

THE CONSTRUCTION OF GENDER AND IDENTITIES IN PTB ENGLISH TEXTBOOKS OF SINGLE NATIONAL CURRICULUM

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Abstract

The study's main goal is to investigate the relevance between the objectives set by the government of Pakistan behind the implementation of the single national curriculum and the presented content in the English textbooks (Grade 2-5) of Punjab Textbook Board under SNC criteria. The study looks at how the English textbooks (PTB) can help people achieve the said three objectives out of seven, such as, upward social mobility, conforming to international trends, and equity in education. This study aims to focus whether the content of PTB English textbooks (Grade 2-5) is appropriate to meet the expected objectivity through the perspective of gender representation, which is very much significant to develop a balanced society. The study is not being taken up under the umbrella of feminist movement but in the context of observing neutrality among the gender representation that will ultimately lead to obtain the said objectives. It's a scientifically recognized fact that the early stage of cognitive development plays a major role in constructing the individuals' ideologies, gender-based concepts and their roles in society. This study aims to examine the gender representation and portrayal of male and female through their occupational roles, home chores, sports and social activities and adjectives used to describe them. A mixed method approach as a research method has been chosen for the project, Chi square test has been applied to the quantitative data to examine the difference between observed frequencies and expected frequencies of gender representation through determined categories in the content of the English textbooks (Grade 2-5) of PTB. The results revealed that women in English textbooks (Grade 2-5) of PTB are underrepresented as men are more depicted in number of occupational and social roles and they are not responsible for domestic chores, they have been presented

as providers and women have been shown as helpers and delicate creature of the society. At the end of this research some recommendations are suggested required to the content and solutions to the existing issues in these books to make it more fruitful and a balanced one.

Keywords: Gender, Equity, Upward Social Mobility, International Trends, Curriculum, Education, Single National Curriculum, Punjab Textbooks

1. INTRODUCTION

The content of textbooks contains the most essential executive policy for achieving the objectives of every educational system. That's why it is inevitable to develop accurate and scientific textbooks. Non coherent textbook content builds a huge barrier in achieving the educational objectives. This study aims to explore the correlation between the objectives behind the idea of implementation of Single National Curriculum (SNC henceforth) and the existing content in the English textbooks (Grade 2-5) of Punjab Textbooks following SNC criteria.

Bob Dickson's (1977) first and major study *Catching them young*, set out to examine "the ideas, attitudes and opinions which authors convey to children through novels and stories" and "the ways in which this is done" (vol.I., p. xiii). So, speculating through this perspective, it wouldn't be unjust to say that a biased representation of females or males can lead to student's sense of what is normal for men and women in our society. A glance at the current PTB English textbooks (Grade 2-5) from Single National Curriculum reveals a gender biased approach in terms of females' less appearance and presenting them in typical domestic, just few occupational roles and the design of book content. Moreover, their participation has exempted from sports except playing with their dolls. There seems little balance and equality between representation of male and female in the content.

This study sheds light on the ignored neutrality towards female participation in building a balanced social structure as compared to male participation exhibited in the content of English textbooks (Grade 2-5) of Punjab Textbook Board (PTB) following Single National Curriculum standard. The study also attempted to determine the comparative frequency of gender biased pictures. This study does not aim to explore the women discrimination issues in English textbooks but to shed light on the correlation between the objectives behind the idea of implementation of SNC and the existing content in Punjab Textbooks under SNC, as well as to figure out the problematic area between the textbooks content and the said objectives of SNC, particularly, upward social mobility, pursuing international trends, and equity in education. Moreover, presenting the suggestions to make the SNC more fruitful and practical is the main objective of this study.

This study strives to find the answer to the one main question: Does the content in newly implemented PTB textbooks (English) provide the equal opportunity for upward social mobility as mentioned in objectives of SNC? Further it strives to answer whether the content in PTB textbooks (English) keep up with international trends by showing females and males in their occupational roles according to SNC objectives? Whether the content in PTB textbooks (English) depicts a true picture of equity in education for male and female genders as per SNC objectives?

Conducting this content analysis, examining to obscure gender issues through not feminist perspective, but to point out the discrepancies that may become obstacle in achieving the three said objectives of SNC, this research will be a step ahead of past studies. The study had not been undertaken for the sake of conducting a typical study, but rather to determine that how textbooks build and develop young students' concepts and ideology regarding gender roles in society to obtain educational objectives. Future researchers, Policymakers, authors, and teachers can benefit themselves from the conclusions of this study.

1.1 Gender Representation in Children's Books

The content analysis approach has been utilized by the initial vintage research by the second wave of feminists in the 1970s and 1980s., gender depiction in school textbooks, allude to as children literature in the west has been widely investigated and debated in a significant academic voice. These initial studies and the studies those were conducted by feminist post-structuralists employing qualitative methods, stated that children literature is gender biased: it contains much more men than women, and both men and women are depicted in typical gender roles. With the constant toxic masculinity in children literature in mind, this expository analysis evaluates major discoveries from a variety of studies, both determined and under determining, along with two main disagreements: (1) Gender stereotypes yet exist in textbooks, and (2) Gender discrimination in textbooks matters because textbook information is an important channel of power that impacts how youngs think ponder themselves and society. As a result, the primary goal of the study is to demonstrate that gender discrimination in children books serve in order to perpetuate and legitimate the sexism. (Ullah, Ali, and Naz. 2012)

1.2 Trends and Factors in Gender Equity in Education

India has 30% of the world's illiterate population, with women accounting for 70% of those who are illiterate. Women make up 48 percent of India's overall population, according to the 2001 Census, although roughly 46 percent of women are still illiterate. Access to education is when gender inequity and discrimination begin. In 2003, the Gender Parity Index (GPI) for elementary and primary/middle school students was 0.9 and 0.8, respectively (GoI, 2004). Women are more likely than men to carry on their education with greater favourable outcome after they

are enrolled in school (UNESCO, 2004). Higher education exacerbates access and retention issues, with the GPI at the lower secondary and upper secondary levels falling to 0.73 and 0.67, sequentially (UNESCO, 2004).

1.3 Gender Issues in Educational System of Pakistan

In Pakistan, primary, elementary, and secondary level textbooks, reflect the interplay between militarization and masculinization. From a male perspective, the courses maintain and appreciate the current culturally gendered division of labor, encourage subordinate characters for females, and aid in the creation of a perfect and flawless female in the Pakistani cultural setting (Saigol, 1995). The low standard government textbooks, along with ineffective pedagogical methods, makes studying a tedious process that discourages students from reading. It also inhibits girls from enrolling in government schools, which exclusively use textbooks prescribed by the government.

1.4 Gender Disparity in the Curriculum of Punjab Textbook Board

Gender disparity is a famous concept around the world. This phenomenon cannot be ignored by either a developed or developing country's social structure. Gender inequality has some complications, such as stereotypical viewpoints that are deeply embedded in people's thoughts. It is a well-known fact that gender imbalance in schooling contributes to increased productivity and economic growth. Lower gender imbalance in the education sector is one aspect that contributes to bad progress in this regard (Mahbub-ul-Haq, 2007).

When it comes to children's socialisation, the role of textbooks is viewed as more significant. The authors of textbooks create a fresh universe for learners built upon social observations, which has a significant impact on students' self-image. The curriculum, particularly the literature, does not take gender into account. It has nothing to do with the lives of girls and women. Female photographs aren't shown nearly as much as male images. The presentation of stereotypical images of women is included in the content (Zafar & Malick, 2006). Textbooks portray the world in a gendered light. In society, both genders are linked with distinctive roles and social conducts (Dean, 2007).

1.5 Gender Representation in Pakistan's Primary Textbooks

Because teachers utilize textbooks to teach pupils, the goal of the study is to learn how power dynamics function in textbooks when it comes to a female Pakistani child and a male Pakistani child. According to studies conducted around the world, a child and a teacher's engagement with textbooks accounts for over 80% of their time spent in school. So I wanted to know how textbooks absorb 80% of a child's time and what these textbooks educate male and female students (Channa, 2020).

For this research, I'm mainly interested in Sindhi textbooks published between 1950 and 2018/9. These textbooks are used in Sindh Province, which has a population of roughly 48 million people and over 4 million children who attend 35,500 Sindhi Medium Public Schools. These textbooks teach youngsters about Sindhi culture and Pakistani society, as well as family structure, social organizations, and the roles men and women play in Sindhi society. As a result, I wanted to learn about Sindhi society through these textbooks, as well as how these textbooks influence literature about Sindhi society.

Approximately 4 million youngsters are taught gender stereotypes as a result of this, and boys are more powerfully inspired by the books because there are more role models for them.

Meanwhile, there aren't enough female role models to encourage them to continue their education and become great role models in their communities. There are only a few lessons on women in which they are introduced in relation to their father and brother, as though they lack their own identity or that their efforts and achievements are unworthy of recognition (Channa, 2020).

1.6 Gender Incorporation in Pakistani English Textbooks

Education is critical to nation-building, and any government's attention to the education sector demonstrates its dedication to its citizens. Pakistan is an undeveloped region that confronts numerous issues, including monetary downturn, anarchism, and power shortages, among them education. Pakistan's educational system is changing. In Pakistan's educational system, there are challenges with both quantity expansion and quality assurance. The congruence of the curriculum and textbooks is one of the qualitative concerns. The most prevalent instructional material in classrooms is textbooks. The textbooks are issued by the province's various textbook boards and approved by the Curriculum wing of the Educational Ministry. The textbooks published by the textbook boards are distributed to government schools, and the external examinations held by intermediate and secondary education boards are likewise grounded on these textbooks. Alignment between the curricula and the textbooks is essential to ensure that the curriculum is fully expressed in the textbooks. The purpose of this study, in its broadest sense, was to look into the alignment of English language textbooks with secondary school curricula in Pakistan. The alignment study focused on all areas of the language curriculum, including the educational features that are inclusive. Gender incorporation within English language books in Pakistan is the subject of this research article (Shah, 2012).

According to the Human Development Report of 1994 (Khurshid, 2008), women undertake 2/3rd work of the world but own just 10% of the world's revenue and 1% of the world's land. However, as time passes, women's roles in all

spheres of life are expanding, and women are proving themselves to be equal to men.

People's primary sources of information are not textbooks, still they are an "essential means of mass media in society" (Kobia, 2009). Additionally, Mkuchu (2004) claims that textbooks influence conducts by transferring societal traditions. Gender images and roles are important components of every society, consequently the way men and are portrayed in textbooks works as a role in shaping a learner's mental image of male and females. The "allocation of roles" is another facet of sexism. Kobia (2009) discovered in his research that "More men are seen in prestigious jobs like engineers, pilots, judges, dentists, and masons." Teachers, secretaries, and farmers are among the professions in which more women are shown" (Kobia 2009). He discovered that 74 percent of men, compared to 25.3 percent of women, are assigned to productive roles.

Gender inclusiveness in English language textbooks in Pakistan at secondary level is basically non-existent. Female characters are underrepresented in terms of representation of characters compared to male characters. Females are assigned responsibilities that are quite traditional. Women make up mostly than fifty percent of Pakistan's people, but their participation to the country's prosperity has been largely overlooked. The female role models in textbooks are all linked to Islam in some way. The inclusion of the females in the textbooks would help students encourage women's participation and value as beneficial and necessary members of community. To ensure that the females are represented in all textbooks taught in Pakistan, a comprehensive review of all textbooks should be done. (Shah, 2012)

2. RESEARCH METHODOLOGY

This research project aims to explore the contradiction or agreement between objectives behind the idea of implementation of Single National Curriculum, and existing content in English textbooks (Grade, 2-5) SNC from the stream of Punjab Textbook Board through the perspective of gender representation.

The current research project employed a mixed method approach (qualitative + quantitative). However, this research, based on qualitative and quantitative methods, was followed by inductive approach. The researcher had not determined theoretical knowledge of this study to work upon rather the researcher observed, examined the content using Cohn and Manion's model to conduct content analysis based on eleven steps and tested the results of this analysis through Chi-Square test to observe accurate frequencies between the results of both methods.

2.1 Data Collection Method

Four English (Grade, 2-5) textbooks of Punjab Textbook Board from the stream of Single National Curriculum have been chosen as data. Every textbook was comprised of 12,11,13,14 units respectively. while collecting the data for this research project, the researchers has gone through the following steps in order. Firstly, the textbooks were selected. Then, the selected textbooks had been examined and studied thoroughly. This procedure in content analysis is stated mass observation (Cohen & Manion,1992). Traditionally, while conducting a content analysis, the researcher must execute two mass observations: the first one is done post selecting the documents (textbooks). The motive of the first move was to have a casual look at the textbooks to reassure that the documents had the data that the researcher required to explore. After examining the textbooks, the researcher divided the textbook contents into different divisions, such as occupational roles, social activities, domestic chores and adjective used to describe men and women etc., and then carried out the second mass observation of the content analysis. After the textbook's observation, two main categories of gender, men and women and four sub-categories had been chosen for the examination. Finally, the frequencies of each category had summed up in the formation of a content analysis.

2.2 Data Analysis Method

A combination of qualitative content analysis and Chi-square test has been used to examine correlation between the earlier mentioned (p,1) three objectives of SNC and existing content in English textbooks (Grade, 2-5) of Punjab Textbook Board through the perspective of gender representation in written text and illustrations.

The researcher has followed the same steps, prescribed by Cohen and Manion (1992) in the same sequence as per the model. First, the research questions were defined to be addressed through content analysis. English textbooks (Grade, 2-5) of PTB following the SNC criteria have been selected as sample for the study upon.

To answer the research questions, through the perspective of gender depiction in the content of these English textbooks, two categories of gender, 'Female' and 'Male' has been chosen. The two categories further divided into four sub-categories, such as,

- i Occupational roles
- ii Home chores
- iii Social activities
- iv Adjectives used to describe both genders.

Occupational roles refer that male and female represented equally or not in the content doing the same jobs. Home chores refer that it's not only women who are responsible for domestic chores rather men are also participating in domestic

works. Social activities such as sports and other outdoor walks refer that male and female depicted having the same opportunities particularly in sports. Adjectives used to describe both genders refer that which type of adjectives has been frequently used to label both genders. The participation level of both genders under the four categories had been observed in detail. The findings of this content analysis are established on the observation of gender depiction in images and language used in the written text.

The researcher has concluded this content analysis through tables explaining each category. The result of this qualitative content analysis has been compared with the result of Chi-square test using the same data to observe the accuracy between the observed and expected frequencies of the selected categories.

3. DATA ANALYSIS

English textbook 2 depicts women in occupational role of just a teacher and a doctor whereas men are depicted as doctor, teacher, lawyer, and bird catcher. It shows females doing home chores such as cleaning and moping and males are shown less in number doing just watering the plants.

Table 3.1 Categorical analysis of frequencies of both genders from the English textbook 2

Categories		Female		Male		Total	
Sub-Categories		F*	%**	F*	%**	F*	%**
1	Occupational roles	04	31	09	69	13	100
2	Home chores	06	67	03	33	09	100
3	Sports & social activities	20	67	10	33	30	100
4	Adjectives	07	44	09	56	16	100
	Total representation	27	47	31	53	58	100

* F indicates Frequency ** % indicates Percentage

Note: Entire percentages are circumnavigated to the closest whole number, so they add up to 100%

Sports and social activity category reveal that men more in numbers playing cricket, hockey, football and gardening and females almost half in number just reading books and doing picnics. Adjectives used for women are just good and nice and for men naughty, honest, hardworking, curious, handsome, cheerful and saint.

Table 3.2 Categorical analysis of frequencies of both genders from the English textbook 3

Categories		Female		Male		Total	
Sub-Categories		F*	%**	F*	%**	F*	%**
1	Occupational roles	05	56	03	33	09	100
2	Home chores	03	60	02	40	05	100
3	Sports & Social activities	10	32	21	68	31	100
4	Adjectives	01	33	02	67	03	100
	Total representation	19	40	28	60	47	100

* F indicates Frequency ** % indicates Percentage

Note: Entire percentages are circumnavigated to the closest whole number, so they add up to 100%

English textbook 3 depicts women in occupational role of just a teacher whereas men are depicted as traffic sergeant and sailor. It shows more females doing home chores such as cooking and food serving than males. Sports and social activity category reveal that men are more in numbers playing cricket, lattu, gilli danda, volley-ball, bouncing and swimming, and females almost half in number just playing tug of war and doing picnics. Adjectives used for women are just hardworking and for men are honest and best.

Table 3.3 Categorical analysis of frequencies of both genders from the English textbook 4

Categories		Female		Male		Total	
Sub-Categories		F*	%**	F*	%**	F*	%**
1	Occupational roles	02	10	19	90	21	100
2	Home chores	04	100	00	00	04	100
3	Sports & Social activities	07	44	09	56	16	100
4	Adjectives	02	29	05	71	07	100
	Total representation	15	31	33	69	48	100

* F indicates Frequency ** % indicates Percentage

Note: Entire percentages are circumnavigated to the closest whole number so they add up to 100%

English textbook 4 depicts women in occupational role of just a teacher and a pilot whereas men are depicted as doctor, news anchor, army officials, teacher and banker. It shows females doing home chores such as cleaning and cooking and no males are shown doing home chores. Sports and social activity category reveals that men more in numbers playing cricket, cycling, football and gardening and females almost half in number just doing physical exercises and playing with their dolls. Adjectives used for women are just intelligent and successful and for men religious, pious, courageous, generous and honest.

Table 3.4 Categorical analysis of frequencies of both genders from the English textbook 5

Categories		Female		Male		Total	
Sub-Categories		F*	%**	F*	%**	F*	%**
1	Occupational roles	12	75	04	25	16	100
2	Home chores	03	100	00	00	03	100
3	Sports & social activities	10	40	15	60	25	100
4	Adjectives	02	20	08	80	10	100
	Total representation	27	61	17	39	44	100

* F indicates Frequency ** % indicates Percentage

Note: Entire percentages are circumnavigated to the closest whole number so they add up to 100%

English textbook 5 depicts women in variety of occupational roles such as teacher, doctor, Microsoft expert chef and pilot whereas men are depicted just as doctor, teacher. It shows females doing home chores such as cleaning and cooking and no males are shown doing home chores. Sports and social activity category reveals that men more in numbers playing football, gardening and doing picnics and females almost half in number just reading books, playing with dolls and doing picnics. Adjectives used for women are just cute and honest and for men are good, honest, hardworking, famous, honorable and beloved.

Table 3.5 Accumulative results of frequencies and categories of both genders from all the selected textbooks

Categories		Female		Male		Total	
Sub-Categories		F*	%**	F*	%**	F*	%**
1	Occupational roles	23	40	35	60	58	100
2	Home chores	16	76	05	24	21	100
3	Sports & Social activities	47	46	55	54	102	100
4	Adjectives	12	33	24	67	36	100
	Total representation	98	45	119	55	217	100

* F indicates Frequency ** % indicates Percentage

Note: Entire percentages are circumnavigated to the closest whole number so they add up to 100%

The collective results of all the categories from all the selected textbooks clearly reveal that men are far ahead than women in every walk of life except domestic chores. The content of these textbooks undoubtedly showing discrimination against women in terms of not having diverse occupational opportunities, less participation in sports and specified social activities and adjectives used to define both categories also show that men are heroic figures of the society and women are loveable and delicate persons. More women than men, showing as domestic figures, reveal that the ideology behind this content is conservative and conventional.

3.1 Chi-square Test

Table 3.6 Result table of Chi-square test applied on accumulative result of content analysis (PTB English textbooks Grade 2-5)

		Category	O	E	O-E	(O-E) ²	<u>(O-E)²</u>
Male	1	Occupational roles	35	32	-3	09	0.2812
	2	Home chore	05	11	-6	36	3.2727
	3	Sports & social activity	55	56	-1	01	0.0178
	4	Adjectives	24	20	-4	16	0.8

Female	1	Occupational roles	23	26	-3	09	0.3461
	2	Home chore	16	09	-7	49	5.4444
	3	Sports & social activity	47	47	-0	0	0.0000
	4	Adjectives	12	16	-4	16	01
		Total	217	217			$X^2=11.1622$

P=0.05

d f=3

$X^2=7.81$

Note: 'O' indicates observed frequency, 'E' indicates expected frequency, 'X²' indicates Chi-square test and 'df' indicates degree of freedom

The computed value of $X^2 = 11.1622$ is greater than the X^2 tab value or falls in the critical region so it is understandable to state that there is a visible contradiction between the objectives and the content in PTB English textbooks (Grade 2-5) through the perspective of gender representation in the selected textbooks.

4. DISCUSSION

To answer the first research question about upward social mobility, the results of this content analysis expose that the content of the selected textbooks clearly depicts gender discrimination against females in terms of defining occupational roles and careers to elevate their social mobility. Depicting females in specific professional roles such as teachers and nurses repeatedly determines, women even in 21st, still must confront the stereotypical ideology while chasing their dreams and career choices according to their aptitude. Moreover, just 40% of female representation in the category of occupational roles in the result table 3.5 reveals that females have less choices in adopting occupations whereas 60% representation of males show that they have diverse choices opting their careers. They are shown as bankers, pilots, army officials, traffic sergeants, news anchors and doctors.

It wouldn't be unjust to say that the Pakistani society comprising 52% of female gender cannot achieve upward social mobility until females have the open and diverse choices regarding their careers. Females' representation through professional roles in the primary level textbooks make children's concepts biased and conventional towards females' career opportunities. Ideology is the infusion across cultured society of a system of ethics, beliefs, conducts, and virtue that is, in one way or the other, reassuring of the current social and economic organization and the model of intrigue that it keeps on going, according to

Nikolev (2009). The portrayal of professional females and males in the textbooks determine students' concepts about shaping their future targets and aims. Examining the English textbooks of PTB (Grade 2-5), it wouldn't be unfair to state the content of these textbooks is not sufficient and appropriate to achieve the objective of an upward social mobility.

With this limited scope in professional fields for women, it's hard to achieve the objective, upward social mobility. Confining females into the limited professional choices cannot push social mobility to upward until they are offered the same opportunities as men and accepted by the society. Upward social mobility is a fundamental right of every individual living in a society regardless of gender. A member of a society, either a man or a woman should have same opportunities while deciding their professional roles.

According to the results, 40% of females in conventional professional roles and 60% of males in diverse professional roles represented in the selected textbooks determines that the SNC with this content cannot bring out an unbiased ideology that is inevitable to obtain the upward social mobility.

Answering the second research question and examining the correlation between the second said objective of SNC adopting the international trends and the PTB English textbooks (Grade 2-5) content, the research found an immense contradiction between both, content, and objective.

See the result table 3.5 which reveals a considerable difference between men and women's biased representation in textbooks. Men are shown having more choices and opportunities to pursue their careers and professions than women. Probing their domestic roles, the research concluded with a prominent marginalization of women, as 76% of females have shown doing home chores whereas males representation in this category is just 24%. More women presented as only responsible for domestic works and less representation of men doing home chores reflects a conservative social ideology of Pakistani culture.

Hence, the participation of both genders in sports is not same, shown in the content. Females' participation is 47% and males' participation is 54%, shown in the content. The representation of both genders in sports and social activities does not end up the debate upon the percentage, rather, it becomes more disappointing when the study found that females are again being marginalized in this category because they are shown playing only with their dolls. On the other hand, the sports such as cricket, hockey, football, gilli-danda, lattu and cycling are tagged with males' activity fields.

To strengthen this argument, result of the category of adjectives used, for both genders can be consulted in the table 3.5 (p.92) that unfolds the reality, all the heroic adjectives such as courageous, honest, pious, and hardworking are used for men and adjectives that show the delicacy and elegance such as pretty,

beautiful and good are used for women. This division in selecting adjectives for both genders determines their social and occupational roles, that all the authoritative and dominating positions belong to men, while women are just a helping figure to them. The exhibition of these concepts through the content in textbooks can be a strong barrier to achieve the objective of chasing the international trends. In the world around us, especially if we talk about the developed countries of Western world, we don't see these many barriers for women in every walk of life. Even some developed Islamic countries like Malaysia have been eliminated to some extent these conventional concepts regarding creating boundaries around women empowerment in every field from their textbooks.

Before addressing the third research question of the research study about the provision of equity in education in Pakistan, it's necessary to discuss the term equity in education in a broader perspective. Educational equity is a contested concept. Apparently, it's an act of attainment, fairness, and freedom in education. The study of educational equity is usually connected to the study of distinction and equity. Educational equity relies upon two major factors. First one is fairness, that suggests, someone's conditions must not hinder the capacity of educational success. The second factor is about inclusion, that indicates the extensive level which applies to every individual in an established education system. These two factors are interconnected and dependent on each other to maintain a successful educational system.

Results obtained in the table 3.5 define a notable imbalance between the representation of both genders in four chosen categories. Under the light of these results, one can easily understand that women are not being offered the same opportunities in professional fields, domestic roles and sports and social activities.

Depicting females in conventional professional and domestic roles show that women are not having the equity in education as well. Depicting them in stereotypical roles in PTB English textbooks (Grade 2-5) determine their future roles, consequently, children after studying this biased content build their concepts and aim about what men are going to be and what women are going to be in future.

Although, few females have been shown in some unconventional occupational roles in English textbook 5 (see table 3.4) even its not sufficient to claim equity and equality is presented in these textbooks because the women, pursuing the unconventional occupations are mentioned just once in the four selected textbooks. The researcher agrees with the notion that exceptional cases are always there in every society but the issue debatable is, one example of a daring women pursuing unconventional role cannot represent all the deprived women in society. It's textbooks and other educational resources that can build an unbiased and favorable environment in which every woman in the society is free

to select her future roles. Consequently, this freedom of choosing their future role will establish an environment where upward social mobility, international trends and educational equity can be achieved.

5. CONCLUSION AND RECOMMENDATIONS

Most of the educational specialists assert that textbooks are well-provided with numerous kinds of prejudices and discouragements towards dissimilar categories of people, like females, the old, kids incapacitated people and so on (Graci 1989).

This research project aimed to explore the correlation between the objectives of SNC implementation and the present content in the English textbooks (Grade 2-5) of Punjab textbook Board through the lens of gender representation. Most of the adjectives used in the content of the selected textbooks was built on stereotypical concepts instead of reality. Females have been portrayed in traditional and conventional roles almost in every field of life whereas males have been portrayed as dominative and authoritative figures.

The results revealed that women in English textbooks of PTB are underrepresented. Further, the results of this research project disclosed that:

1. Men work in variety of professional roles than women presented in the selected textbooks.
2. Females are underrepresented and marginalized in outdoor sports and social activities. They have been presented as spectators in most of the scenarios.
3. Men are not responsible for domestic chores; they have been presented as providers and women have been shown active and responsible participant in domestic works.
4. Use of adjectives displayed men as heroic figure and women as helpers and delicate creature of the society.

The current research concluded that textbooks are essential to students' intellectual development, but that gender imbalances and discrepancies in gender identification empower male students to influence the series of events while depriving female students of such self-perceptions. When pupils are introduced to masculine normative behavior on a frequent basis, they learn to think of males as models, while females become typical or subversive. The same is projected in societal learning and cognitive establishment theories, which defend a child's mental development as a procedure of behavioral modification, which he or she copies, embraces, and then replicates during the socialization process in his or her domain.

Domestic chores such as cooking, washing, caring, and serving are classified as feminine, whereas outdoor jobs involving more strength and passion,

such as agriculture, hunting, battling, adventurism, and traveling, are classified as masculine. Likewise, feminine characteristics such as tolerance, tenderness, and fragility be contrary to male aggression, energy, force, and nerve strength.

Even sports and activities are biased; for example, guys play hockey, cricket, and football and labour in the fields or outside the home, but girls are mostly seen at home, in the kitchen, playing with dolls, or skipping ropes. Based on these findings, it's safe to assume that these books are huge roadblocks to a girl's development and empowerment because they don't represent her in a progressive way. To look at it another way, the textbooks give her the perception that the world is dominated by men and that women have a limited role to perform.

Conducting this content analysis, exploring gender issues through not feminist perspective, but to point out the discrepancies that may become obstacle in achieving the three said objectives of SNC, this research will be a step ahead of past studies. The study had not been undertaken for the sake of conducting a typical study, but rather to determine the impact of gender representation in textbooks on early childhood learners, as well as how the ideology created because of this representation can shape or break a society's structure. Future researchers, Policymakers, authors, and teachers will benefit from the conclusions of this study.

5.1 Limitations and Recommendations for Future Researches

This research project selected only four English textbooks (Grade 2-5) of Punjab Textbook Board following the Single National Curriculum criteria. Owing to this limitation, the findings of this research work cannot be generalized to the whole book series of PTB. The study examined correlation between the three said objectives out of seven of SNC and the content presented in the English textbooks (Grade 2-5) of PTB, through the perspective of gender representation within the four categories, such as, occupational roles, home chores, sports and social activities and adjectives used to describe both genders.

The future researchers can easily find new dimensions for their research project post exploring this study and its findings. They can also extend the study through work upon the suggested areas based on the current research project. The current research suggests four areas that can be further explored using this data and its method/methodology, like,

1. A comparative content analysis between English textbooks (Grade 2-5) and Urdu textbooks (Grade 2-5)
2. A comparison between the textbooks of Punjab Textbook Board and Khyber Pakhtunkhwa Textbook Board

3. A comparative study, exploring gender representation between primary level textbooks and middle level textbooks of PTB.
4. The study can be used to compare and contrast metaphors, adjectives and other literary devices utilized in the written text.
5. A comparison with previous PTB textbooks.

5.2 Recommendations for Curriculum Developers and Policy Makers

Based on the results of this research project, curriculum developers and policy makers can utilize this data to create and amend future policies and curriculum to achieve the set objectives. The findings of the study may help them to identify and amend the weaknesses found in the content of the selected textbooks. The research project suggests, under the light of its findings, few suggestions in order to make this content more beneficial, in terms of achieving the objectives, like, upward social mobility, meet international trends and educational equity.

1. Gender issues must be recognized and addressed while planning educational policies.
2. Omitting the gender inequalities must be the prime concern while depicting their social and professional roles within the written text and pictures as well.
3. Particular academic programs and policies that influence females and males differently, focusing their different roles, liabilities, requirements and interests should be acknowledged while designing the curriculum.
4. Implementation, evaluation and reporting plans upon the gender disparities should be executed on a serious note.

5.3 Recommendations for Teachers

Teachers also may utilize this data to teach a specific material that will support children in constructing their positive and negative ideologies, as well as determine whether these ideologies will help them to achieve upward social mobility, meet international trends and provide educational equity.

1. Teachers should create an unbiased atmosphere in the classroom aimed at elevating females' status and value to the level of equality to males'.
2. Teachers should build a suitable classroom environment where describing females' unconventional roles should be considered as normal and acceptable stuff.

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