the textbook. Four females and two males have edited the textbook.	<b>English- Marigold</b> Fifty-Five females and eight males have authored the textbook. Nine females have edited the textbook.
<b>Gender Description of Cover Pages</b>		
<b>Cover Pages</b> : gender neutral & inclusive	<b>Cover Pages:</b> gender inclusive & neutral. However, Book 3 depicts boys. Visuals could also include girls.	<b>Cover Pages:</b> gender inclusive (visuals: children happy, playful and creative disposition. ☐ In <b>Book One</b> , there is subtle <b>gender stereotype</b> (visual: boy holding a book and a girl engaged in conversation. The visuals could have ideally reflected both children holding the textbook)

# ANALYSIS

## Highlights from the View Point of Gender Bias and Stereotype

### Themes

Gender issues through narratives, stories, poems, comic strips as a pedagogic tool for sensitization	Problems and activities address–gender issues by involving both parents, and boys and girls equally in the activities of the lesson.	Consistent, gendered contextual, Unit 8 <i>What's in the Mailbox?</i> My Silly Sister Unit 9 <i>Don't Tell</i> He is My Brother
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# ANALYSIS

## CONTENT & VISUALS

<ul style="list-style-type: none"><li>▪ boys and girls referred as children (gender inclusiveness)</li><li>▪ Exercises and activities gender issues addressed in the context of the narrative rather than as separate question or activities.</li></ul>	<ul style="list-style-type: none"><li>▪ boys making patterns out of bangles, decoration of flowers, basket making, washing clothes, making lemonade, helping in household activities</li><li>▪ Girls solving problems of their father, lifting heavy weight, decision making, and performing activities independently. Example: <i>In one instance there is a mention of a girl child wanting to be a traffic police person, fixing nails on wall, Chapter on "Time" encourages girl's education by reflecting time management in a day by a girl child.</i></li><li>▪ Women inheriting property, having equal right to it (stories where division of wealth is settled by involving females)</li><li>▪ Men - cooking for their daughters.</li><li>▪ Family having two daughters.</li></ul> <p>This conveys a subtle message of valuing the girl child and controlling the menace of female foeticide. Girls and boys using communication technology</p>	<ul style="list-style-type: none"><li>▪ Dresses - reflect continuity and change.</li><li>▪ Boys/Men - expressing their emotions, e.g. crying, as well as in non-traditional roles, e.g. cooking;</li><li>▪ Motivational stories: Helen Keller;</li><li>▪ Visuals - closely related to children's lived realities.</li></ul>
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# ANALYSIS CONTENT & VISUALS

gender inclusive visuals: children happy, playful and in creative disposition.



Gender inclusive visuals: Happy, and playful

Topic: Poonam's Day out





I have picked 24 seeds

**Gauri**

Hurray!  
I got 47 seeds

Here  
I got 38 seeds

Copy Image Ctrl+C

**Sunil**

I got 54 seeds

**Radhika**

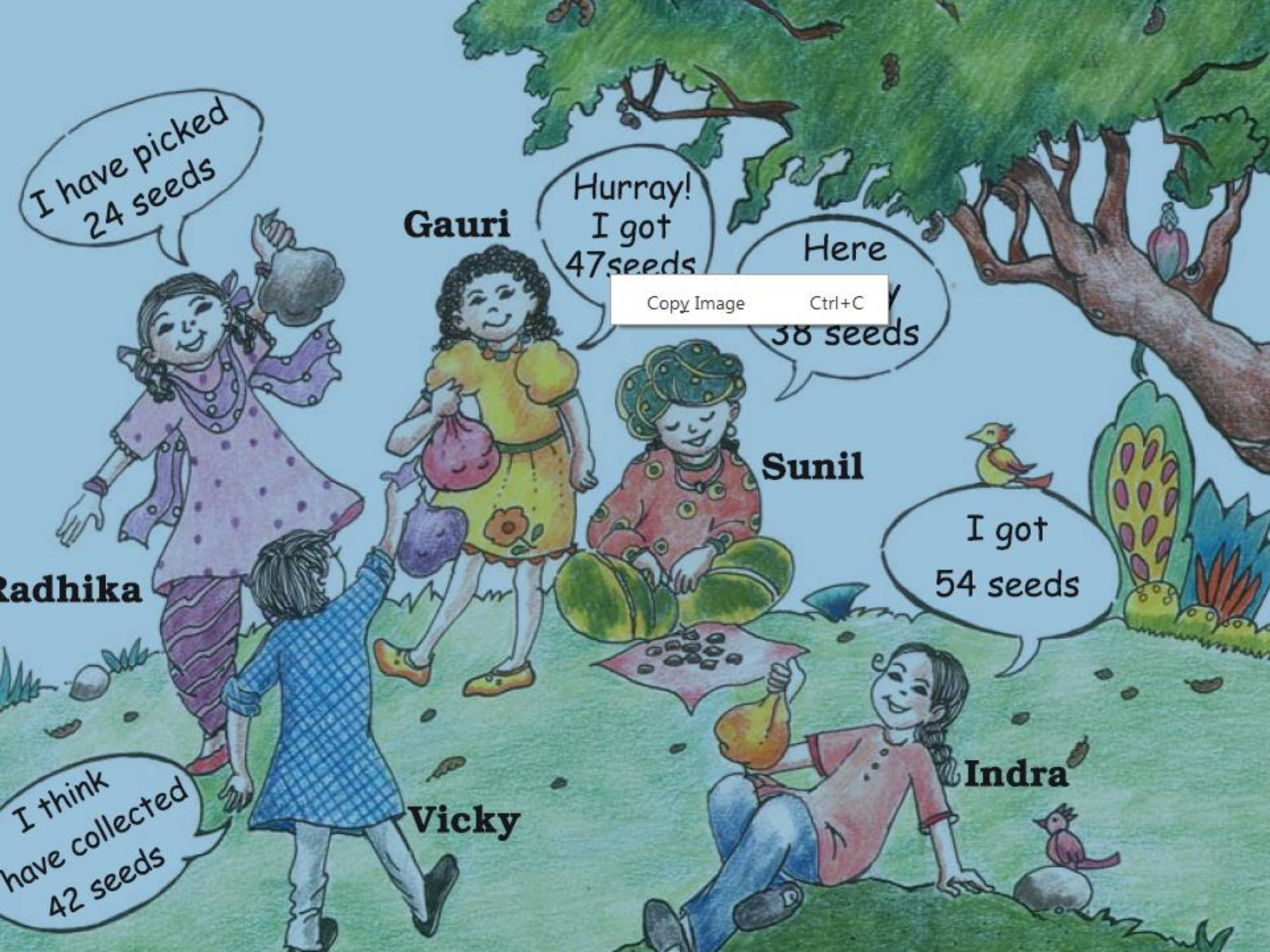
I think  
I have collected 42 seeds



**Vicky**



**Indra**





# MATHS EXERCISE: INCLUSIVE

- Radhika, Gauri, Vicky, Indra and Sunil were collecting *Imli*
- (tamarind) seeds.
- ❀ collected the most seeds.
- ❀ Sunil will collect more seeds to be equal to Vicky.
- ❀ If Radhika gets 6 more seeds, she will have .
- ❀ How many children have more than 40 seeds?
- ❀ needs 3 more seeds to have 50.
- ❀ Sunil has 2 seeds less than 40 and has 2 seeds more
- than 40.

# Long and Short

ling things at her father's shop. A farmer comes t



Can you give me 7  
arms of rope?

Here is your 7  
arms of rope.



**SOCIAL ASPECTS OF WATER (CASTE AND CLASS)**

**GENDER DIVISION OF LABOUR AND WATER**

**Who controls the village well? Control over water resources**

**Who fetches water?**

# ANALYSIS CONTENT & VISUALS

## Stereotypes

**Visuals:** women  
fetching water,  
household work

### **Terms:**

- Policeman/Police Person  
Milkman/Milk Person
- Ownership of assets can be jointly reflected, for example, Man owning a canteen can be stated as Man/Woman.

- Animals gendered in themes, portrayed in stereotypical masculine and feminine roles

# GENDER INCLUSIVE TEXTBOOKS

Need to emphasize equality between sexes and bridge the gap between policy rhetoric and experiential reality

Construction of knowledge in different disciplines should reflect the contributions made by both sexes

Content and visuals depict women as having an equal opportunity to lead productive and self-fulfilling lives



# GENDER INCLUSIVE TEXTBOOKS

language, illustrations and content -introduce a change in existing value systems in the society, to improve the status of girls and women

Selection of themes-should ensure the spirit of co-operation, not confrontation between sexes, promotion of self-esteem and self-confidence, learning to live together

Valuing the contributions of women as equal participants in all development initiatives and not only as beneficiaries.

# GENDER INCLUSIVE TEXTBOOKS

**Narratives -reflect girls and women as active contributors to development in all spheres and not as passive recipients**

**Understand the ideologies underlying the presentation of gender in textual materials to know how issues of inclusion and exclusion are mentioned and handled**

WOMEN	MEN
<p>Women are shown as teachers, cook, doctors and nurses which reflects an extension of household work.</p>	<p>Men are depicted in multiple professions – as pilots, artists, astronauts, magicians, rulers, postmen, vegetable sellers, newspaper sellers, cobblers, librarians, drivers, dramatists, musicians, athletes, scholars, wrestlers, grocers, policeman, sports persons and wood cutters.</p>
ROLES	
Boys/Men	Girls/Women
<p>They are shown in relational category i.e. sons, brothers, fathers, grandfather. In addition, as professionals and decision makers.</p>	<p>They are shown in relational category i.e. daughter, sister, wife, aunt, mother, and grandmother. In a limited manner, they are shown as professional athletes. Overall depiction is mainly in caring roles</p>

# FOUR PROFILES OF CURRICULA

HOSTILE  
EXPLICIT  
NEGATIVE  
MESSAGES

NON-  
INCLUSIVE  
IMPLICITLY  
NEGATIVE  
MESSAGES

INCLUSIV  
E  
IMPLICITL  
Y  
POSITIVE  
MESSAGE

AFFIRMING  
EXPLICIT  
POSITIVE  
MESSAGES

REINFORCING  
HARMFUL  
GENDER  
STEREOTYPES

GENDER  
TRANSFORMATIVE

# INCLUSIVE CURRICULA AND LEARNING MATERIALS

- Curricula generally take several approaches to sexual and gender diversity:
  - Some are 'hostile' i.e. they explicitly convey negative, gender stereo type messages about (for e.g., LGBTI people), which contribute to homophobic and transphobic violence.
  - Some omit any representation of sexual and gender diversity, making issues 'invisible',
  - Some are 'inclusive' "Affirmative" i.e. they convey implicit positive messages , guidelines about sexual and gender diversity and promote the human rights of all, regardless of personal characteristics including sexual orientation and gender identity/expressions

# TEACHING- LEARNING PROCESS

- Provide all students with access to:
  - non-judgmental and accurate information, gender identity/expression and on sexual-orientation .
  - Include education about issues of discrimination and respect for all in Classroom through curriculum at all levels of the education system, starting at an early age.
  - Ensure learning materials are evidence-based and inclusive with respect to sexual orientation and gender identity/expression, including representation in content and illustrations, and remove or avoid inaccurate and stigmatising content in curricula and learning materials.
  - In contexts where it is difficult to mention sexual and gender diversity in curricula and learning materials, it is still possible to address issues such as definitions of masculinity and femininity, gender roles and stereotypes and how these can be harmful to individuals and society.
- Identify and use appropriate entry points in curricula to help students understand issues related to sexual orientation and gender identity in a way that is age-appropriate and culturally sensitive, for example, through citizenship, human rights or civics, history and politics, language, literature and art, and health, personal and sexuality education.

# THANKS

