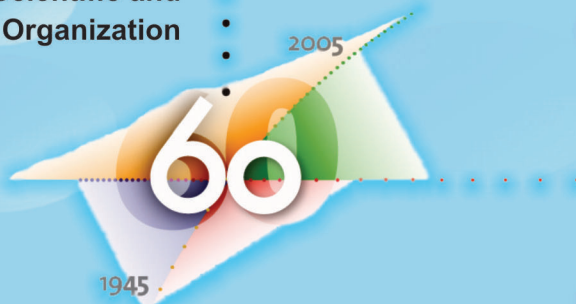


Gender Analysis of School Curriculum and Text Books



United Nations
Educational, Scientific and
Cultural Organization



UNESCO, ISLAMABAD, 2004

GENDER ANALYSIS OF SCHOOL



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The author is responsible for the choice and the presentation of the facts contained in this book and for the opinions expressed therein, which are not necessarily those of UNESCO and do not commit the Organization



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Gender equality in educational opportunities has long been discussed, with explicit commitment to its attainment in the World Declaration on 'Education for All' 1990. Progress in closing the gender gap has been less than satisfactory and the nations of the world were urged to make more precise gender equality commitments during the Dakar Framework of Action 2000. Two of the six goals (V and II) of the Framework relate to elimination of all kinds of gender disparities in education by 2015. Both the goals emphasise equality of access to free and compulsory primary education of good quality.

The goals have been reflected in Pakistan's National Education Policy 1998, the Education Sector Reforms 2001-2015 and the National Plan of Action 2001-2015. The NPA has outlined three major strategies for this purpose, one with the specific focus on making the school environment lively and attractive and eliminating gender bias in the curriculum and textbooks.

UNESCO is an active partner in supporting the Government of Pakistan in the achievement of EFA goals and sponsored the present study to identify the gender disparities in the curriculum and textbooks so that necessary measures for their elimination could be taken.

I express my thanks to Hassan Abdi Keynan, Programme Specialist Education, and Jorge Sequeira, Director UNESCO Pakistan for providing us with an opportunity to contribute towards the attainment of goal V of the Dakar Framework with this study. My thanks are due to Dr. Nasir Mahmood, Assistant professor IER and Miss Abida Nasreen, Lecturer, IER for their assistance in developing the study instruments and for collecting data from the field. The assistance of Miss Abida Nasreen in the tabulation of textbooks' data needs special mention. I appreciate the long hours worked by Research Assistants employed for this study.

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MUNAWAR S. MIRZA

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Acronyms

BISE	Board of Intermediate and Secondary Education
CW	Curriculum Wing
DDEO	Deputy District Education Officer
DEA	Deputy Education Advisor
DEO	District Education Officer
EDO	Executive District Officer
EFA	Education for All
ESR	Education Sector Reforms
GD	Gender Disparity
HT	Head-Teacher
IBCC	Inter Board Committee of Chairmen
NPA	National Plan of Action
NRC	National Review Committee
NCDC	National Curriculum Development Committee
NBCT	National Bureau of Curriculum and Textbooks
PMA	Pakistan Military Academy
SS	Social Studies
TB	Textbook
TBB	Textbook Board
TTI	Teaching Training Institute
UPE	Universal Primary Education

Summary

The Background

Gender equality is on the UN agenda in almost in every field of life. In the educational arena the concept of gender equality has come to the forefront since the Jomtein Declaration 1990 and later in the World Education Forum: the Dakar Framework for Action 2000. Subsequently the concern has been reflected in the Pakistan Education Sector Reforms 2001-2015 and the National Plan of Action for EFA 2001-2015. Among a number of strategies to achieve goal V of the Dakar Framework for Action 2000, the NPA has outlined three major strategies of which one has a specific focus on making the school environment lively and attractive and eliminating gender bias in the curricula and textbooks.

The Study

The present study was undertaken to identify gender disparities in the curricula and textbooks. Effort was also made to locate the sources of gender disparity by analysing the process of textbook development. The perception of various stakeholders of gender disparities in the textbooks and its possible effect on students' achievement and dropout rates was also explored.

Sources of Data and Methodology

The policy context was analysed using the relevant documents. National Curriculum outlines of various subjects provided by the Curriculum Wing of the MoE, were reviewed. A total number of 194 textbooks from the four provinces for six selected subjects: English, Urdu, Science, Mathematics, Social Studies, and Islamiat for grades 1-X, were analysed for procedure and personnel involved in their development. Content analyses of these books were made to determine the different gender portrayal. The opinion and perception of all stakeholders was solicited about the process, content, and effect of textbook material on the learner, particularly the female. For this purpose all chairmen and eight directors/members of textbook boards, EDOs, and DEOs from the selected districts, HTs, teachers, students and parents from selected 24 schools from the four provinces were contacted for interviews or solicited for information through questionnaire. Focus group discussions were held in four provinces.

Main Findings

The main findings of the study are:

The Policy Context

1. The first 'best policy' for gender equality in education was the report of the National Commission on Education, 1959. Later the gender equality agenda remained somewhat neglected. But the ratification of Jomtein Declaration 1990 and the Dakar Framework for Action 2000 both urged the Government of Pakistan to delineate strategies and measures for attaining gender equality in access to, and quality of, schooling by 2015. Thus, the policy makers have become involved in the implementation of the gender equality measures.

The National Curriculum

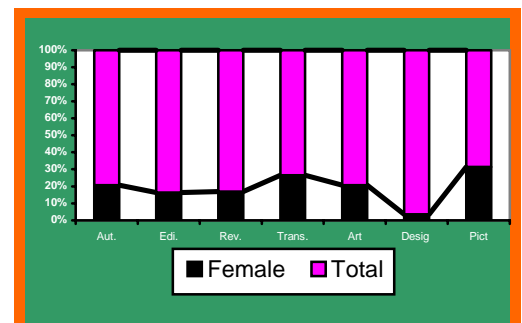
2. The National Curriculum depicts a strong male gender bias, at least in three of the selected six subjects i.e. English, Urdu, and Pakistan Studies. Out of a list of 251 personalities included in the curriculum, only 7.7% were female and most of them belong to Muslim history. The historical personalities of the subcontinent had only 0.9% female, 9.2% from Pakistan and 3.7% from the world.

The textbook boards have to follow the National Curriculum. Moreover, the National Curriculum acts as a trendsetter for the provinces in areas where the curriculum is silent on genders.

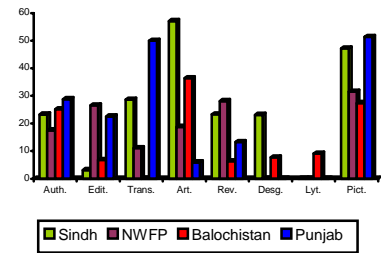
3. The guidelines for the textbook developers provided by the Curriculum Wing contain no directions to address the concept of gender equality or equity.

Personnel in Textbook Production

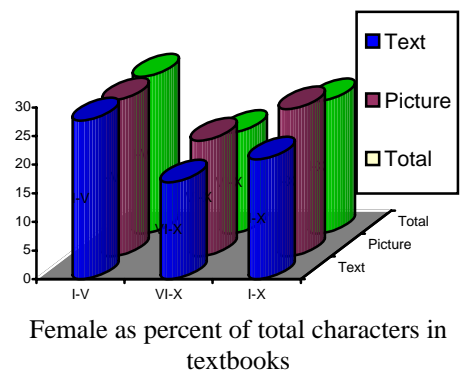
4. Females were only 26.1% of the total personnel engaged in textbook production in Pakistan ranging from 18% in Balochistan to 26.9% in Punjab.
5. The female authors were also 26.1% of the total with provincial variation from 17.5% in NWFP to 28.8% in Punjab.
6. Of principal contributors i.e. the authors, editors and reviewers, females were 26.1%, 19.6% and 20.4%, respectively.



7. The percentage of female authors at primary level was 34.7 with up to 61.8 in science; 47.2 in English; and 30 in social studies. In Mathematics the percentage of female writers was 22.8 and women were totally missing in the subject of Islamiyat. The book of Islamiyat is written at the Federal level through the
8. The percentage of female authors dropped sharply from 34.7% at primary level to 15.8% at secondary level. At secondary level the highest percentage of female authors (27%) was found in English, with about the same in Urdu and only 3.1% in Social Studies. In Islamiyat they had a share of 3.1% against no share at primary level.



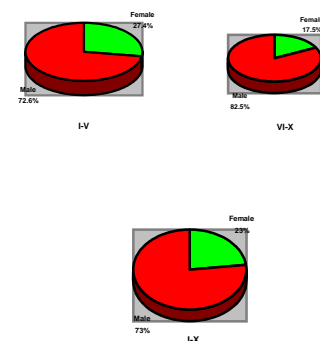
The decrease in the number of female authors from primary to secondary grade textbooks can be expected because women have only started entering this field recently. It will take them sometime to gain sufficient professional experience to accept the more skillful work of secondary school level book writing.



9. Content analysis of five subjects of primary school textbooks was conducted in Punjab in 1999. At that time the percentage of female authors was 18.6% and female characters in the textbooks accounted for 26%. Now the percentage of female authors in Punjab has more than doubled but the percentage of female characters has declined by 1%.

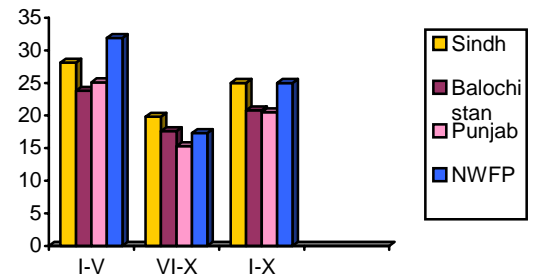
Gender Portrayal in Textbooks

10. Females were 23.1% of the total characters, 25.7% in pictures and 20.9% in text of classes I-X text books.
11. The primary level textbooks gave females a share of 27.4% which reduced to 17.6% at secondary level. The general pattern of a declining proportion of females when related to grade progression, 1-X, was observed in books on all subjects. This finding is consistent with the overall treatment of females in the real life situation.



Differential gender characters in textbooks

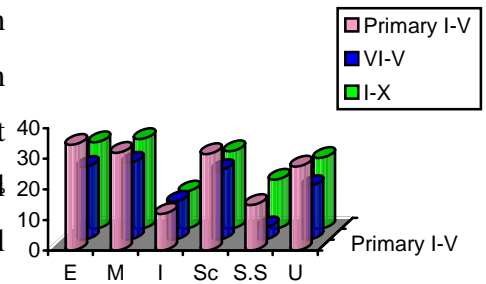
12. Equality concerns are more apparent in NWFP and Sindh provinces where females had been given a better share, 31.9% and 28.1%, compared with that given in Punjab and Balochistan i.e. 25.1% and 23.8% at primary level.



The textbooks in Sindh had the biggest share for women at secondary level (19.8%) followed by Balochistan (17.6%), NWFP (17.3%) and Punjab with the lowest share of 15.3%.

By profession % female characters

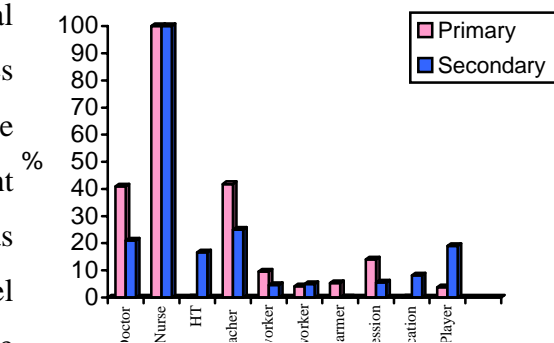
13. Female characters had the highest share (29.3%) in mathematics textbooks with nearly the same (28.3%) in English and 25% in Science. Books with the narrowest entry for women were the Islamiat (12.2%), with Social Studies portraying females as 16% of the total characters. The books meant for social and affective training of children, Social Studies and Islamiat, were thus more stereotypical.



Female as % of total characters in various subjects

14. Women as central /key characters constituted 26.5% of the total; such characters mainly portrayed in three subjects i.e. English, Urdu and Social Studies. This share was an improvement over the key figures/personalities enlisted by the Curriculum Wing.

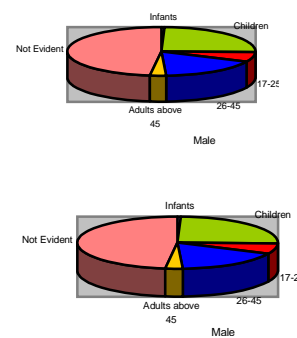
15. There was an overall neglect of portraying people in professional/vocational life. Only 820 professional characters have been mentioned, 359 in primary grades and 461 in secondary grade books, of these women were only 15% and 9.8%, respectively. Exactly consistent with society. Women had better share in characters as teachers (41.8%) and doctors (40.9%) at primary level and 25.0% and 21% at secondary level. All nurses were females. They were removed or marginalised from other vocations/professions. It was surprising to note that they were eliminated from farm work, the burden of which they share nearly 50:50 in real life. Similarly, in administrative positions, even that of HT, was denied to women. Thus the portrayal of



By profession distribution of M/F characters

women in professions is no beacon for girls. It does not even prepare them for the status quo.

16. Children constituted a major proportion of the total characters, with boys at 25% and girls at 37.3% and there was a small representation of young and mature adult characters. On the one hand more child characters may create interest among learners, but on the other, it keeps them restricted to their own age group and does not help them to pave the way forward into the practical world.



By age characters

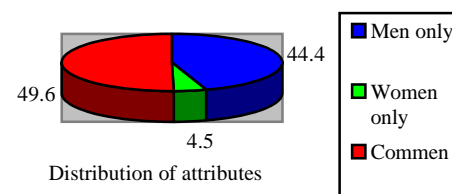
17. Characters with a clear urban orientation were six to seven times more common than rural characters which shows that the books, in general, addressed the urban students and neglected the needs and context of the rural - area learner.

18. A higher percentage of female urban characters than rural females further indicates that the books were more irrelevant to the environment of many female children.

19. Women’s representation in household activities received the biggest (76.1%) share with a variation from 66% in science to 86.7% in English books. Women were represented in only 24% of non-domestic characters and in 19.9% of characters participating in play activities.

20. A total number of 133 personality attributes have been used in the textbooks, of which 66 were used for both the genders, 59 were exclusively male and only six were exclusively female.

21. The gender differential in attributes appears to strengthen the stereotypes as the commonly used attributes, such as brave, kind, truthful, generous, and wise, have a high frequency for males. Male stereotypes were further strengthened by the exclusive use of attributes such as able, honest, strong, aggressive, faithful, outstanding, forgiving etc. Females have a greater share of female stereotypes e.g. modest, dear, helpless, noble, tolerant, pious and beautiful. The female stereotype was characterised by the only six exclusively female attributes i.e. expert, domestic worker, blunt, ill-mannered, stubborn, and caring.



22. The qualitative analysis of the textbooks shows that some books portray stereotypes of restricting education to boys, celebrating the birth of son, preparing girls to leave their parents' home from as early as six year of age, restricting girls to the four walls of the house, recognising men's work and not that of women.

There were only a few references promoting the concept of gender equality and respect for women.

Relationship between Number of Female Authors and Characters.

23. In four of the six subjects a positive correlation was found in the number of female authors and the number of female characters in the textbooks. The correlation coefficients for English (.74) and for science (.78) were significant at .01 levels. A slight negative correlation was observed in case of Islamiat and Urdu.

Opinion of Chairmen and Directors/Members of Textbook Boards

24. According to chairmen and directors/members, the authors were selected on merit through advertisements and sometimes by interview. No special effort was made to encourage women writers.

25. Three of the four chairmen and all directors/members, except in Punjab, consider women as a disadvantaged group. Three of the chairmen, except Balochistan, claimed that they try to ensure gender equality during textbook development. They also claimed that a review mechanism at the Federal level is used to ensure that books are published in accordance with policy.

26. Punjab was the only province to claim that instructions are issued to the authors to maintain a gender balance and at least one workshop had been conducted for this purpose. Contrary to these claims, the Punjab had very low gender parity. In the case of primary school textbooks it was 3rd, and in secondary grades' books it was the lowest, in terms of gender balance.

27. All chairmen and directors believed that textbooks are a tool for social change and they believed that the present books have sufficient material to promote such change.

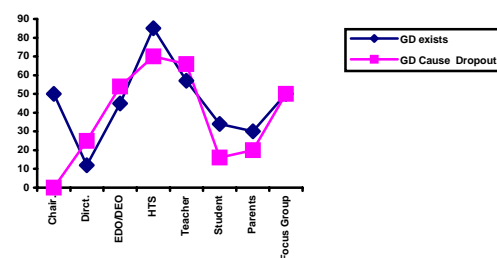
28. The chairmen and directors were of the view that the portrayal of genders in textbooks is in conformity with the social environment and status quo and that it should be so.

29. All chairmen believed that the content of textbooks is relevant to the needs of male students but only 50% of them found it relevant to female needs. Only 12% of the Directors viewed the material as irrelevant to female students' needs.

30. All chairmen and fifty percent of the directors said that books provide inspiring role models for girls and boys.

31. These high level officers do not believe that content of the textbooks has any behavioural effect on students.

32. The Boards had never conducted any research or evaluation with a focus on gender analysis of textbooks.



Opinion of EDOs and DEOs

33. The EDOs and DEOs who are closer to the academic environment than the officers in textbooks boards had a slightly different opinion. 45.4% of them stated that the portrayal of genders in textbooks is not based on equality. A great majority (81.8%) of them realised that women are portrayed in stereotyped roles, generally domestic and that progressive women roles are minimal (36.4%).

34. They believe that books should be made more relevant to the needs of the girl child and 81.8% of them perceive books as a possible tool for promoting gender equality.

35. Six of the eleven (54.5%) EDOs/DEOs expressed the opinion that textbooks' content has some conceptual influence on girl students.

Head Teachers' and Teachers' viewpoint

36. Nearly 85% of the HTs believe that there is gender disparity in the society, which is promoted through the textbooks through gender stereotypes.

37. More than 70% of HTs opined that irrelevant curriculum, portraying gender stereotypes, promotes school dropout among females.

38. They suggested that to encourage retention, more women should be portrayed in nontraditional roles but with an Islamic perspective.

39. Similar to HTs the teachers (56.9%) had an opinion that books lack gender parity and that the lack of female role models contributes towards female dropout.

View of Students and Parents

40. The majority of students take the characters in books as exemplary for them. 34.5% of the girls found boys in better characters than females and 16% found the books as boring; another factor leading to dropout.

41. Girls liked professional and educated female characters. Most of them wanted to be a doctor or teacher. It is evident from the student's responses that the books are effective in giving a direction to them particularly when the books have a significant share of women in these two professional roles.
42. The response of parents about the gender disparity felt by the girl child was more or less in harmony with their daughters, as 30% parents said that their daughters do complain about unequal treatment of genders in the books.
43. Thirty nine percent of the parents felt that women were presented in a limited number of occupations.

Focus Groups

44. The best awareness for the need of gender equality was observed in Sindh. The people were aware of the gender disparities and suggested measures for further improvement.
45. The people of NWFP, in spite of making good head way in creating gender balance in books, were quite conservative in their outlook and expressed that the changes made in the textbooks is sufficient. They further suggested that equality does not warrant similarity of roles.
46. The focus group in Punjab tried to put the blame on society and recommended measures for social change. They also suggested that more female characters and more in-house male characters should be included.
47. Two of the four focus groups considered the improper presentation of a female's role was a cause of school dropout.

Conclusions

On the basis of evidence provided by this study, the following conclusions are made as are brief recommendations to address the issue of gender equality:

1. The awareness and commitment for attaining gender equality is reflected in the present educational policies and plans. The concern for gender equality is generally visible among the policy implementers such as chairmen and directors/members of textbooks boards. However, the concept of gender equality is perceived in a narrow sense by various participants and stakeholders.
2. The textbooks are developed based on the National Curriculum provided by the Curriculum Wing of the Ministry of Education. The present curriculum is not gender

sensitive but heavily biased toward the male both numerically and qualitatively. The curriculum either mentions the concepts, constructs the activities as themes or enlists the personalities. Out of enlisted personalities women are only 7.7%.

3. The female personnel in textbook production and the authors, were nearly one quarter of each of the relevant categories. The boards have no policy to urge females to participate as authors. The overall numeric representation of females in the textbooks was a little less than a quarter whilst their share should be nearly a half. It was encouraging to note that the boards and authors did a good job by increasing the share of women from 7.7% in the curriculum to nearly 25% in the textbooks.
4. The female characters were gradually withdrawn from the books throughout the grade progression, representing the social norm of withdrawing females from the public scene as they get older. A conscious and concerted effort is needed to attain gender equality at each grade level.
5. The male and female characters were generally portrayed in accordance with the stereotypes; for example male characters were portrayed as able, honest, strong, faithful, outstanding, brave, kind, truthful, generous, wise etc and females were domestic experts, caring, ill-mannered, modest, dear, helpless, tolerant, pious, beautiful etc.
6. A progressive curriculum should be an agent of change in setting a direction for students but the present curricula and textbooks fall far short of such a role. The professional role models portraying women were too few and within a very narrow range of vocations and professions. Women were not even presented in the vocations primarily supported by them e.g. farming and headteachers of schools or colleges. This situation is a reflection of the social fact that women's work is not recognised and acknowledged as an economic activity.
7. Only sixteen percent female rural characters in the books further strengthens the conclusion that textbook content was not relevant to the context and needs of the students.
8. A positive correlation between the number of female authors and female characters in four of the six subjects suggests that female authors are more sensitized about the need for gender equality.
9. One third to a half of the stakeholders of different categories perceived that books were not relevant to the needs of a girl child so they become disinterested, bored, and demotivated, sometimes dropping out from the school. The most commonly suggested

restorative measures were improved books, better teaching training strategies and an active role for the teacher. The stakeholders, with a closer and more direct experience of the textbooks and the academic environment, had a better perception of the factual gender disparities in the textbooks and its plausible effect on the learning and school retention of female students.

Recommendations

1. The composition of NCDC and NRC should be revised to ensure equal participation of men and women. At least men and women experts, teachers and renowned professionals should be equal in number.
2. The concept of gender equality and balance needs to be stated explicitly and clearly. The application of these concepts to education, EFA, curriculum, and textbooks should be developed by gender experts sensitive to the Pakistan's situation and values.
3. The textbook boards should formulate a policy to urge women to participate as authors and editors.
4. Clear guidelines should be prepared for the bodies and professionals at all levels to ensure gender balance in number and quality. Such bodies include the NCDC, NRC, Textbook Boards, Writers, Reviewers, and Art workers.
5. The modification in curriculum and textbooks however, should not be in sharp contrast to the belief system, otherwise it may create reaction among the public and confusion/conflict among students, leading to higher dropout.
6. The textbooks are printed every year and before reprinting, the book is sent to the author/s for review. This year the authors should be directed to analyse critically and review the books with reference to gender balance. They should make necessary revisions to create gender parity in the text. A similarly process should be initiated for the review of pictures and artwork.
7. More material on women's/men's rights in inheritance, marriage, divorce and interpersonal relations should be included in the textbooks in a manner which considers the age of students.
8. In a nutshell the policy context is favorable and the stakeholders have some awareness and commitment but their perception of the concept of gender equality and equity needs to be refined in order to sensitise them for active engagement to ensure gender equality. It is suggested that:

- i. Evidence-based information on gender disparities in the curriculum and textbooks be provided to all the stakeholders.
 - ii. Workshops for developing skills to create gender balance in the academic environment, particularly in the teaching and learning materials, are needed for personnel of all levels starting from policy makers to the curriculum developers, authors, the art workers and other stakeholders.
9. Human resource development in gender equality should be made a permanent feature of the curriculum and the textbook development process. Presently there is no gender expert/consultant at any level of the curriculum and textbook development process. Such personnel should be hired for a variety of tasks i.e. conducting gender analysis of the academic environment and material, sensitising the stakeholders, training the concerned people in creating and developing gender sensitive/responsive curricula, textbooks and other teaching and learning material and monitoring progress. The present gender focal points may also be strengthened.
10. Women's studies departments and IERs of universities should be involved more actively for research evaluation and book development tasks.
11. The findings of this study should be disseminated to all concerned.

Section 1: Introduction

The goals relating to the attainment of gender equity and equality are at the core of recent conventions, treaties and declarations on education, and in the conventions on women's and children's rights. The latest international declaration is from the World Education Forum: Dakar Framework for Action. Goal 5 of this Framework is a commitment to eliminate gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015. The focus is to ensure girls' full and equal access to, and achievement in, basic education of good quality.

Equality is a combination of two concepts; parity and quality. The concept of parity is more quantitative and implies the proportion of boys and girls relative to their respective age groups who enter the education system and participate in the full elementary and secondary cycles. Gender equality goes further, to offer the boys and girls the same chances to go to school and enjoy teaching methods and curriculum free from stereotyped academic orientation. The quality becomes the catalyst to attain and retain parity. The indicators of equality include length of schooling, relevance of curricula, learning achievement, and the perception and expectations of stakeholders regarding the treatment of boys and girls in the schooling process.

At present the number of 'out – of – school' girls in the world is nearly 73.3 million against the 36.7 million boys which means that the proportion of 'out – of – school' girls is nearly double that of boys. Similarly there are 42 million fewer girls than boys in primary schools (UNESCO, 2004). The dropout rates for girls are higher than that for boys at primary and secondary levels and there are fewer chances for girls to return to school once they drop out. That is why the gender strategies for EFA, among others, include making the school a place where stereotypes are undermined, not reinforced, through a gender aware curriculum and professional teacher training.

Pakistan has been a signatory to almost all international covenants and conventions on education including the most recent i.e. the Dakar Framework for Action 2000. But the net participation rate for 5-9 years' girls and boys is still 66% and 82%. The primary cycle completion rate is 54% for boys and 45% for girls (Govt. of Pakistan, 2003). According to international assessments, Pakistan is amongst the 25 countries at high risk of not attaining EFA goals.

However, the National Education Policy 1998 followed by the Education Sector Reforms 2001-2005 and subsequent National Plan of Action (NPA) on EFA 2001-2015 (2003) have committed to attaining the goals of EFA.

One of the three strategies of NPA to achieve the EFA goals is to make the curriculum relevant to the needs of the learners, to encourage enquiry, creativity and progressive thinking. It also aims at eliminating gender bias in the curriculum and textbooks. Therefore, in order to make meaningful modifications, and provide gender responsive teaching and learning material, it is necessary to analyse the present curriculum and textbooks.

The Present Study

The present study was undertaken to identify and analyse the gender disparities in curricula and textbooks which may affect adversely the girls' participation and achievement at school level. The specific objectives were to:

1. Explore and analyse the policy environment relating to gender equity.
2. Analyse earlier studies on gender portrayal in curriculum and textbooks and its relevance to female school attendance.
3. Identify the areas of gender bias in the present curriculum and textbooks.
4. Assess the impact of curriculum and textbooks on girls' dropout from school as perceived by various stakeholders.
5. Identify factors which could motivate girls to attend and perform better in schools.

Scope and Methodology of the Study

An in-depth and comprehensive study was conducted using multiple sources of data including:

1. Education policies and documents.
2. International and in-country research studies and content analyses of textbooks.
3. Prevalent curriculum and textbooks with reference to the procedure of textbook development, production, and the nature of their content.

A total number of 194 textbooks from all provinces, prescribed for grades 1-X for English, Urdu, science, mathematics, social studies and Islamiat were reviewed.

4. Opinion of various stakeholders on the process of textbook development, the content of textbooks, the relevance of content to female school participation

and achievement and possible measures to ameliorate the situation. The types and numbers of stakeholders contacted were:

1. Chairmen of Textbook Boards 4
2. Directors/Members of Textbook Boards 8
3. EDOs and DEOs from four provinces 11
4. Stakeholders from the 24 selected girls' schools, six from each province including 4 primary and 2 secondary with equal distribution of rural and urban.
 - i. Head teachers 24
 - ii. Teachers 180
 - iii. Students 293
 - iv. Parents of students 118
5. Focus Groups, one in each province 4

Strategies and Tools of Primary Data Collection

1. Content analysis
2. Interviews with Chairmen and Head Teachers.
3. Questionnaire for teachers, students and parents.
4. Focus Group Interview

Analysis and Presentation of Data.

The data have been reported under various sections each focusing on one theme of the study. In order to make a readable and precise report, the primary data have been consolidated for the whole of Pakistan. Wherever necessary, 'by province' analyses have also been presented. Similarly, 'by subject' analyses have been presented only where meaningful differences were observed.

Section 2: Gender Equality in Education

International Perspective

Equality of rights has become an issue following the Universal Declaration of Human Rights 1948. UNESCO adopted its first most important Convention Against Discrimination in Education in 1960. According to this Convention 'discrimination' includes any distinction, exclusion, limitation or preference, which being based on race, color, sex, language, religion..... has the purpose or effect of nullifying or impairing equality of treatment in education. The term 'education' refers to all types and levels of education and includes access to education, the standard and quality of education and the condition under which it is given (Brownlie and Goodwin-Gill, 2002)

But the Commitment to gender equality in education came to prominence after the Jomtien Declaration 1990 and later on the Dakar Framework for Action 2000, under which the goals and targets for the member countries were reset by making following commitments:

World Declaration on Education for All 1990:

Article 3(3) relating to universal access and promotion of equity states:

"The most urgent priority is to ensure access to, and improve the quality of, education for girls and women and to remove every obstacle that hampers their active participation. All gender stereotyping in education should be eliminated."

Dakar Framework for Action 2002.

Two of the six goals of the Framework directly relate to gender equality.

- Goal (V) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to, and achievement in, basic education of good quality;
- Goal (II) Ensuring that by 2015 all children, particularly girls, children in difficult circumstances....., have access to and complete free and compulsory primary education of good quality;

The Asia and Pacific Regional Framework for Action

Adopted by the Asia Pacific Conference on EFA 200 Assessment, Bangkok states:

"It is essential to eliminate systematic gender disparities, where they persist amongst girls and boys throughout the education system, in enrolment, achievement and completion; in teacher training and career development; in curriculum, and learning practices and learning processes. This requires a better appreciation of the role of education as an instrument of women's equality and empowerment"

Gender Equality in Education in Pakistan

The issue of gender disparity in education has long been recognised by the policy makers in Pakistan, and has been addressed in various policies and plans. In fact the review shows that the problem was identified and addressed very properly by the National Commission on Education (1959) but the subsequent policies did not develop in the same spirit and this led to a long period of neglect of the issue.

The National Commission on Education (1959).

The Commission analysed the issue from various angles and made a comprehensive set of recommendations to provide equal educational opportunities for both the genders in terms of access and quality. It stated that girls should have the same opportunities in education as boys (P. 145). It further recommended that:

1. Within future expansion of primary education the facilities provided for girls should be equal both in quantity and quality to those provided for boys (P.189).
2. For purposes of quality the teaching of the early stages of primary education should be entrusted largely to women (P.189).
3. At secondary stage the curriculum should be designed to fit them (girls) more particularly for their further role (P.189). The colleges and universities should provide more diversified courses of special relevance to their interests, and pursuits should be provided to equip them for their rightful place in society (p. 145)

The Commission gave a holistic and detailed vision for achieving gender equality in educational opportunities but the subsequent policies could not build upon this vision.

The Education Policy 1972-80.

The Policy recognised the gender disparity and for the first time gender disaggregated figures were given. But the Policy not only remained limited to the issue of access to primary education, it created a gender cleavage by setting 1979 for boys and 1984 for girls as the target years for the attainment of Universal Primary Education (UPE). The Policy also shows a lack of attention to the educational needs of girls. It especially mentions that *'it is essential that a boy who leaves school after matriculation/intermediate is ready to accept social responsibility by getting absorbed in our socio-economic development'*. The Policy makes no mention of the needs of girls at primary, secondary or tertiary levels.

The National Education Policy 1978.

This Policy also focused on UPE and set a new target to enroll all five year old boys in schools by 1982 and girls by 1987 (p. vii)

EFA Targets in Pakistan

Pakistan reset its targets in 1998 (Education Policy 1998-2003) and again in ESR, 2001-2015 followed by a comprehensive National Plan of Action 2001-2015.

According to the NPA the situation in Pakistan is that:

- i. The enrolment in schools of 5-9 year boys and girls is 82% and 66%. The enrolment of boys and girls of the relevant age group in secondary schools is 67% and 46%.
- ii. Out of half of the primary school age children enrolled, the completion rate is 45% for girls and 54% for boys. It shows that the girls enrolled in school have a higher dropout rate. The dropout rate at secondary level is much higher for girls than for boys.

The National Plan of Action 2001-2015 targets to decrease the 'left outs', who never enrolled, and those who drop out, to 4 million by 2005; to 1 million by 2010 with zero for boys; and an overall zero by 2015.

- iii. The Plan targets to reduce the dropout rate to 38% (male 35%, female 41%) by the year 2005; 20% (both male and female) by 2010 and almost totally eliminate the phenomenon by 2015.

But the fact of the matter is that the desired targets are not being achieved and Pakistan is amongst the 25 countries at high risk of not attaining the EFA goals.

Reasons for Gender Disparity.

Among many other reasons the school itself has a negative influence. The most commonly stated school factors responsible for dropout are the non-relevance of curriculum and school environment. This fact was also realised by the educational planners in Pakistan as early as 1959. The National Plan of Action, 2003, at p. 7, mentions this factor in a variety of contexts, i.e.

- i. Parents and children are not interested in education since they are not able to understand its benefits. They regard education only as a means to get employment for their children. When parents see many educated persons still un-employed they lose their interest in sending their children to schools.
- ii. The curriculum is mostly urban - oriented and is not relevant to the daily life of the rural-children.
- iii. An un-attractive school environment has resulted in poor retention and a high drop-out rate.

Strategies for Gender Equality.

To achieve the goal (v) of Dakar Framework for Action 2000, ESR and the NPA 2001-2015 have outlined a number of strategies, one of which has a specific focus on making the school curriculum relevant to the local needs and making the school atmosphere lively and attractive. According to NPA, the curriculum shall be revised and made relevant to modern needs and shall encourage enquiry, creativity and progressive thinking. Textbooks too will be revised and updated incorporating new concepts, skills and techniques. The NPA also states that efforts will be made to eliminate gender bias in textbooks and curriculum. (P 22,30)

Section 3: Curriculum and Gender Equality

The curriculum is the strongest tool to transmit and transform the culture, values and beliefs of society to the learner. The curriculum is implemented through the textbooks and learning material and through the environment of the school, known as the hidden curriculum. Since every society has its gender belief system and gender stereotypes i.e. the prevailing images of what men and women are supposed to be like, the same are reflected and portrayed in the curriculum. When children enter the school environment, the images of male and female portrayed in books, crystallise their concept about gender and consequently; their own self image, their behaviour, their aspirations and their expectations. If any change in the gender stereotypes is planned, serious and concerted efforts are required, firstly to analyse the learning material and secondly, to present those desired modified images. However, the revised gender images should not be in total contrast to the belief system. If it is, it will again put the students in conflict and risk the further cause of dropout presently experienced in some societies such as American Indians. Shultz (1998), through a review of studies, has reported that out of ten books most frequently assigned in public high school English courses, one was written by women and none by members of a minority group. He also concluded that the academic achievement for all students was linked to the use of non-sexist and multicultural material.

A Norwegian study conducted by UNESCO (1983) indicates that in the fourth to seventh grades, male and female stereotypes persisted in virtually all of the textbooks. Discriminatory attitudes towards girls and women were manifested in the following ways:

- Boys frequently appeared with frequent illustrations. The choice for males was unlimited and varied.
- The examples and subject matter selected indicated a prejudice in favour of boys.
- In the science subjects - physics, chemistry and biology - it was found that there were far more pictures of males than of females for both the lower and upper secondary schools.

The World Federation of Teachers Union (1983) in a study of the portrayal of women and men in school textbooks and children's literature in France, found that textbooks reflected the prevailing ideology and illustrated the general atmosphere of sexism at all levels of schooling.

A survey conducted by Agency Famine Information (AFI-1982), of male and female characters in seventy-nine Arabic textbooks used in seven Arab states - Egypt, Lebanon, Qatar, Saudi Arabia, Tunisia, Democratic Yemen - showed the same stereotypes as modern countries. These textbooks describe women as dependent on men for economic welfare and status. They are depicted as weak, sensitive, dependent, self-sacrificing with no identity of their own as persons.

In the former Soviet Socialist Republic, a study conducted by UNESCO (1982) described the sexist stereotypes falling into three categories:

- i. Emphasise personality traits ascribed to one sex (68%). According to such stereotypes men are efficient, courageous, reasonable, stubborn etc. Whereas women are typified by emotive traits, tenderness and solicitude.
- ii. Emphasise stereotype of family and occupational roles, traditionally associated with women, as house keepers, nurses, teachers etc. while men are bread winners, managers of family etc.
- iii. Emphasise the difference in the social and political activities of men and women, women are passive men are authority figures.

Research on Textbooks in Pakistan

Some small scale review studies conducted in Pakistan have found a disparity between the portrayal of male and female in the curriculum.

The study conducted by Anwar (1982) of 105 textbooks for various grades, the popular books and supplementary books, identified that 78% textbooks were written by males, 6% by females and the remaining had joint authorship. Of the three types of books, supplementary books, were, by and large, dominated by male characters. Between textbooks and popular books, there was not much difference in the proportion and pattern of female character portrayal. More than one half of the female characters were cooking, cleaning, child-rearing and caring, or domestic helper, in cotton/fruit picking and non-occupational skills. Anwar further concluded that in all the books male youths have been provided with a wide choice occupational avenues to exhibit their potentialities, while writers had discriminated against the females by under-playing their creative and intellectual capabilities.

Zeenatunnisa (1989) in a study of school textbooks concluded that of the total human characters found in the textbooks, 16.87% were female .The content indicated a territorial demarcation and division of labour based on sex. Men were generally portrayed in the public

domain as bread winners and women within the confines of the family as home-makers. Men have been assigned a wide range of activities. The work associated with male images involved intellect, imagination, organisational and problem-solving skills. Female images were found to be associated with nurturing and service oriented work (e.g. housewife, teacher, nurse). Zeenatunnisa concluded that the content was serving a conservative role, reinforcing and conserving the patriarchal values.

The study by Shafi further confirmed that abundant discrimination against females existed in the Urdu textbooks. He concluded that the set of Urdu textbooks prescribed for the primary level by the four provincial textbook boards, depicted a world-view in which the center of the stage was occupied by males with females existing on its periphery. The content indirectly built and augmented the inequality of men and women in the minds of the students. All active, outdoor work was performed by men while indoor work, like cooking and decorating the home, was reserved for women. Not only were the women/girls portrayed in stereotyped roles, they were allotted subordinate roles i.e. they were not represented in their individual capacities as women but consistently in their familial roles as mothers and sisters. The general impression created was that boys were active, curious and seekers of knowledge while girls were only fit to play with dolls. The qualities attributed to girls were stereotypes. They were portrayed having lesser mental and physical capabilities and were invariably depicted as helpless beings who were emotional, easily flabbergasted and incapable of taking decision without male help.

Najma, Mohynddin and Alia (1992) analysed class one to three books in Urdu and Social Studies and concluded that those portrayed the conventional roles of boys, girls, men, women, occupational activities, social and political activities, leisure, sports, games and character traits.

Jafri (1994) analysed the primary and middle school Urdu language, Pakistan Studies and English textbooks. She concluded that girls/women were under-represented and portrayed in stereotyped roles. They were mostly shown busy with household chores or sitting passively or quietly. Men were identified by their jobs or professions e.g. doctor, engineer, carpenter, potter, farmer, postman etc. Whereas women were always the daughters, sisters, wives or mothers. Jafri, further concluded that the history taught at the schools was purely male oriented. Women's roles in any Pakistan movement were ignored altogether.

Mirza (1999) conducted a comprehensive review of the primary school test books prescribed by the Punjab Textbook Board. Some of the findings are:

- Female authors were only 18.6% of the total number of authors.

- Out of total 1276 characters, 74% were males and 26 % were female.
- The pictures of females were only one fourth of the total pictures.
- The female characters were gradually withdrawn from the public scenario as they grow up.
- A quarter of the characters belonged to rural areas and three-quarters represented urban surroundings.
- Females constituted only 12.7% of the professional characters in the textbooks. Out of 56 occupations mentioned in the textbooks the females were portrayed in only 19.
- Females characters were the reflection of traditional images and portrayed in the activities which do not demand the creative potentials of individuals, i.e. cooking, running households. The males were portrayed in the power oriented activities i.e. fighting wars, selling, boating, flying, driving etc.
- The qualities ascribed mostly to male and female characters were happy, powerful, religious, advisor, humane, well mannered, pious, hardworking, patriot and active. Of the total 82 attributes, portrayed in the textbooks male were portrayed in 76 whilst females were portrayed in 53.

Effect of Gender Biased Curricula on Female School Dropout

The reasons for girls' remaining out of school or leaving school without completing the relevant stage are many and include gender discrimination in schools, in curriculum choice, in learning material, bias in teaching methods and teacher's attitude. Ponser (1990) and Schultz (1998) identified several factors in curriculum delivery in American schools, which contribute to academic failure and resultant dropout among girls'. These included (a) less responsiveness to female needs in the curricula, (b) teachers paying less attention to girls studies than boys, (c) classifying girls according to stereotypes such as being more cooperative than assertive, (d) reinforcing the myths, through subtle behaviour, that women do not do well in mathematics and science. In addition Chaudry (1993) identified that gender bias in text books, and lack of role models within school also dampen girls' aspirations and therefore discourage their attendance and achievement, especially at the secondary level. Moreover, the gap between labour market opportunities and female higher education imposes its effect on a girl's pursuit of secondary schooling. The reasons for dropout from American Indian schools include primarily the dislike of the school among students.

Section 4: Analysis of National Curriculum and the Textbooks

4.1: The National Curriculum

1. Under the Federal Supervision of Curricula, Textbook Maintenance of Standards of Education Act 1976, the Federal government appointed the National Bureau of Curriculum and Textbook (Curriculum Wing) Ministry of Education for purposes of the said Act relating to classes 1-XII, i.e.:
 - a. Prepare or cause to be prepared schemes of studies, curriculum, manuscripts of textbooks and schedules or strategy for their introduction in various classes in connection with the implementation of the education policy of the Federal Government.
 - b. Approve manuscripts of textbooks produced by other agencies before they are prescribed in various classes.
2. The process of curriculum developed is initiated at the federal level by the National Curriculum Development Committee (NCDC). The Curriculum is finalised by the National Bureau of Curriculum and Textbooks (NBCT) in consultation with the provincial curriculum bureau.
3. The Textbook Boards are responsible for development of textbooks based on approved curricula. The finally selected/prepared manuscript is passed on to the Curriculum Wing for its approval. The Curriculum Wing (CW) presents it to the National Review Committee (NRC). If it is accepted the CW issues the certificate for its printing. (Govt. of Pakistan, 1999).

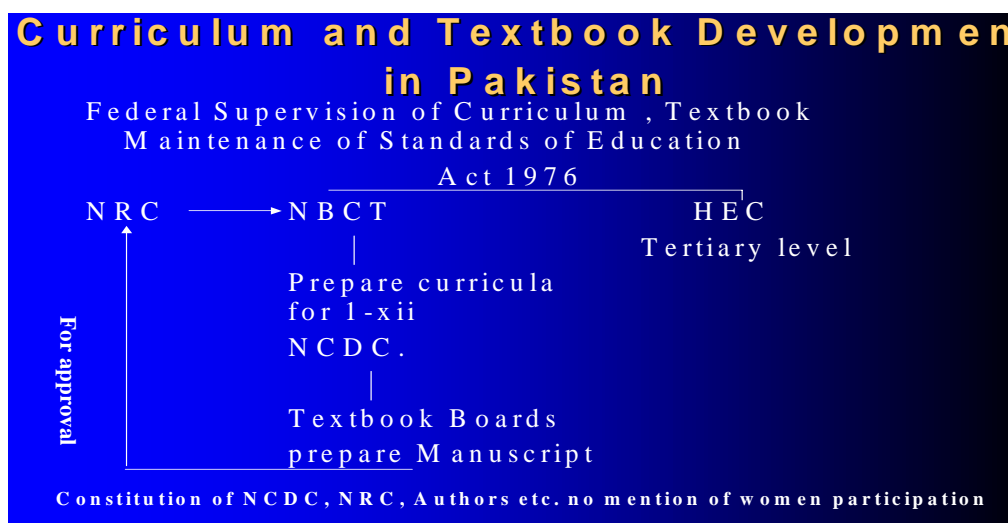


Fig. 1: Curriculum and textbook development process

The composition of NCDC and NRC do not ensure the participation of women.

a. Composition of NCDC:

- | | | |
|---------|--|----------|
| i. | Joint Educational Adviser/DEA | Chairman |
| ii. | Expert in curriculum development drawn from IER/college of education. | Member |
| iii. | An Expert in child psychology drawn from college/university/IERs. | Member |
| iv. | An expert in teacher training drawn from TTI. | Member |
| v. | A renowned working professional drawn from Association/Council/Commission /high level institutions e.g. PMA, PEC , PIDE, and other relevant organisations. | Member |
| vi-vii. | two working teachers, one from rural and one from urban areas. | Member |
| viii. | Desk Officer of the Curriculum Wing | Member |

b. Composition of National Review Committee:

- | | | |
|--------|--|----------|
| i. | Joint Educational Adviser/DEA | Chairman |
| ii. | An expert in curriculum development who was associated in NCDC. | Member |
| iii.iv | Two subject specialists, one from college and one from university. | Member |
| v. | A renowned textbook writer. | Member |
| vi. | A language expert drawn from IERs/college of education. | Member |
| vii. | A working/retired teacher. | Member |
| viii. | The Desk Officer of the Curriculum Wing. | Member |

5. The curriculum of grades I-X prepared in 2000 consists mostly of the concepts, and activities which can be labeled as gender blind. But the list of personalities included in the curriculum is heavily male dominated.
6. The curricula of three subjects i.e. mathematics, science and Islamiyat have no special mention of personalities for inclusion in textbooks. But the curricula of Pakistan Studies, Urdu, and English enlist the personalities for inclusion as central characters. This list depicts a strong male gender bias having only 7.7% females out of a total 251 titles. The personalities were further classified

into four i.e. Muslim history, subcontinent, Pakistan and the world. The biggest share (26.3%) for females was given in the personalities of muslim history. The names include Hazrat Fatima^(RA), Hazrat Khudija^(RA), Hazrat Aysha^(RA), Hazrat Zainab^(RA), Hazrat Khaula^(RA), and Hazrat Hafsa^(RA). From the Subcontinent, the only name included was Razia Sultana and world famous woman included was Florence Nightingale.

Table 1: Male female personalities in National Curriculum

Classification	Total	Male	Female	% Female
Islamic history	48	38	10	26.3
Subcontinent	111	110	1	0.9
Pakistan	65	59	6	9.2
World History	27	26	1	3.7
Total	251	233	18	7.7

7. The National Curriculum has provided guidelines for textbook developers. The guidelines make no mention of the concept of gender disparity or the measures to address the issue. See Annex 1

4.2: The Textbooks

The analysis of the 194 textbooks from the four provinces examined two criteria; the personnel involved in the development and production process, and the actual content. The contents were analysed quantitatively and qualitatively with reference to the gender portrayal in terms of total characters, the central characters, the nature of tasks and activities, professions, personality attributes etc.

4.2.1: Personnel Involved in Textbook Development from Grade 1-X

Personnel involved in the process of textbook production were the authors, editors, translators, and different types of art workers. The number of such personnel was 2073. Since the curriculum and the process of textbook writing is nearly the same in all provinces, the number of personnel involved in the process in each province was almost the same.

The percentage of women involved in the book development process was 26.1. The percentage of female authors was also 26.1; female editors and reviewers were 19.6% and 20.4%, respectively. See Table 2.

Table 2: By sex personnel in grade 1-X textbooks production in Pakistan

	Author	Editor	Reviewer	Translator	Artwork	Designer Layout	Picture Artist	Total
Total	823	286	393	25	69	133	344	2073
Female	215	56	80	9	18	5	157	540
Female%	26.1	19.6	20.4	36.0	26.1	3.8	45.6	26.1

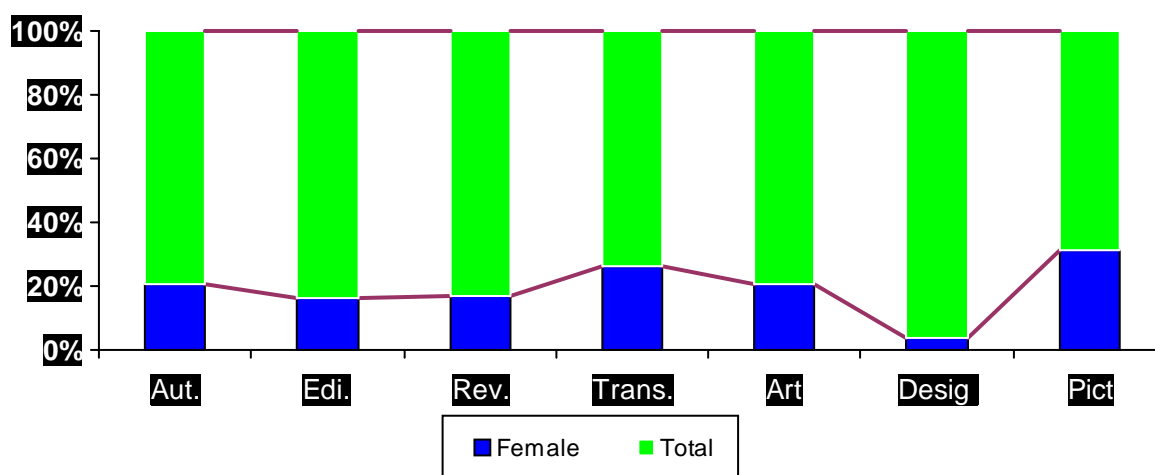


Fig 2: By sex personnel in grade I-X textbook production

Textbook Production Personnel by Province:

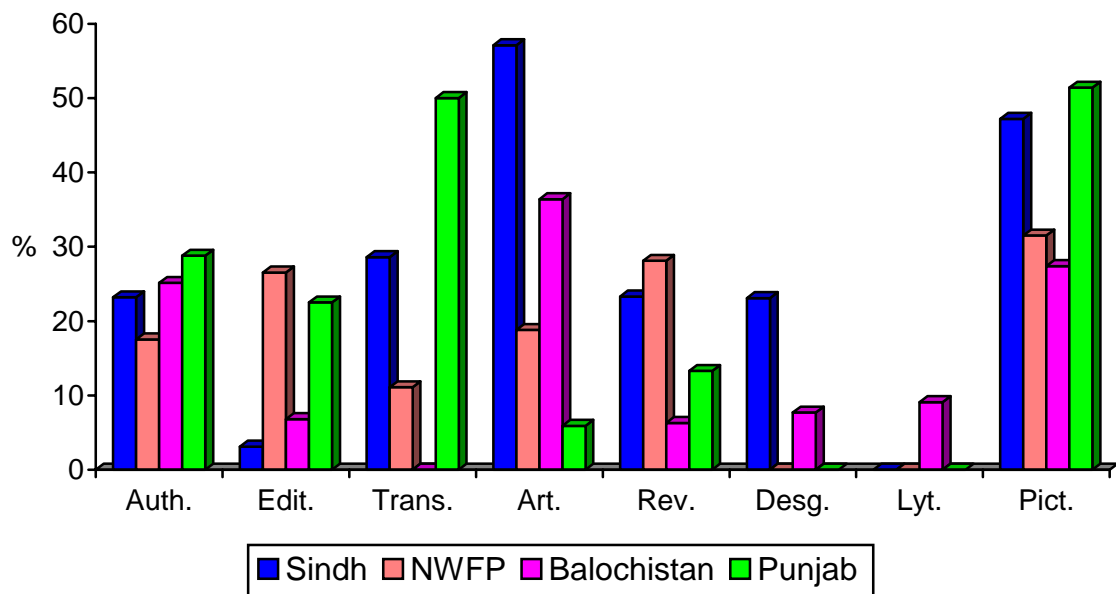
The percentage of women in textbook production ranged from the highest of 26.9 in Punjab to 18.1 in Balochistan. However, the authors who are major contributors in textbook development had the highest percentage in Punjab and the lowest in NWFP.

Table 3: By province male/female personnel involved in textbook production, classes 1-X

Personnel	Sindh		NWFP		Balochistan		Punjab	
	Total	F%	Total	F%	Total	F%	Total	F%
Author	177	23.2	194	17.5	175	25.1	267	28.8
Editor	65	3.1	49	26.5	74	6.8	98	22.5

Translator	14	28.6	9	11.1	0	0.0	2	50.0
Art Worker	7	57.1	32	18.8	11	36.4	17	5.9
Reviewer	150	23.3	64	28.1	96	6.3	83	13.3
Designer	13	23.1	33	0.0	13	7.7	6	0.0
Layout	15	0.0	34	0.0	11	9.1	8	0.0
Picture Artist	127	47.2	89	31.5	84	27.4	70	51.4
Total	568	26.2	434	23.0	464	18.1	551	26.9

Fig 3: Female as % of various personnel in grade 1-X textbook development.



Key Personnel in grades, 1-X Textbooks development.

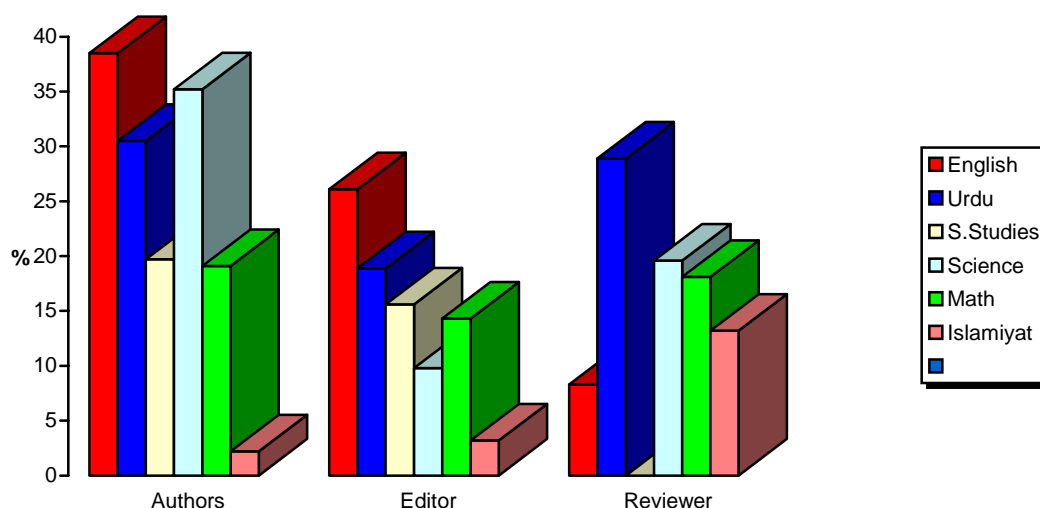
Principal personnel involved in textbooks of I-X were counted by subjects. It was observed that women participated more as English book writers (38.5%), followed by Science (35.2%) and Urdu with 30.5%. Women constituted only about 19% of each of the Social Studies and Mathematics book writers, with negligible participation as authors of Islamiat. The books of Islamiat are developed and produced at the federal level

No valid speculation can be made about the low participation of women as authors of Social Studies textbooks and particularly for Islamiat. In mathematics it can be assumed that this, as a stereotype, is not a women's subject.

Table 4: By subject key personnel in I-X grades textbooks development in Pakistan

Subject	Author			Editor			Reviewer		
	T	F	F%	T	F	%	T	F	F%
English	117	45	38.5	42	11	26.1	24	2	8.3
Urdu	131	40	30.5	58	11	18.9	45	13	28.9
S.Studies	81	16	19.7	32	5	15.6	9	0.0	0.0
Science	196	69	35.2	71	7	9.8	66	13	19.6
Math	118	22	19.1	49	7	14.3	83	15	18.1
Islamiyat	180	4	2.2	31	1	3.2	204	27	13.2

Fig 4: Principal personnel in grades I-X textbook production



Personnel in Primary grades' Textbooks Development.

The total number of people who participated in the development of primary school books in Pakistan was 1236 of whom 27.8% were women. The percentage of such women was lower in Balochistan (23.4%) and NWFP (23.7%) as compared to that in Punjab (32.1%) and Sindh (31.4%). Women's participation was highest among picture making artists (39.6%); women authors were 34.7 %; translators were 37.5%; editorial tasks were dominated by men. Women's participation as designers and layout workers was also negligible.

In Balochistan women's overall participation in book preparation was the lowest of all provinces but surprisingly the percentage of women authors was the highest (46%) whilst the lowest (17%) was observed in NWFP. For details see Table 5.

Table 5: Overall and by province personnel in primary grades' textbooks production in Pakistan.

Personnel	Sindh			NWFP			Balochistan			Punjab			Pakistan		
	Total	F	F%	Total	F	F%	Total	F	F%	Total	F	F%	Total	F	F%
Author	89	28	31.0	70	12	17.0	83	38	46	115	46	40.0	357	124	34.7
Editor	40	0	0.0	26	13	50.0	40	03	7.5	46	09	20.0	152	25	16.4
Translator	08	03	38.0	0.0	0	0.0	0	0	0.0	0	0	0.0	08	3	37.5
Artist	06	04	67.0	28	05	18.0	08	02	25	08	0	0.0	50	11	22
Reviewer	112	29	26.0	40	15	38.0	66	02	30	35	05	14.0	253	51	20.2
Designer	112	03	25.0	27	0	0.0	08	01	13	06	0	0.0	53	4	7.5
Lay Out	08	0	0.0	28	0	0.0	07	07	14	08	0	0.0	51	1	1.9
Picture Artists	107	53	50.0	85	27	32.0	78	21	27	56	28	50.0	326	129	39.6
Total	382	120	31.4	304	72	23.7	290	68	23.4	274	88	32.0	1250	348	27.8

By Subject Male Female Principal Personnel of Primary Grades' Books Development.

The percentage of female writers at primary level was much higher compared to that at secondary level. It was surprising to note that at primary level the science textbooks had more female authors(61.8%) than males. The second highest percentage of authors (47.2%) was in English textbooks; 30% authors of social studies were females. The low percentage of females as mathematics book writers was no surprise. It was however strange to note that there was absolutely no female author of Islamiyat.

Table 6: By subject principal personnel in writing primary grades' books

Subject	Author			Editor			Reviewer		
	T	F	F%	T	F	%	T	F	F%
English	53	25	47.2	18	5	27.7	7	1	14.3
Urdu	90	29	32.2	40	10	25.0	39	12	30.7
S.Studies	49	15	30.6	18	2	11.1	9	0.0	0.0
Science	68	42	61.8	43	3	6.9	50	12	24.0
Math	57	13	22.8	23	5	21.7	55	14	25.4
Islamiyat	52	0.0	0.0	10	0.0	0.0	91	12	13.2

Female editors constituted nearly 1/4th of the total of mathematics editors; in English and Urdu they were 27.7% and 25%. Social Studies and Science had very few women editors whilst no female edited the books of Islamiyat

The overall percentage of women reviewers was 25 in mathematics with Social Studies having the near same and Urdu having 30.7% women reviewers, whilst the social studies had none.

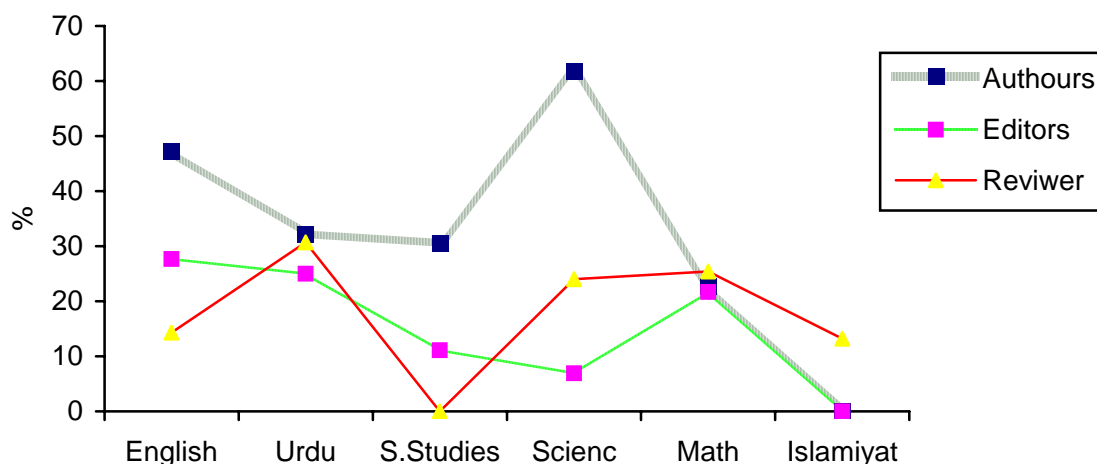


Fig 5: Principal personnel in primary grades' textbooks

Personnel Involved in Grades VI-X Textbook Production.

At secondary level the number of personnel involved in the process of book production was 837. The percentage of women at this stage had dropped drastically to 15.89 from 27.8 at primary level. This percentage of female authors at elementary level was 34 but at secondary level it was 15.79. Female designers and layout people were totally absent from the secondary level.

The percentage of female authors in Punjab, though only 20.4, was the highest in all the provinces. In Balochistan the participation of female authors and editors was only 6.5% and 5.9%. In NWFP no woman was an editor of secondary school textbooks. The highest participation of women was for picture making.

Table 7: Total personnel involved in textbook production (all subjects) for grades VI-X

Personnel	Sindh			NWFP			Balochistan			Punjab			Pakistan		
	Total	F	F%	Total	F	F%	Total	F	F%	Total	F	F%	Total	F	F%
Author	88	13	14.8	124	22	17.7	92	06	6.5	152	31	20.4	456	72	15.8
Editor	25	02	8	23	0.0	0.0	34	02	5.9	52	13	25.0	134	17	12.7
Translator	06	01	16.7	09	01	11.1	0.0	0	0.0	02	01	50.0	17	03	17.7

Art Work	01	0	0.0	04	01	25	03	02	66.7	09	01	11.1	17	04	23.5
Reviewer	38	06	15.8	24	03	12.5	30	04	13.3	48	06	12.5	140	19	13.6
Designer	01	0	0.0	06	0	0.0	05	0	0.0	0	0	0.0	12	0	0.0
Lay Out	07	0	0.0	06	0	0.0	04	0	0.0	0	0	0.0	17	0	0.0
Picture/Artist	20	07	35.0	04	01	25.0	06	02	33.3	14	08	57.1	44	18	40.91

By Subject Key Personnel in Secondary (VI-X) School Textbooks' Production.

The percentage of women involved in textbook writing decreased sharply from primary to secondary level.

Table 8.: By subject principal personnel of grade VI-X textbook development.

Subject	Author			Editor			Reviewer		
	T	F	F%	T	F	%	T	F	F%
English	74	20	27.0	24	6	25	17	1	5.8
Urdu	41	11	26.8	18	1	5.5	6	1	16.6
S. Studies	32	1	3.1	14	3	21.4	0.0	0.0	0.0
Science	128	27	21.1	28	4	14.3	16	1	6.3
Math	58	9	15.5	26	2	7.6	28	1	3.5
Islamiyat	128	4	3.1	21	1	4.7	113	15	13.2

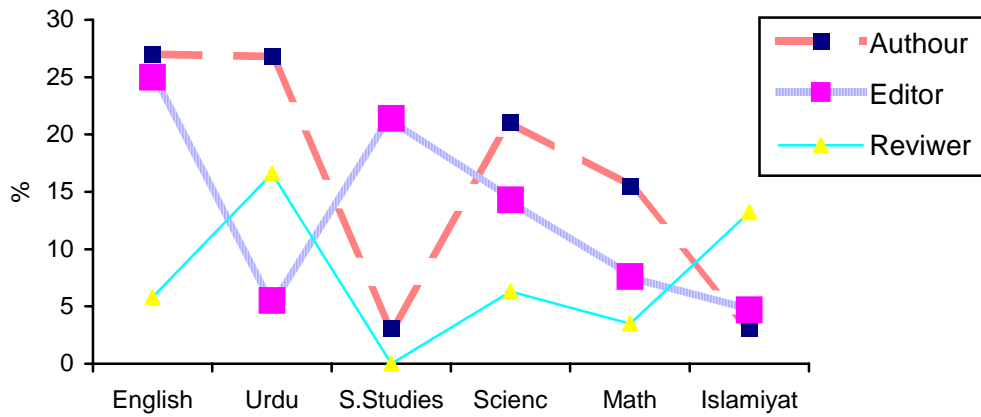


Fig 6: By subject principal personnel of grade VI - X textbook production.

The percentage of women writers in Urdu, English and Science was higher than in other subjects. The only major difference by subjects was observed in case of Mathematics; at primary level there were 61.8% women authors but at secondary level this percentage was only 15.5; social studies and Islamiyat had 3.1% women authors each.

4.2.2: Gender Portrayal in Textbooks

Female as Percent of Total Characters in Textbooks.

Female characters constituted only 23.1% of the total characters in textbooks in grades 1-X. Their representation in the text was lower than that in pictures i.e. 20.9% against 25.7%. At primary level the percentage of female characters was 27.4 showing equal representation in text and in pictures. At secondary level this percentage dropped to 17.6 as it is generally observed in the society that girl child is allowed to go out and is seen in public but is withdrawn from the public scene as soon as she enters adolescence.

Table 9: Male female characters in textbooks

Mode of Presentation	grade I-V		grade VI-X		grade I-X	
	Total	F %	Total	F %	Total	F %
Text	4969	27.7	8425	16.9	13394	20.9
Pictures	8546	27.2	2266	20.2	10812	25.7
Total	13515	27.4	10691	17.6	24206	23.1

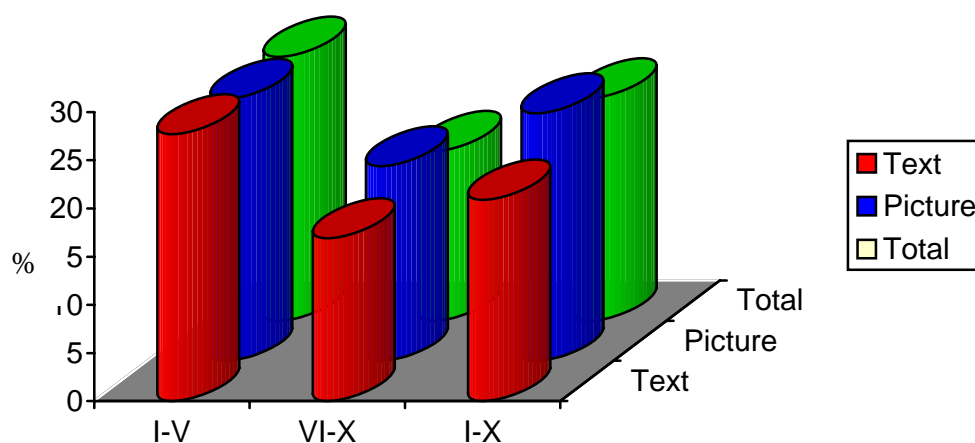


Fig 7: Female as percent of total characters in textbooks

In Sindh and NWFP the textbooks had 25% female characters while in Balochistan and Punjab they were 20.5%.

At primary level, NWFP out of all provinces had the highest percentage, 31.9, of female characters. The lowest percentage was in Balochistan with Punjab having the 2nd lowest percentage.

Keeping in view the overall development indices of the provinces, it is unexpected to note that the Punjab and Balochistan were at the same lower level. At secondary level the Punjab had the lowest representation of female characters which is again in contrast to the overall development indicators of the provinces.

It was however, common to all provinces that the percentage of female characters declined sharply from primary to secondary level.

Table 10: By Province distribution of male female characters in textbooks.

Level	Characters in	Sindh		Balochistan		Punjab		NWFP	
		Total	F%	Total	F%	Total	F%	Total	F%
I - V	Text	1203	27.9	1420	23.7	1137	29.6	1209	30.3
	Pictures	3359	28.1	1793	23.8	1451	21.5	1943	32.8
	Total	4562	28.1	3213	23.8	2588	25.1	3152	31.9
VI - X	Text	1916	16.5	2051	18.5	2031	14.9	2427	17.5
	Pictures	761	28.1	885	15.4	245	18.7	375	16.0
	Total	2677	19.8	2936	17.6	2276	15.3	2802	17.3
I - X	Text	3119	20.9	3471	20.6	3168	20.2	3636	21.7
	Pictures	4120	28.1	2678	21.1	1696	21.2	2318	30.2
	Total	7239	25.0	6149	20.8	4864	20.5	5954	25.0

By Level and by Subject Male/Female Characters in Textbooks.

In classes 1-X the overall representation of women was 23.1%. At primary level it was 27.4%, which declined to 17.5% in secondary classes. Generally the English, Mathematics and Science books presented more women characters. Fourth in order were Urdu books. Women characters were only 1/10th of the total characters in the books of Islamiyat. Females were also neglected very badly in the textbooks on social studies.

Table 11: By level and by subject male/female characters in textbooks

Subject	I-V		VI-X		I-X	
	Total	F%	Total	F%	Total	F%
English	2139	34.5	2911	23.8	5050	28.3
Math	2283	31.9	1437	25.1	3720	29.3
Islamiyat	576	11.9	1080	12.4	1656	12.2

Science	1063	31.5	758	22.7	1821	25.3
S. Studies	2044	14.9	1235	3.97	3279	16.0
Urdu	5419	24.6	313	15.6	8732	21.8
Total	13524	27.4	10734	17.5	24250	23.1

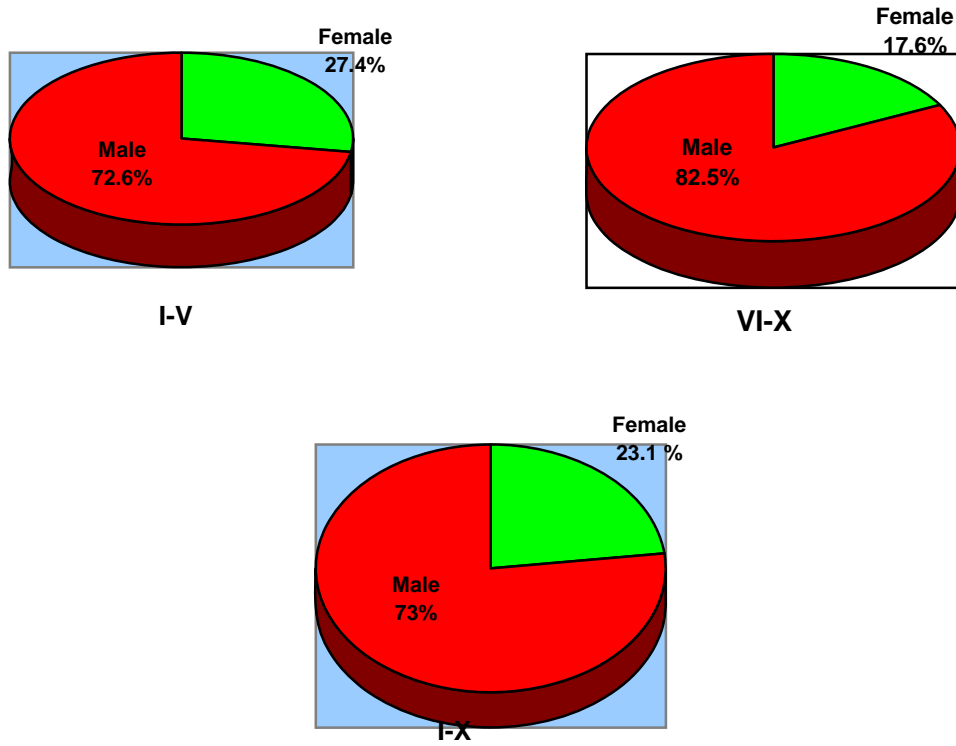


Fig 8: Percentage of male female characters in textbooks of various levels

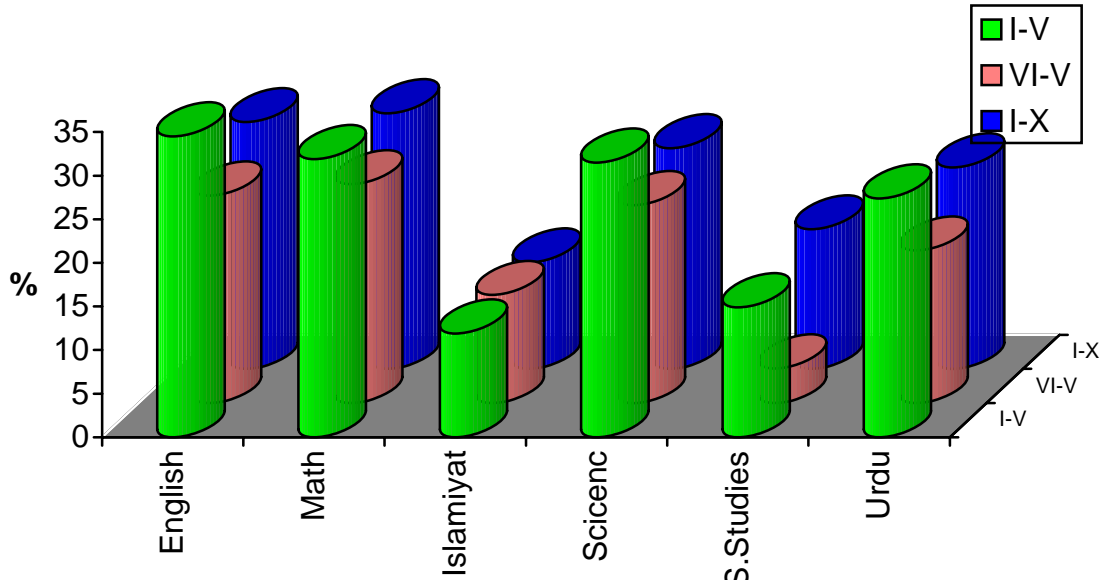


Fig 9: Females as percentage of total characters in textbooks of various subjects

There was a general pattern of decline in female characters in the books of all subjects with some erratic deviations here and there. The biggest decline was in the books of social studies followed by science. For details see Table 12 and Figure 10:

Table 12: By grade female characters in textbooks of various subjects.

Grades	English		Math		Islamiat		Science		S. Studies		Urdu	
	Total	F%	Total	F%	Total	F%	Total	F%	Total	F%	Total	F%
I	120	38.3	369	32.7	13	23.0	152	23.6	-	-	598	29.2
II	472	33.2	529	36.0	24	16.6	61	19.6	-	-	1260	24.9
III	368	32.8	654	29.1	101	24.8	194	28.8	-	-	1146	25.9
IV	712	36.2	409	35.5	249	10.0	460	30.2	790	24.1	1079	29.9
V	503	38.2	322	25.7	189	6.3	409	34.2	925	22.2	1330	19.5
VI	840	31.5	701	33.5	206	13.5	347	13.5	228	7.9	680	13.7
VII	795	21.5	325	22.2	496	11.2	149	10.4	228	1.8	417	22.8
VIII	490	14.8	222	5.4	303	13.5	110	16.4	339	4.1	976	15.7
IX	468	29.2	83	22.8	75	12.0	212	10.4	-	-	685	15.9
X	318	15.1	106	21.6	-	-	-	-	340	3.8	555	14.6

Note: Each of Islamiat, General Science, and Social Studies has one book for grade IX and X

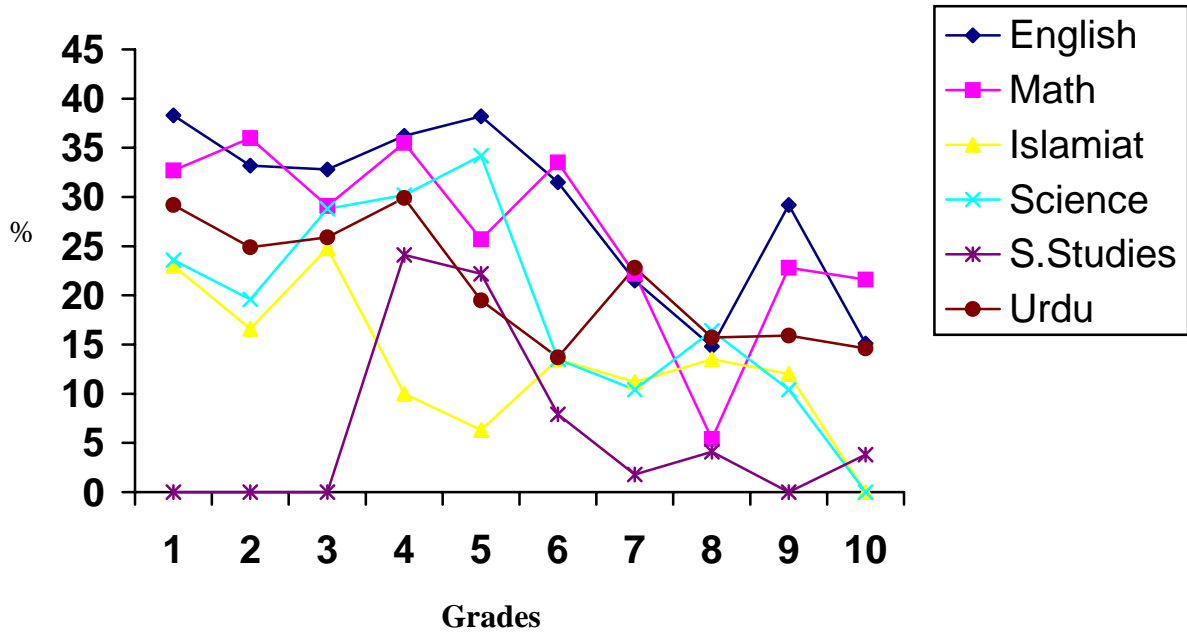


Fig 10: By grade female % characters in various subjects

By Profession Representation of Male/Female Characters.

Considering the fact that 194 books had been reviewed, very few characters were portrayed in professional/occupational roles, which shows a general lack of such role models for students of both sexes. The number of professions and the frequency with which they occurred is alarmingly low. On average professional characters are only mentioned four times in each book.

Key/Central Characters in Textbooks.

Women central characters constituted 26.5% of the total. At primary level the central characters were 23.8% and at secondary level this percentage was raised to 28.6%. There were no male or female central/key characters in science and mathematics books. Of the other four subjects the biggest share for women occurred in the English books, i.e. 47.4% at primary and 44.4% at secondary level. Next in order were Urdu books. The textbooks of Islamiyat and social studies gave 8.3% and 11.0% share to women in the central roles.

Table 13: By profession distribution of male female characters in textbooks

Profession/Vocation	I-V			VI-X			Total		
	Total	F	F%	Total	F	F%	Total	F	F%
Doctor/Dentist	22	9	40.9	19	4	21.0	41	13	31.7
Nurse	8	8	100	4	4	100	12	12	100.0
HT	4	0	0.0	6	1	16.6	10	1	10.0
Teacher	43	18	41.8	22	8	25.0	65	26	40.0
Skilled worker	63	6	9.5	65	3	4.6	128	9	7.0
Unskilled worker	74	3	4.1	102	5	4.9	176	8	4.5
Farmer	19	1	5.3	30	0	0	49	1	2.0
Other Profession (pilot/chemist/painter etc)	57	8	14.0	18	1	5.5	75	9	12.0
Other vocations (driver/clerk/ policeman etc)	43	0	0.0	135	11	8.1	178	11	6.2
Player	26	1	3.8	50	8	16.0	76	9	11.8
Total	359	54	15.0	461	45	9.8	820	99	12.1

Out of the overall presentation of professions/vocations in textbooks, females constituted only 12.1%. Female characters had highest representation (41.8%) of the total teachers; the next highest were doctors at 40.9%.

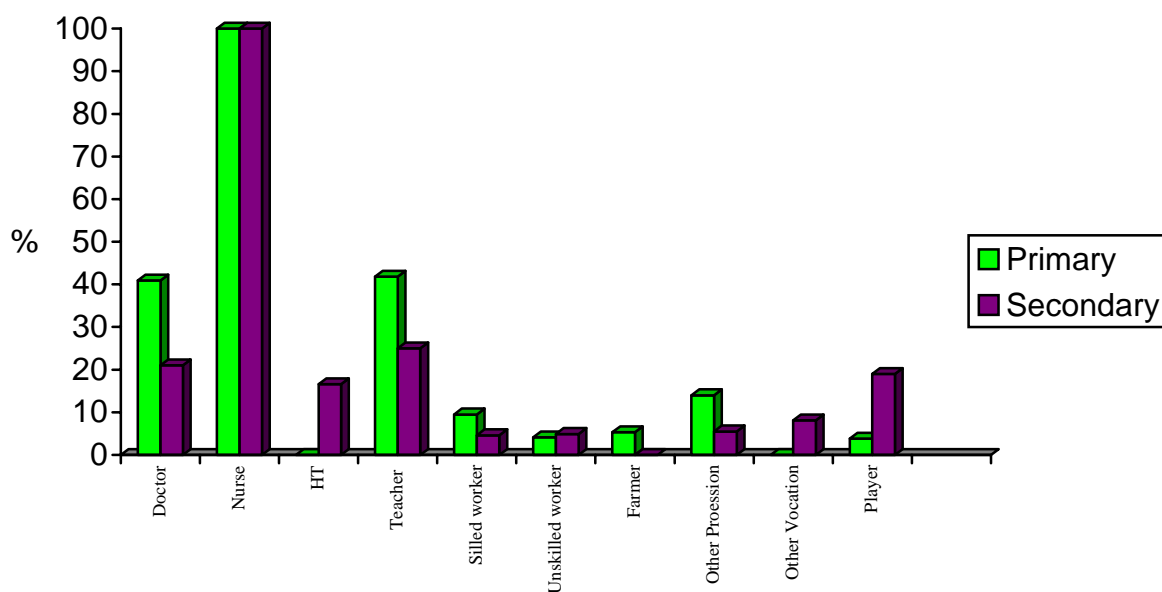


Fig 11: By profession distribution of male female characters in textbooks

The only administrative position in the textbooks was that of head teacher. Even that was exclusive to men. Only the role of Nurse was allocated to women.

The category of skilled worker includes potter, carpenter, blacksmith, etc. Only 9.5% of such characters were women in the role of potter. Women's share in other professions was only 14%. They were totally withdrawn from vocations like driver, clerk/ office secretary, policeman etc.

Women were represented in only 9.8% in the professional and vocational roles in characters at secondary level, which is very low. Their representation as head teacher and teachers with a percentage of 10 and 40 reflects a biased attitude towards women. Similarly in the real world women participate equally in farm work, but only 2.0% of the depicted farmers were women. In fact only one woman character was shown working on a farm.

The analysis shows that the books were not only ineffective in portraying a positive role for women as part of the workforce of the country but their roles were not even presented in accordance with the prevailing conditions in reality.

As in the preceding examples the female characters were gradually withdrawn from secondary school textbooks compared to elementary school textbooks. It is desirable that secondary school textbooks should portray more women in professional roles so that girls can take those as role models. But the situation was contrary to that expected and desired. The books, instead of presenting positive change are exacerbating the situation.

Analysis of professional characters shows that females were totally absent from any professional and vocational scenario in science textbooks as well as those for, Islamiyat, and mathematics. Social Studies' textbooks depicted one woman as a nurse and one in a clerical job. Only the textbooks of Urdu and English had women in professional/vocational roles.

By Age Distribution of Characters in School Textbooks.

Children constituted major percentage of the characters identifiable by age. 25% of children were male and 37.3% were female. The percentage of young adults, the age soon to be attained by school leavers, had a very low representation. However, the mature adults (26-45 years) were 17% amongst male and 14.6% amongst female characters.

Table 14: By age distribution of male female characters in I-X grades' textbooks.

Sex		Infants	Children	17-25 Year	26-45 Year	Adults Above 45	Not Age Evident	Total N
Male	N	104	5672	1440	3913	623	10916	22668
	%	0.5	25.0	6.4	17.3	2.7	48.2	100
Female	N	31	2892	585	1134	153	2960	7755
	%	0.4	37.3	7.5	14.6	2.0	38.2	100

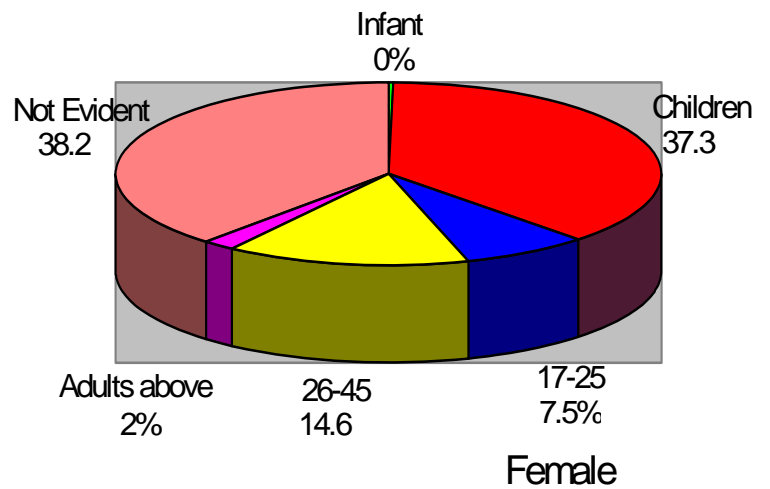
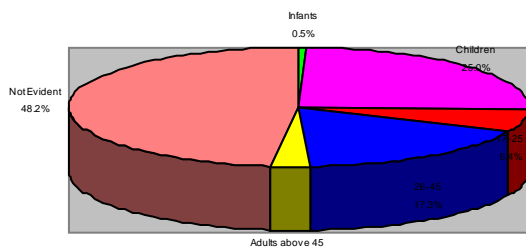


Fig 12: By age distribution of male/female characters in I-X grade textbooks

By Age Distribution of Male Female Characters in Textbooks of Grades I-V.

In primary school textbooks the majority of the characters were children. The percentage of female children was higher than that of males i.e. 43.4% against 32.3%.

Table 15: By age distribution of male/female characters in TBs I-V.

Sex		Infants	Children	17-25	26-45	Adults Above 45	Age Not Evident	Total N
Male	N	56	4039	874	2198	274	5073	12514
	%	0.5	32.3	7.0	17.6	2.2	40.5	100
Female	N	19	2166	330	734	97	1647	4993
	%	0.4	43.4	6.6	14.7	1.9	33	100

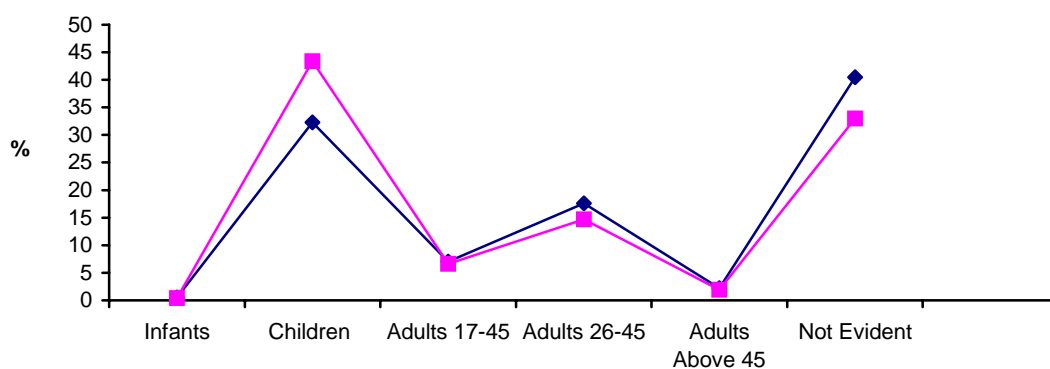


Fig 13: By age % female characters in primary grades' textbooks

By Age Distribution of Characters in Grades' VI-X Textbooks.

The distribution of characters by age in grade VI-X was different from the primary grade textbooks with the percentage of male children 16.1% and female children 26.4%. The rest of the distribution was nearly the same as that at primary level.

Table 16: By age distribution of male female characters in secondary school books

Sex		Infants	Children	Adults 17-25	Adults 26-45	Adults Above 45	Age Not Evident	Total N
Male	N	48	1633	566	1715	349	5843	10154
	%	0.5	16.1	5.6	16.9	3.4	57.5	100
Female	N	12	726	255	400	56	1313	2762
	%	0.4	26.4	9.2	14.5	2.03	47.5	100

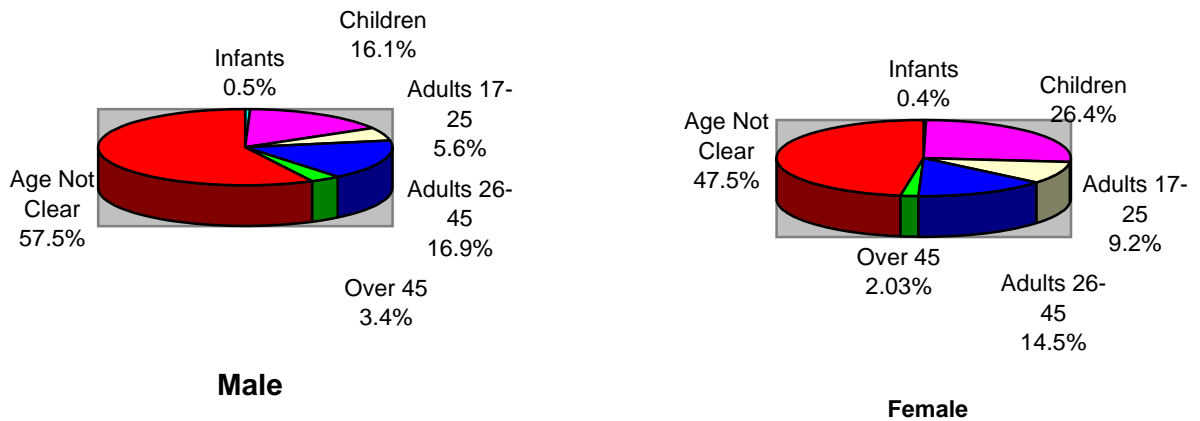


Fig 14: By age distribution of male female characters in secondary school books

Male Female Characters by Location at primary Level.

There was no significant difference in the rural/urban distribution of male and female characters. Nearly two fifths of the characters of each sex were location free; slightly less than 2/5th were urban and less than 1/6th were rural. It can be concluded safely that books represented many more urban characters than is consistent with the urban population of the country.

The clear rural characters were only 16%. The books of Urdu and English represented comparatively more rural characters and the least were represented in the books on mathematics and Islamiyat. No marked differences in the location pattern of male and female characters were observed in any of the books.

Table 17: Overall and by subject distribution of rural urban characters in textbooks of grades I-V

Subject	Male							Female						
	Total	Urban		Rural		Location Not Evident		Total	Urban		Rural		Location not Evident	
	N	N	%	N	%	N	%	N	N	%	N	%	N	%
English	1301	425	32.7	360	27.7	516	39.7	794	300	37.8	113	14.2	381	48.0
Math	1464	195	13.3	68	5	1201	82.03	729	148	20.30	42	5.8	539	74
Science	881	538	61.06	122	14	221	25.1	389	268	69	63	16.1	58	15
SS	1579	793	50.6	190	12.03	596	38	469	205	43.7	121	25.8	143	30.5

Urdu	4044	1562	38.6	829	20.4	1653	40.8	137.5	571	41.5	285	20.7	519	37.7
Islamiyat	507	131	26	07	1.3	369	73	69	13	18.8	01	1.4	55	79.7
All	9776	3644	37.27	1576	16.12	4556	46.6	3825	1505	39.3	625	16.3	1695	44.3

Rural - urban distribution of characters at secondary level. A little more than half of the characters in text and pictures were not depicted in any rural/urban setting.

Table 18: Rural/urban distribution of male-female characters in textbooks of VI-X

Sex	Total	Urban		Rural		Not- Clear	
	N	N	%	N	%	N	%
Male	8860	3193	36.0	524	5.9	5143	58.1
Female	1913	760	39.7	116	6.1	1037	54.2

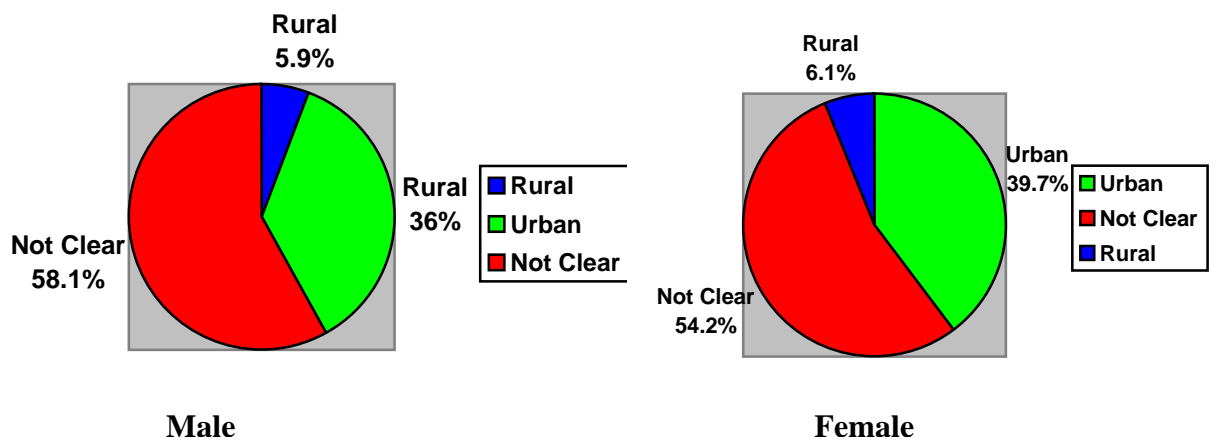


Fig 15: Rural urban distribution of male-female characters in textbooks of VI-X

Out of the remaining characters a large majority, 36.0% had an urban context. In the case of females this was extended to 39.7%. The clear rural male characters were only 5.9% and females were 6.1%. It is evident from this distribution that books have a heavy urban orientation.

Portrayal of Genders in Various Activities.

By looking at the pictures and descriptions in the text, an effort was made to classify the characters by activities. Six types of activities and locations were identified. It was noted that

female characters constituted 41% of the total characters shown in-house but not employed in households; female constituted 76.1% of those employed in households; they also made up 63.1% of in-school characters. Women were only 24% of those characters shown in the non-domestic world and only 19.9% of those playing.

There was no big difference in this portrayal of characters among the textbooks of various subjects except that English textbooks placed highest percentage of women as householders and the mathematics textbooks reduced women playing and gave them a share of 9.5% only. For by subject detail see Table 18:

Table 19: Portrayal of genders by activities in the textbooks

Subject	In-house but not households		Outside House		In School/ Reading		Doing household		Playing		Other Activities.	
	Total	F%	Total	F%	Total	F%	Total	F%	Total	F%	Total	F%
English	959	46.40	1977	25.2	925	30.92	98	86.7	416	25.0	730	24.3
Urdu	1131	44.92	3085	20.10	643	27.53	141	69.50	484	16.9	1541	26.5
Science	294	41.5	815	28.22	307	48.53	18	66.7	192	22.4	445	26.3
Islamiat	80	41.3	70	10.0	17	35.29	-	-	-	-	34	17.7
S. Studies	82	48.8	1019	26.50	159	70.44	13	76.9	30	13.3	301	22.6
Mathematic	173	44.5	661	31.2	558	37.81	23	78.3	95	9.6	71	29.6
Total	2719	45.5	7627	24.01	2609	36.07	293	76.1	1217	19.9	3122	25.6

4.3: Personality Attributes used for Male and Female Characters

A total number of 131 personality attributes were found in the textbooks of which 66 were commonly used for both male and female characters. Even amongst the most commonly used traits the frequency of positive traits was more in favour of male characters. Descriptions such as brave, generous truthful and kind had a male /female proportional representation of 72:17; 42:4; 61:3; 65:12. The only two traits having a higher frequency for females were modesty and dear. Females were given higher share in stereotyped women traits such as helpless, noble, tolerant, pious and pretty.

Table 20: Attributes used commonly for male and female character.

Attribute	Frequency		Attribute	Frequency		Attribute	Frequency	
	M	F		M	F		M	F
Bold/brave	72	17	Obedient	7	2	Dear	11	14
Kind	65	12	Helpless	7	5	Guide/Leader	11	2
Truthful	61	3	Soft spoken	5	3	Miser	2	1
Generous	42	4	Skillful/expert	12	2	Rich	4	2
Pious	43	21	Modest	4	9	Short/little	2	1
Honorable	42	8	Proud	2	1	Aged	2	1
Wise	43	12	Innocent	2	2	Bad	6	1
Courageous	27	6	Naughty	2	2	Extravagant	8	1
Freedom Fighter	14	1	Rude	18	1	Hospitable	8	1
Helpful/sympathetic	18	8	Hero/Role model	13	5	Humble/down to earth	1	1
Clever/wicked	19	3	Noble	6	6	Important	1	1
Cruel	26	1	Patriot	7	4	Loving/affectionate	10	4
Fortunate/lucky	6	3	Determined	8	1	Nice	2	1
Intelligent	6	6	Jolly	6	2	Neat	2	2
Tolerant/patient	18	12	Persistent	4	3	Pretty/handsome	13	5
Alert/smart	9	3	Wonderful	1	2	Quiet	1	2
Lazy /idle	8	1	Friendly	2	2	Responsible	5	1
Sincere	5	5	Confident	3	1	True Believer	1	1
Famous	18	5	Self sufficient	3	1	Rightful	1	1
Good	13	12	Unique	1	1	History Maker	1	1
Simple	16	4	Well Mannered	13	2	Beloved	2	1
Scholar/well educated	42	7	Capable	3	1	Weak	2	1

There were fifty nine characteristics used exclusively for men of which 33 were positive, 2 neutral and remaining 24 were negative personality traits.

The high frequency positive male attributes were honest, powerful, faithful and outstanding. Some other positive attributes were moderate, beneficent, witty, man of principle, sober etc. All these show stereotypes for men.

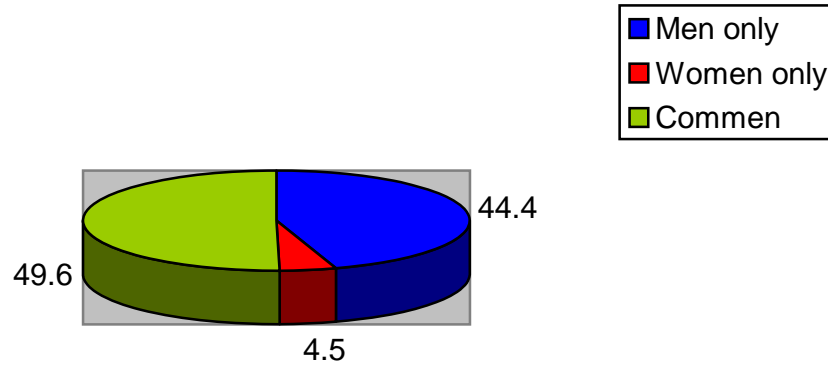


Fig 16: Attributes used for male and female character.

Table 21: Frequency of exclusive positive male attributes.

Attribute	Frequency	Attribute	Frequency	Attribute	Frequency
Able	22	Peaceful	3	Thankful	1
Honest	24	Men of principles	3	Perfect Human	1
Strong/Powerful	15	Well Dressed	2	Valuable	1
Justice	4	Sober	4	Memorable	1
Aggressive	17	Forgiver	33	Independent	1
Big/giant	5	Conqueror	2	Anxious	1
Faithful	16	Fine	2	Authentic	1
Outstanding	11	Courteous	2	Punctual	1
Moderate	4	Useful	2	Jealous	1
Beneficent	3	Successful	2	Reliable/ Trustworthy	1
Sensitive	3	High Morality	2	Contented	1

The exclusive negative male personality attributes were guilty, stupid, incapable, backbiter, nervous, careless, coward.

Table 22: Frequency of exclusively negative male attributes.

Attribute	Frequency	Attribute	Frequency	Attribute	Frequency
Guilty	10	Unlucky	2	Ashamed of	1
Stupid	7	Vagabond	1	Deformed	1
Incapable	5	Inexperienced	2	Jealous	1
Back Biter	3	In sincere	2	Greedy	1
Nervous	3	Dirty	2	Inhospitable	1
Careless	4	Mean	2	Unpopular	1
Coward	4	Angry	1	Disappointed	1
Traitor	4	Ignorant	1	Worried	1
Aggressive	4	Jealous	1		

Out of all attributes, only six were used exclusively for women. Almost all six represented stereotypes about women and three of those were negatively feminist.

Table 23: Attributes exclusively used about women

Attribute	Frequency	Attribute	Frequency	Attribute	Frequency
Hard working	4	Blunt	3	Stubborn	3
Expert in domestic affairs	4	Ill-mannered	3	Caring	2



Fig 17: Common and male/female exclusive personality attributes

Example of Gender Biased Text in the Textbooks

Most of the gender biased text was observed in the English and Urdu textbooks. Some extracts from the textbooks of various provinces are presented in this section.

English Step 5: Grade X

Zohra's story is given in the 10th grade textbook of three provinces stating, "The villagers did not like Zohra going to boys school. They said she must stay at home. She must not cross our village streets because when our daughters see her they will also want to go to school". (NWFP) This story gives a negative feeling about acquiring education.

In the textbook of Punjab the story has been given a positive ending by concluding that Zohra completed her education and opened a middle school in the village. The villagers were very happy that now their daughters were going to school.

English Grade VII: NWFP

"The women work in houses, cook meals, look after live-stock, and wash clothes. The girls look after small babies. The boys go to school. Men go out into the fields to work.

The hujra is a guest house, a club and a place of enjoyment for men only. The male villagers come to the hujra in the evening. They meet for rest and relaxation after the day's hard work. They discuss the news of the day. They express their views freely."

The story clearly discriminates against girls by restricting education for boys and keeping girls at home for the care of their younger siblings. Similarly men's work has been acknowledged as hard work requiring for them to relax and chat in the evening whilst women's household and farm work is not recognised as worthwhile activity. Therefore women do not earn a right to relax or chat.

English Grade X: NWFP

"The power of a tribe depends upon the number of its menfolk. The birth of a son is therefore regarded as a great blessing for the family. The proud father announces the birth of son by rifle shots. "

اردو جماعت ہشتم : صوبہ سرحد

نامے میرے نام (صفحہ ۱۱۶): اب تم بارہ برس کی ہوئیں وہ وقت قریب آ گیا ہے کہ تم پرانے گھر کی ہونے والی ہو۔ کچھ لیاقت نہ ہوئی تو ناک کٹ جائے گی۔ کھیل تماشے کا وقت ختم ہوا۔

صبر کا پھل : ملکہ کے ہاں اگر اس بار بھی لڑکی پیدا ہوئی تو اسے پیدا ہوتے ہی قتل کر دینا۔ خدا سے بیٹا دے جو سلطنت کا وارث ہو۔

اولاد زینہ کے لئے دعائیں اور مسجدوں میں التجائیں کیں (صفحہ ۷)
پھر ایک رات اس نے مردانہ لباس پہنا اور شہزادے کی تلاش میں کسی نامعلوم منزل کی طرف روانہ ہو گئی (صفحہ ۱۲)

اردو جماعت ششم : صوبہ سرحد

صبح سویرے : ایک دو سال پہلے نازیہ بھی انکے ساتھ سیر کو آیا کرتی تھی۔ مگر اب وہ بڑی ہو گئی ہے۔ بڑی لڑکیوں کا یوں بھی باہر آنا اچھا نہیں لگتا۔ پھر اسے ناشتہ تیار کرنے میں ماں کی مدد کرنا ہوتی ہے

بیٹا! آج کل پڑھائی کیسی جا رہی ہے

نازیہ بیٹی! تم دسترخواں لگا دو

نازیہ دسترخواں سے برتن اٹھاتے ہوئے سلیم سے کہتی ہے (صفحہ ۱۹)

کسی کے ہاں بیٹا پیدا ہو یا شادی کا موقع ہو تو فائزنگ ضرور کی جاتی ہے۔ (صفحہ ۱۲۹)

اردو جماعت نہم : صوبہ سرحد

مرحوم کی یاد میں : دور سے ایسا معلوم ہو رہا تھا جیسے کوئی عورت آٹا گوندھ رہی ہو۔ مجھے اس

مشابہت کا احساس بہت تیز تھا جس کی وجہ سے میرے ماتھے پر پسینہ آ گیا۔ (صفحہ ۱۰۱)

ٹوکیو : جاپان خاص الخاص مردوں کا ملک ہے بچپن سے لڑکی کو مرد کی خاطر تواضع کرنی سکھائی جاتی ہے۔

اردو جماعت نہم: بلوچستان

گھر سے گھر تک: "جب لڑکیوں کو دیکھنے آتے ہیں تو آہستہ بولتے ہیں۔ یوں سمجھو کہ ہر پردے کے پیچھے کوئی کھڑا تمہاری باتیں سن رہا ہے"

اردو جماعت پنجم: بلوچستان

"تھوڑی ہی دیر میں امام بخش کی بیٹی سیکنہ نے مہمانوں کے ہاتھ دھلوائے۔ دسترخوان بچھایا اور بڑے سلیقے سے کھانا لگایا۔

اس کے بعد امام بخش کی بیوی نے سیکنہ کو مہمانوں کے لیے بستر لانے کو کہا"

اردو جماعت دہم صوبہ پنجاب : مضمون 'محرور وراثت'
اردو جماعت دہم صوبہ سرحد : مضمون 'اشکِ ندامت'
اردو جماعت ہفتم صوبہ بلوچستان : مضمون 'دیہاتی عورت'

اردو تیسری جماعت پنجاب

"عورتیں بھی سکولوں، ہسپتالوں، بنکوں اور کارخانوں میں بڑی محنت سے کام کرتی ہیں"

اردو نویں دسویں (سندھ)

"خدا کی شان نظر آتی ہے کہ وہ موسیٰ جس نے کبھی خدا کے سامنے سر نہ جھکایا ہو، بیوی کا کلمہ پڑھ رہا ہے۔۔۔۔۔ یہ صرف علم ہی کا تکیل اور تعلیم کا صدقہ تھا"

Concepts from the Extracts

The analysis of the above extracts shows that:

1. Girls have been discriminated against by restricting education/schooling to boys and keeping a girl child in the home to look after the younger siblings.
2. Men's work has been recognised as hard work after which they earn the right to relax, chat and gossip in the evening whilst women's work has not been acknowledged as valuable activity.
3. The power of a tribe depends on menfolk and the birth of son should be celebrated.
4. Girls are prepared for understanding the marital role by age twelve and sometimes as young as six.
5. Girls reaching adolescence have been denied the right to play or to go out for a walk. They are prepared to do the household chores. Girls are taught to speak in low tone.
6. Resemblance of a man to a woman in tasks like dough making has been expressed as extreme embarrassment for a man

Some Extracts Exhibiting and Promoting Gender Equality.

Whilst discriminatory messages against women are in the majority, there are some messages promoting gender equality. Some selections from classic writings / new stories / poems showing gender sensitivity are:

Punjab 10th class: Poem "The Hand that Rocks the cradle is the Hand that rules the world" Ajmal you polish your own and Najma's shoes.

(English 9th, The Last Sermon of Holy Prophet^(SAW): 'He raised women from their status of cattle to complete legal equality with men')

The above extracts and titles of the chapters show a lot of stereotypical expressions about women. However, coincidentally there is an evident effort to present some concepts of equality.

4.4 Relationship between the Percentage of Female Authors and Female Characters in Textbooks.

A correlation co-efficient was calculated between the percentage of female authors and the percentage of female characters in the textbooks of various classes for each subject. It was observed that with an increasing percentage of female authors the percentage of female characters in the textbooks increased significantly in the subjects of English and science. In mathematics the correlation was not significant but was reasonably positive i.e. 0.53. In the subjects of Urdu and Islamiat, a slight negative correlation was observed showing that with increasing number of female authors the representation of female characters dropped in the textbooks. The phenomena might be due to conformity of female authors of these subjects with the stereotypes and orthodox viewpoint of male / female roles.

Table 24: By subject correlation between % female authors and % female characters

Classes	English		Math		Islamiat		Science		S. Studies		Urdu	
	A	C	A	C	A	C	A	C	A	C	A	C
I	38.3	40.0	32.7	23.0	0.0	23.0	60.0	23.6	-		29.4	29.2
II	33.2	71.4	36.0	23.0	0.0	16.6	75.0	19.6	-	-	27.2	24.9
III	32.8	44.4	29.1	8.3	0.0	24.8	65.0	28.8	40.0	20.6	25.0	25.9
IV	36.2	100	35.5	30.7	0.0	10.0	57.0	30.2	33.3	24.1	35.3	29.9
V	38.2	83.3	25.7	12.5	0.0	6.3	58.0	34.2	23.5	22.2	42.8	19.5
VI	31.5	29.4	33.5	50.0	0.0	13.5	33.0	13.5	0.0	7.9	66.6	13.7

VII	21.5	25.0	22.2	0.0	0.0	11.2	15.1	10.4	50.0	1.8	16.7	22.8
VIII	14.8	17.6	5.4	14.2	0.0	13.5	25.0	16.4	0.0	4.1	26.7	15.7
IX	29.2	50.0	22.8	12.5	8.3	12.0	8.0	10.4	0.0	3.8	16.7	15.9
X	15.1	19.0	21.6	9.1	-	-	-	-	-	-	25.0	14.6
r	0.74		0.53		-0.16		0.78		0.38		-0.36	
Level of Sig.	.01		.12		.68		.01		.41		.3	

A = Author
C = Character

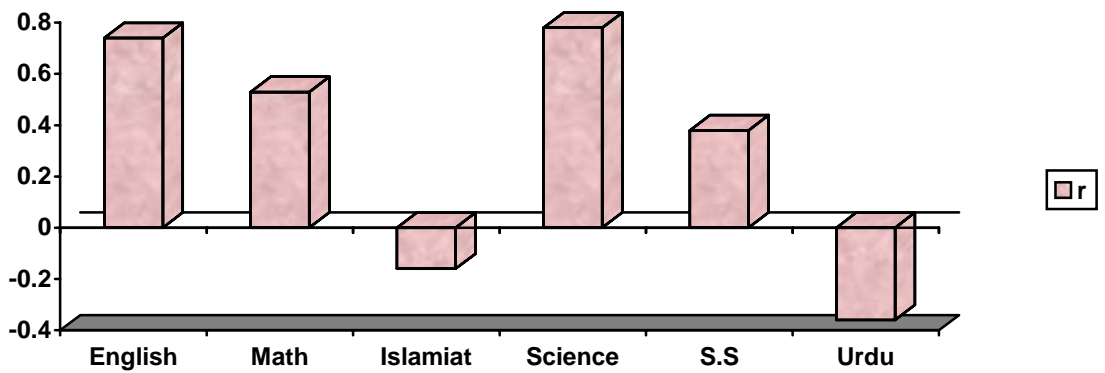


Fig 18: By subject correlation Coefficient between the % of female authors and % F character

Section 5: Opinion of Stakeholders about Textbooks

The actors and stakeholders in textbooks at provincial level are people from Chairmen of Textbook Boards to all those involved in book development and production, the teacher, head teacher, students and the parents. All these people were either interviewed individually, or their opinions were solicited through questionnaires, or they were provided an opportunity to express their opinion in focus - group discussion.

5.1: Opinion of Chairmen of Textbook Boards.

All four Chairmen of the Textbook Boards were interviewed. The Chairman of Punjab Textbook Board provided his response in writing. The responses of the Chairmen are presented briefly.

1. Women as a disadvantaged group of the society. Three of the Chairmen, other than Punjab, considered women as a disadvantaged group of the society. The chairmen of NWFP and Balochistan Boards believed that women are disadvantaged in every field whilst the chairman of Sindh Board emphasised their lagging behind in literacy and education.
2. Perception of Gender Equality in EFA. Only one of the four chairmen (Sindh) had the clear concept of EFA and gender equality and equity. To him it meant no gender discrimination at primary level, opening of mixed gender schools, appointing female teachers in primary schools, providing free text books to girls up to grade eight and a stipend for girls.
3. Policy Guidelines by Curriculum Wing to Address the Gender Issue. The chairmen were generally of the view that CW has not issued any policy or guidelines on the issue. The chairman of Quetta Board stated that a seminar was conducted on the issue.
4. Policy and Measures for Gender Equality at Board Level:
 - 4.1 Three of the four chairmen, except Balochistan, claimed that they ensure gender equality while preparing textbooks.
 - 4.2 None of the Boards has any post of gender expert. But chairmen feel that sufficient numbers of females are working in the boards obviating a need to have an additional post of gender expert.

- 4.3 Only The Chairman of Punjab Board claimed that authors are given instructions to maintain gender equality. A copy of such instructions could not be obtained. The chairman of Quetta Board honestly stated that they have never thought of giving such instructions, perhaps due to the male dominated society. One chairman said that in reality our society is in a dilemma regarding the ideal portrayal of women, as he said "on the one hand we do not let her (woman) come out from the four walls of the house and on the other hand we want her to be a doctor or some other professional".
- 4.4 Chairmen claimed that the review mechanism at the federal level is there to ensure gender equality.
- 4.5 Gender sensitisation workshop. Only Punjab claimed to hold a gender sensitisation workshop but all provinces have been sending board personnel to gender sensitisation workshops. Similarly, in Sindh, workshops and training sessions had been conducted with the help of Sindh Education Foundation for all types of personnel involved in textbook development.
5. Selection of Authors. The chairmen stated that authors are selected on the basis of competence, through advertisement and interview etc. But no special attention is paid to urging females to participate as authors.
6. Contents of Textbooks.
- 6.1. All Chairmen were of the view that the content of textbooks is relevant to the needs of male students but only 50% (Sindh and Punjab) thought that it relates to the needs of female students.
- 6.2. All chairmen stated that the content of textbooks helps students stay in the school.
- 6.3. All chairmen expressed the view that textbooks have equal representation of male and female role models. One chairman (Sindh) said that books have to present the roles as observed in the society and not 'alien type of roles'.
7. Research to Improve the Quality of Textbooks. The Chairmen of Punjab and Sindh boards said that they do conduct research for identifying the weaknesses of the books in order to improve them. But no study has ever been conducted for gender analysis.

5.2: Opinion of The Directors/Members of Textbook Boards

Eight directors/members, two from each textbook board, were interviewed. Their responses were more or less in conformity with the chairmen.

Process of Textbook Production.

1. The Directors/Members said that the Curriculum Wing gives guidelines for book development. The board is implementing the same policy. However, 75% of the Directors/Members claimed that they personally take an interest and advise the authors informally to be sensitive to gender while writing books. No director from Punjab Board claimed such an input from his/her side
2. Five out of eight Directors/Members said that some research is conducted by Boards on textbooks but no research or evaluation has been focused on gender analysis.

Gender Equality in Textbooks

3. All chairmen and directors/members felt that books are tools of social change in the society and the present books have sufficient material for such change.
4. All chairmen and 87.5% directors felt that books provided role models to inspire students to follow those examples. All chairmen and fifty percent of the directors stated that books provide equally good role models for boys and girls.
5. The content of the books was not found relevant to the needs of female students by fifty percent of the chairmen and 12% of the directors.
6. Chairmen and directors believe that books' content is helpful in retaining the male and female students in the schools. Only 25% of the directors/members said that the material was not helpful in retaining female students in schools.

Table 25: Opinion of chairmen and directors/members about textbooks

Opinion	Chairman		Director	
	Yes	Yes%	Yes	Yes%
Books are social tool of change.	4	100.0	8	100.0
Books have sufficient material for social change	3	75.0	7	87.5
Books provide role models.	4	100.0	4	50

Book content relevant to males needs	4	100	7	87.5
Book content relevant to females needs	2	50.0	7	87.5
Book contents help to retain student in school	4 M	100	8 M	100
	4F	100	6 F	75

Table 26: Opinion of Chairman and Directors Regarding Gender Equity Measures at Textbook Boards

Measure	Chairman		Director	
	Yes	Yes%	Yes	Yes%
Policy at Board Level	3.0	75	2 Sindh	25.0
Personal Initiative	1	25.0	6	75.0
Board's instruction for authors on Gender Equity	1	25.0	5 (2 S+d NWFP+1 B)	62.5
Review to ensure gender equity	3	75.0	3 1 S+1 N+1 B	37.5
Training by Boards on Gender equality	1	25	1 Sindh	12.5
Staff sent for training on gender issues	4	100	6	75.0
Research conducted by board on books	2	50.0	5	62.5
Evaluation of books for gender equality	0.0	.0	0	0

Table 27: Opinion about the portrayal of genders in textbooks

Chairmen		Directors/Members	
Male Portrayal	Female Portrayal	Male Portrayal	Female Portrayal
according to social setup	according to social setup	According to our environment routine	routine, according to our environment
Dominating roles	house wife, child rearing ,caring siblings, doctor, teacher	Good citizen, doctor, professor, shopkeeper	housewife, teacher ,student, good citizen doctor, nurse
Holy prophet (SAW) Sahaba, Ulma	Hazrat Fatima ^{RA} , Hazrat Ayesha ^{RA}	Farmer, Quaid-e-Azam	Hazrat Fatima ^{RA} Hazrat, Khadija ^{RA}

The chairmen and directors were of the view that the portrayal of the genders in textbooks is according to the social environment and that it should be so. They think that books with radical ideas would not be accepted by the people. They are to some extent aware of the fact that men are portrayed in dominating roles and women are mostly confined to in-

house tasks and responsibilities. They are also aware of the differential professional portrayal of women.

5.3: Opinion of EDOs and DEOs

Eleven EDOs and DEOs were given a questionnaire soliciting their views on textbooks. All of them agreed that book content should be relevant to the girls' needs and a majority (81.8%) said that gender equity should be promoted through the textbooks. But 45.4% perceived that the portrayal of gender is not based on equality. The great majority, 81.8%, of them realised that women are portrayed in stereotypical roles, i.e in domestic roles (90.9%) and that progressive women roles are minimal (36.4%). 54.5% of the EDOs/DEOs believed that irrelevant material in textbooks contributes towards the dropout of female students.

Table 28: Opinion of EDOs and DEOs about textbooks

N=11

Opinion	Yes	Yes%
Should be equality of genders.	9	81.8
Textbooks have equality of gender portrayal	5	45.4
Textbooks have inspiring role models	8	72.7
Female role models are	9	81.8
• Traditional/stereotype	4	36.4
• Progressive	10	90.9
• Indoor	5	45.4
• Outdoor		
Textbooks represent equal role model for boys and girls	5	45.4
Student /teacher/parent point out gender equality in textbooks.	1	9.1
Books should be more relevant to girls' needs	11	100
Content of textbooks contributes to female dropout	6	54.5

5.4: Opinion of Head Teachers about Textbooks

1. HTs of 24 selected schools were given a questionnaire. They held an overall firm opinion (weight 4.42) that there is gender disparity in the society which is reflected and promoted through stereotypical roles presented in the text books. The HTs were generally in

agreement (3.75) with the concept that an irrelevant curriculum promotes dropout of girls from school. The detail of the opinion of HTs on various indicators of gender disparity is given in Table 30.

Table 29: Opinion of HTs on Various indicators of gender disparity in society and textbooks

Gender Disparity Indicator	Opinion as degree of agreement										Average Weight	Total
	SA		A		NR		DA		SD			
	N	%	N	%	N	%	N	%	N	%		
Gender disparity in Society	10	42	10	42	01	4	02	8	01	4	4.1	24
Teachers feel gender disparity in society	12	50	9	37.5	01	4	01	4	-	-	4.2	24
Gender disparity adversely affects female education	10	42	11	46	01	4	01	4	01	4	4.2	24
Irrelevant curricula promote dropout	07	29	10	42	02	08	04		01	4	3.75	24
Textbooks portray stereotype roles of men and women	08	33	15	62.5	01	4	01	04	-	-	4.4	24
Textbooks portray stereotype roles of boys and girls	09	37.5	11	46	02	8	01	4	01	4	4.1	24
Over all gender disparity Opinion index	56	38.9	66	45.8	8	5.5	10	6.9	4	2.8	4.2	144

2. Awareness of Gender Disparity. The HTs stated that other teachers in the school were also conscious of the gender disparity in society

3. Reasons for Girls' Dropout. The HTs were asked to recall the reasons of female students' leaving the school as expressed by their parents. Most of the HTs gave more than one reason.

Table 30: HTs perception of the reasons for female school dropout as expressed by parents.

	Reasons									
	1	2	3	4	5	6	7	8	9	
	Early marriage	Distance from school	Girls not to go for job	House keeping	Look after siblings	Poverty	Tradition	Preference for boys Education	Other reasons	N
Number	9	4	3	5	3	13	12	4	9	24
%	37.5	16.7	12.5	20.8	12.5	54.2	50.0	16.7	37.5	100

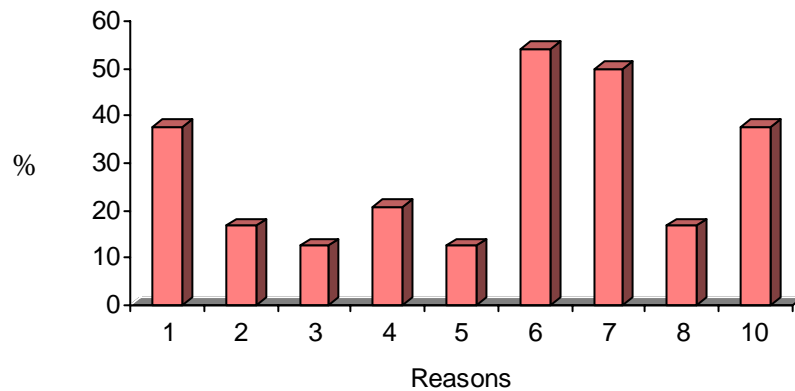


Fig 19: Reasons of female dropout as perceived by HTs

The biggest reason (54.2%) of dropout perceived by parents was poverty followed by the local tradition of not sending girls out from the home. Early marriages emerged as the third most important reason (37.5%); looking after siblings and house keeping combined constituted 33.3%. Parents did not see the textbook material or any educational factor as responsible for pushing the girls out of school.

4. Proposed Girls' Roles to Enhance School Retention Power.

The majority of the HTs (54.2%) considered that, to decrease dropout, women should be portrayed in textbooks in non-traditional roles such as pilot, doctor, lawyer, and engineer. The second most important suggested roles were those of Islamic women followed by depicting male /female gender equality at work or in the home.

Table 31: HTs opinion about making education attractive for girls

Suggestion	Number of HTs	HTs as %
Brief, comprehensive, easy books	4	16.7
Non traditional roles	13	54.2
Equality of gender in home	4	16.7
Household training	2	8.3
More general knowledge	1	4.2
Islamic roles	5	20.8
Other	3	12.5

5.5 Teachers' Opinion about Text Books

1. Teachers were asked to state the concept of gender equality. Sixty percent of teachers said that men and women should have the same social, religious, educational and inheritance rights and equal facilities.
2. A majority (57%) of the teachers held the view that textbooks portray gender disparity. They thought that students take the portrayed roles as models for themselves but they also expressed the concern that the scarcity of such roles contributes towards the dropout phenomenon. An absolute majority (92.8%) of teachers stated that girls also notice the gender disparity in the textbooks.
3. For promoting gender equality in text books 13.3% of teachers suggested that more female characters be included; 11.1% suggested more female role models should be included; 8.8% suggested domestic skills be included in the curriculum; presentation of females in a variety of occupations was suggested by 1.66% of the female teachers.

Table 32: Teachers' opinion on gender disparity in textbooks

Respondents=180

Opinion	Yes		No	
	N	%	N	%
Textbooks portray gender parity	102	57	78	43.3
Textbooks portray role models	155	86.1	25	13.8
Lack of female role models in textbooks contribute to dropout	119	66	61	33.9
Girls point out gender disparity	167	92.8	13	7.2

5.6. Students' Opinion about Textbooks

A total number of 293 girl students of grades 1-X were interviewed to solicit their opinion about the textbooks.

1. A big majority (93%) said that they take the characters in books as exemplary for themselves. Nearly half of them (44%) take even male characters as exemplary roles for themselves.
2. Thirty four percent of the girls said that male characters are shown in a better light than female characters. Considering the educational level of the students, this level of awareness is significant in highlighting the gender disparity in the textbooks.

Table 33: Students' opinion about textbooks

Total Respondents. 293

Opinion on issues	Yes		No	
	N	%	N	%
Books relevant to every day life	283	96.5	10	3.5
Characters are role models	273	93.0	20	7.0
Boys characters are role models	129	44.0	164	56.0
TB girls are average type girls	137	46.7	156	53.0
TB girls better than average girls	197	67.0	96	33.0
Boys characters better than girls characters	101	34.5	192	65.5
Books portray female in good characters	274	93.5	19	6.5
TBs material enforce to leave school	48	16.0	245	84.0
TBs are boring	48	16.0	245	84.0

3. Only sixteen percent of the girls found the textbook material boring and felt inclined to discontinue their studies because the material in the textbooks creates boredom and aversion to school.
4. **The Role Models Girls Aspire to.** The most frequently admired role model (by 28.3% of the girls) was that of doctor. Nearly the same percentage (28) wanted to become teachers, another 13.9 % wanted to be nurse; this was the principle role model for girls of NWFP. 8.8% of girls wanted to be good mannered persons. Very few girls wanted to be in non-traditional jobs such as pilot, lawyer, engineer etc. The reason for this perhaps, is that girls had no exposure to such roles for females.

Table 34: Professional/role models for girls

N= 293

Role Model	N	%
Doctor	83	28.3
Teacher	82	28.0
Nurse	41	13.9
Good Friend	13	4.4
Lawyer	8	2.7
Religious Person	6	2.0
Engineer	2	0.6
Lecturer	2	0.6
Well mannered house women	2	0.6
Pilot	2	0.6
Engineer	2	0.6

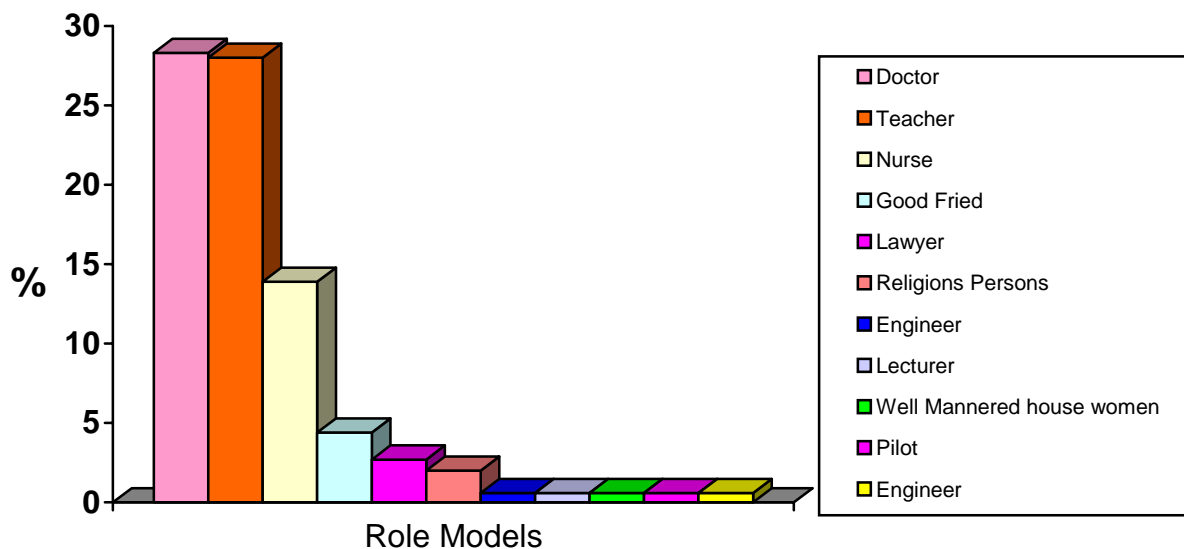


Fig: 20: Profession/role models for girls

5. Type of Content Suggested by Girls for Inclusion in Textbooks:

It is optimistic to expect knowledgeable input from girls about desired content for textbooks when they do not have any exposure to or experience of the options. The responses were, therefore, restricted to a common broad framework. The majority of the girls (34.12%) suggested that content should include information about good manners and conduct; information about their education (12.2%), domestic skills (8.2%); and confidence building activities.

5.7. Parents' Opinion About Textbooks

1. A great majority of the parents claimed that they had scanned the textbooks and they thought the textbooks provided exemplary roles. But a considerable percentage (30%) of parents said that girls do complain about the unequal treatment of male and female roles.
2. The predominant percentage of female in a limited number of occupations was appreciated by 39% of the parents.

Table 35: Parents' opinion about textbooks

Respondents=118

Opinion	Yes		No	
	N	%	N	%
Have seen TBs	108	91.5	10	8.40
TBs train girls to parents' expectations	100	85.0	18	15.2
Girls inspired by roles	96	81.3	22	19.0
TBs have role Models	106	90.0	12	10.1
TBs permit limited female occupations	72	61.0	46	39.0
Irrelevant books lead girls to dropout	24	20.3	94	80.0
Girls complain gender disparity in TBs	35	30.0	83	70.3

3. Parents suggestions were broad and general i.e. books should be in accordance with the needs of the country, should include up-to-date material, should focus on practical household skills and promote psychological and moral development.

5.8. Focus Group Discussion

Focus groups were arranged in each province with the participation of various stakeholders. The number of participants in focus groups varied from 6 to 12.

Table 36: Composition of focus groups

Personnel in the focus group.	Sindh	NWFP	Balochistan	Punjab
Rep. of textbook board(SS)	1	1		1
Head Teacher	1	1	1	1
Teachers	2	6	3	1
Rep. of District Administration	AEO=1	DDEO,AEO 1		1. AEO
Parents	2	2	2	2
Total Number	7	12	6	6

1. The best awareness about gender equality was observed amongst people of Sindh. The Focus Group in Sindh had a consensus that:
 - a. Syllabus and books do not relate to female needs and are a cause of student dropout.
 - b. The books have more male characters than female and men have been portrayed in dominant roles. Respect is paid to men and not to women. To

substantiate their opinion they put forward examples that 'pictures in textbooks show men sitting on a cot and woman on the floor'.

- c. They said that all authors are men and suggested that writers like Bano Qudsia be invited to write the textbooks.
 - d. The group was aware that women are rarely represented as professionals such as doctors, lawyers, administrators etc.
 - e. Women of specific age, children and old age, are shown whilst young and mature adults are ignored.
2. The Focus Group in NWFP was of a more conservative nature. The group expressed that females are portrayed well in the books. When asked how books can bring about change, the response was that **"enough change has already been brought into society and what more change do you want to bring?"** When some gender disparities were highlighted by the moderator, the members commented that **"yes, but boys should not be put to household chores like washing clothes and that a differential in gender role assignment should remain in the textbooks."**
 3. The focus group in Punjab was of the view that it is not the textbook but the home and society which promote gender inequality. In order to improve the situation a more society - oriented struggle is required. However, they suggested the inclusion of more female characters in textbooks and more male characters doing domestic work.
 4. The people of Quetta also realised the need for gender equality but could not perceive deficiencies in the textbooks. Neither could they perceive the relationship between the nature of the content and student dropout. Their emphasis remained on making the curriculum more practical.

5. Causes of Dropout. The analysis of responses from the focus groups shows that:

- i. The biggest perceived cause of female dropout was poverty.
- ii. The improper representation of females in textbook was considered the cause of dropout by two of the four groups who combined it with the low relevance of books to female needs.
- iii. Early marriages were an equally important reason for dropout. This practice, to the groups, was prevalent because of the need for social security, the difficulty in finding match for educated and grown-up girls and gender discriminatory social stereotypes.

- iv. Illiteracy and neglect of girl child education were also important factors in dropout.

Table 37: Causes of school dropout of female students

Causes	Provinces				Total
	Sindh	Balochistan	NWFP	Punjab	
Poverty.	√	√		√	3
Early marriage	√		√	√	2
Improper representation of females in textbooks	√		√		2
Syllabus not relevant to female needs (no practicality)	√				1
Illiteracy	√			√	2
No encouragement from parents	√		√		2
Too many siblings		√		√	2
No access to schools (distance)			√		1

6. Suggestions for Improvement of Books

1. The three most frequent suggestions (3 focus groups) were to devise an activity based curriculum and include female characters from Muslim history.
2. The next most frequent (2) suggestions were to.
 - Have equal representation of male/female roles.
 - Include more female role models.
 - Increase the ratio of young women roles.
 - Increase female professional role models.
 - Increase the number of female authors.
 - Devise need - oriented material.
 - Change role of male characters to include participating in households.
3. The group of Punjab felt no gender disparity in books and expressed that females have sufficient representation in textbooks.

Table 38: Suggestions for improvement of books

Suggestion	Provinces				Total
	Sindh	Balochistan	NWFP	Punjab	
Equal Participation of both sexes	✓		✓		2
More female role models	✓		✓		2
Activity based curriculum	✓		✓		2
Increase young female role models		✓	✓		2
Equal pictorial representation of both sexes		✓			1
More professional role models of females	✓		✓		2
Presentation of Muslim History. Role models		✓	✓	✓	3
More female authors	✓	✓			2
Contents be female need oriented /practical			✓	✓	2
Male roles be changed (helpful in house hold) in text books			✓	✓	2

7. Teacher's Role in Gender Equality.

The people of Sindh and Balochistan stated that the teacher should play a major role in raising and promoting the gender equality concept amongst students. They should develop confidence among girls by making lessons interesting and providing opportunities for participation.

8. General Suggestion for awareness of gender equality

1. All four groups emphasised the need for raising gender equality awareness among parents because they consider it a society - embedded issue.
2. A need for parent-teacher meetings on the issue was expressed by two of the four groups.
3. The groups from Balochistan and NWFP suggested that textbooks should be in the national language.
4. Workshops for teachers were also envisioned as a means of increasing awareness among teachers.

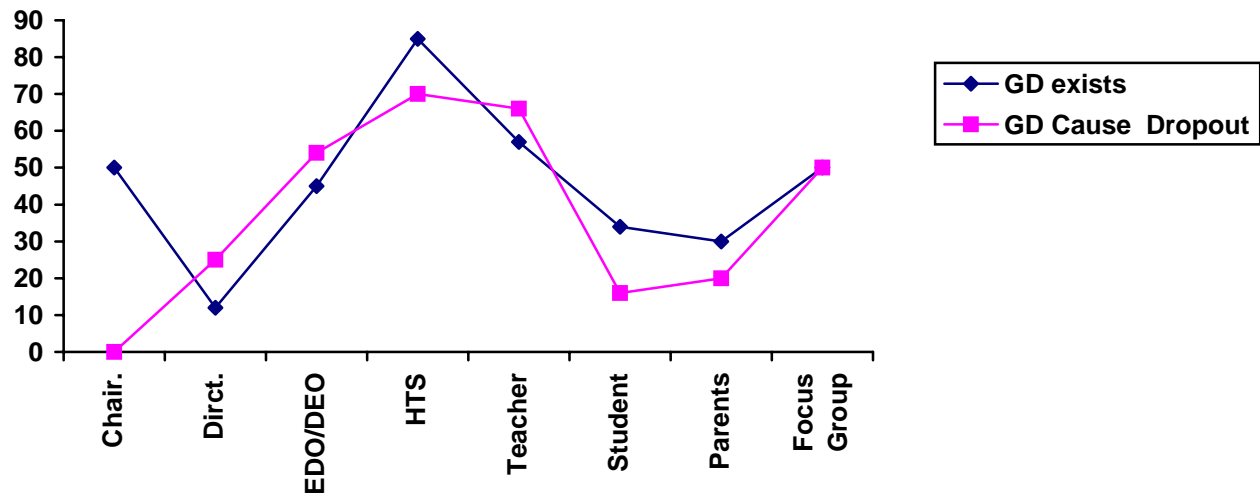


Fig 21: Perception of various stakeholders about GD and its effect on dropouts.

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Annex

Textbook Development

National Bureau of Curriculum & Textbooks (Curriculum Wing)

Textbook Boards, are responsible for development of textbooks for introduction in educational institutions. They develop these books through an open bidding by calling the draft manuscript of the book based on approved curricula. The finally selected manuscript is passed on to the Curriculum Wing for its approval.

The Curriculum Wing reviews it and in case it is found to be worth presentation before the National Review Committee (NRC), The recommendation of NRC, in case of some reservation, are conveyed to the Textbook Boards. After complying with those reservations the manuscripts is submitted to NRC for consideration. In case, it is accepted then the Curriculum Wing issues the certificate for its printing and implementation in the specified areas.

In addition to development of Textbooks, the Provincial Textbook Board are conducting the following functions:

- a) Research and surveys of textbooks by the staff of Textbook Board.
- b) Training of authors, writers, designers, etc., of the Textbooks.

The Curriculum Wing in addition to approving the manuscripts of the textbooks is performing the following programmes:

- i. Development of experimental edition of primary school textbooks.
- ii. Improvement in quality of printing and award of prizes.
- iii. Development of supplementary readers.
- iv. Promotion of concept for use of multiple textbooks.

Teacher Training

Promotion of Teacher Training in the country through:

- i. Up-dating curricula and training methodology for both pre-service and in-service training.
- ii. Conceiving, developing, selling and implementation of development schemes for the promotion of Teacher Training in terms of both physical and soft ware.
- iii. Production of materials for in-service training of teachers such as guides, learning modules, lesson plans etc.

- iv. Crash Training Programmes for secondary school teachers in basic sciences and mathematics.
- v. Training of Master Trainers of lower secondary school teachers in General Science, Mathematics and English.
- vi. Mobile Workshop for Elementary Teachers in Production of low cost teaching aids.
- vii. Training of Primary, Middle and Secondary level teachers in Population Education at selected district level.

Evaluation

- i. To evolve a system of selection for professional education.
- ii. Development of objective text from items pools in selected subjects at secondary level.
- iii. To help B.I.S.Es. in training of examiners for conduct of valid and reliable examinations.
- iv. To collaborate with I.B.C.C. in maintaining uniformity and up-holding standards.

Research

In collaboration with various research agencies the National Bureau undertakes research studies on specific problems, which include:

- i. Study of the curriculum concepts in selected subjects in relation to the mental level of children.
- ii. Development of graded vocabulary for primary school children.
- iii. Study of primary school curriculum with special focus on:
 - a. Integrated curriculum.
 - b. Moral education.
 - c. Work oriented education.
 - d. Workload of the pupils.
 - e. Students/teacher competencies.
 - f. Assessment of learning achievements of children.
 - g. Study of alternative methods of imparting literacy programmes at primary level.

Integrating Global/Regional Issue in Textbooks.

The Curriculum Wing maintain close linkage with various professional and funding agencies to work jointly to collaborate in integrating Global/Regional issues in the relevant textbooks, through following actions:

- i. Development of curricular/concepts for infusion in relevant subjects such as social studies, home economics, general science, language, biology etc.
- ii. In service training of teachers.
- iii. Development of teachers Handbook on Population and Resources Book on population Education.
- iv. Development of textual material for adaptation/and inclusion in the relevant textbooks.
- v. Development of AVA Aids.
- vi. Mid terms evaluating of the programme.

The Curriculum Wing have addressed the following issue, of global significance: e.g.

- Population Education,
- Drug Education,
- Environment Education,
- Values Education, etc.



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