

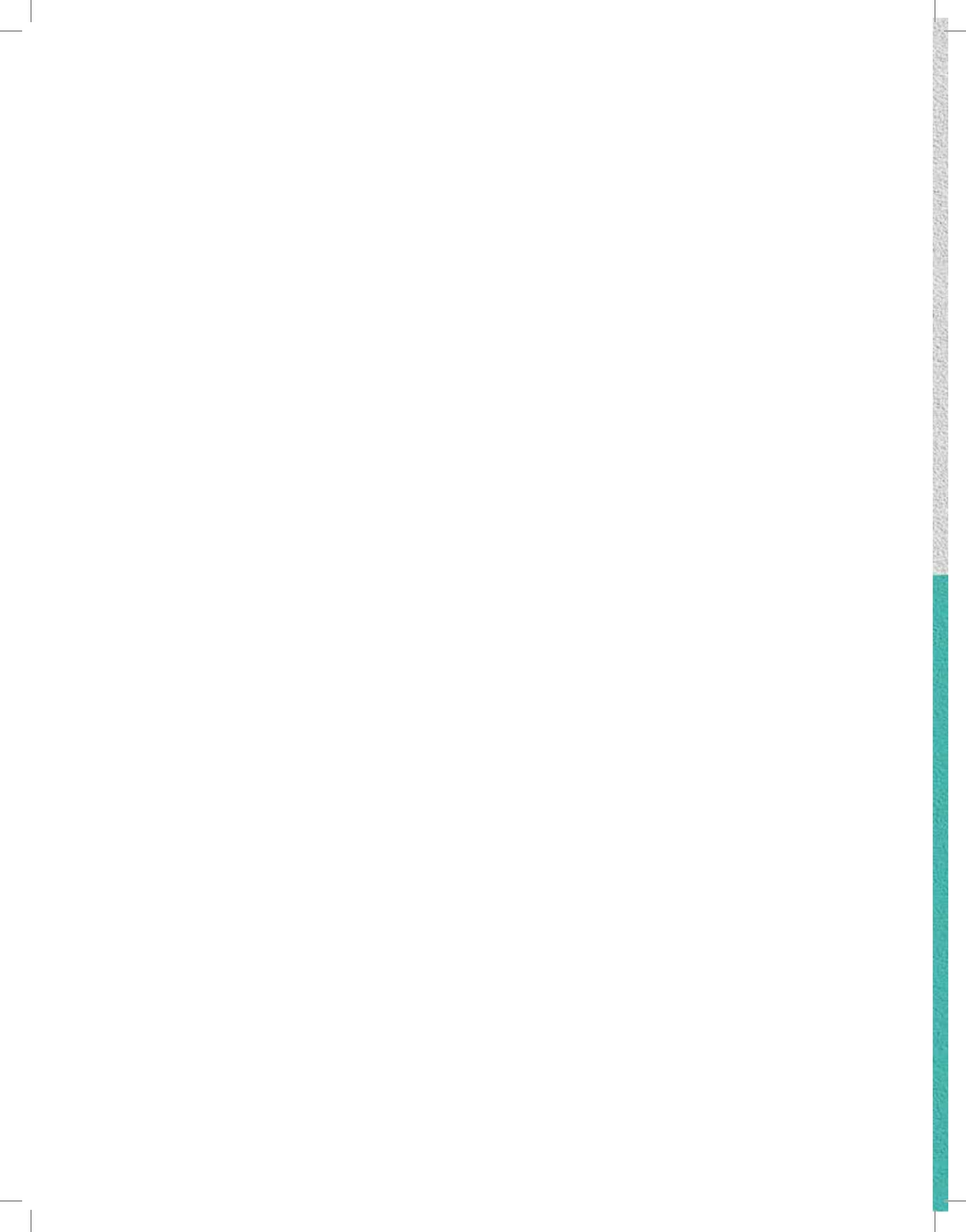


Gender Audit of SCERT Textbooks: A Report



स्वाध्यायान्ता प्रमदः

State Council of Educational Research & Training
Varun Marg, Defence Colony, New Delhi-110024
<https://scert.delhi.gov.in>





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FOREWORD

It gives me immense pleasure to present the report on the Gender Audit of textbooks prepared by the State Council of Educational Research and Training, Delhi. The gender audit of the textbooks is a crucial yet very important step in identifying the representations of all the genders across the textbooks and curricula. Thereby, a leading step to promote gender equality in our education system.

The gender audit of textbooks and curricula provided an opportunity to critically examine the content, language, illustrations, exercises, etc in the textbooks, by giving special emphasis on the portrayal of gender roles, stereotypes, and biases across the textbooks and curricula. The detailed analysis will shed light on the representation of gender aspect in various textbooks and curricula.

The findings presented in this report will be useful for curriculum developers, content developers, teacher educators, teachers and learners. It will not only sensitize the learners, teachers, etc about gender stereotypes and biases, but will also bring a remarkable change in the society in due course of time.

The gender audit team at SCERT has worked meticulously in collaboration with the experts in the field of education and gender studies from various organizations. I would like to express my appreciation to all those who have contributed to this important endeavour.

I hope that this report will help in igniting the minds for rethinking about stereotypical gender roles and biases and will bring a positive attitudinal and behavioural change in the people's perspective about gender.

Let us become the agents of change.

Dr. Rita Sharma
Director, SCERT

NOTE TO THE READERS

Education plays an important role in shaping the young minds. The most crucial part of the education lies in the textbooks which are so close to the learner, as the textbooks leave a lifelong imprint among the learners. Learners, too, imbibe the core values and life skills from the textbooks through illustrations, examples, while performing activities or through any other aspect in the textbook. In the fast changing world, it becomes imperative to review the textbooks time and again according to the needs of the society.

As we commit to foster inclusive and equitable learning environment in our schools, we undertook a comprehensive Gender Audit of the textbooks and curricula prepared by SCERT, Delhi. The purpose of the gender audit was to critically examine the content, language, and representation within our textbooks and curricula to assess their alignment with the principles of gender equality.

The findings of the gender audit are presented in this report. This report is the result of thorough analysis of the textbooks and curricula in terms of various dimensions such as language, content, representation, etc. done with a gender perspective. The findings presented in this report are not just a reflection of the current state of various genders in the textbooks but will serve as a roadmap for future improvements. The findings have certainly thrown light on the areas of concern to be taken care of while developing educational materials, and have paved way for deliberations on breaking gender stereotypes and ceasing gender biases.

As we move forward, let the findings of this report instill in us the passion to bring a positive change in our education system. We can, further, commit to create an educational environment where every learner feels safe, valued and empowered, regardless of gender.

This report is not the end but a beginning and will motivate us to sensitize all the stakeholders about gender issues in the education system. It will also act as a guiding force in organizing capacity building program for teachers, developing resource material for teachers, preparing curriculum, developing textbooks and many more such endeavours. The objectives of the gender audit can be achieved only when the implementation of the recommendations of the report are done by all stakeholders in its true spirit.

I wish this report ignites the minds of the readers and sparks conversations to take prompt actions to sensitize our society towards gender stereotypes and biases.



(Dr. Nahar Singh)
Joint Director (Academic)
SCERT, Delhi

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PREFACE

A gender audit as a method aims to assess the extent to which an organization mainstreams gender in its policies, programmes, projects, and services in terms of content, material development, textbook delivery, and evaluation. It aims to assess the extent to which gender integration promotes the inclusion of individuals involved or affected.

Gender audits establish a baseline against which progress over time can measure and identify critical gender gaps and challenges and make recommendations on how to address them through improvements and innovations. Although there is no standard approach for conducting a gender audit on a national or international scale, two main approaches have been used: participatory gender auditing and the gender integration framework.

The gender audit conducted at SCERT integrated several steps detailed as below:

1. Preparing the gender audit committee:
 - Approval of the Gender audit proposal and reviewing the readiness to conduct a gender audit.
 - Creation of a gender audit team and defining a gender audit strategy to be implemented.
2. The implementation phase consisted of the following methods to collect, analyse and formulate the audit's findings:
 - Desk review and analysis of the SCERT textbooks.
 - Developing the conceptual and methodological framework of the gender audit to be implemented.
 - Sharing and discussing the key findings with the gender experts.
 - Drafting and creation of a gender audit report.
 - Finalization and editing of the gender audit report.

This report analyses all textbooks and curriculum developed by SCERT from the perspective of inherent gender biases and stereotypes. Various attempts were made to suggest to the coordinators, authors, contributors, reviewers and experts that the content portrayal and visual depiction in the SCERT textbooks/manuals be gender inclusive. In this regard, the SCERT Gender Audit Committee developed tools for examining SCERT Textbooks through a gender lens and creating guidelines for textbook writers to follow and adapt as needed.

The textbook analysis was carried out in a workshop format at SCERT and DIETs, with writers and experts from NCERT, CIE, DU, DCPCR, CMI fellows, faculty from various DIETs, SCERT faculty, teachers from DoE, MCD and NGOs. While gender was an essential parameter for examining and analyzing textbooks, concerns about environmental sensitivity, human values, and special needs children were also examined, as were reflections on the use of information and communication technology.

The gender audit of textbooks was a collaborative effort led by the Chairpersonship of Dr. Anamika Singh, Assistant Professor (DIET, Rajender Nagar) and Dr. Bindu Saxena, Member Secretary, Assistant Professor (SCERT, Delhi) with the Subject- Coordinators of different textbooks. The esteemed gender experts, Prof. Poonam Aggarwal (Retd. Professor, NCERT), Dr. Ritu Bala, (Professor, CIE), Dr. Punita Gupta (Associate Professor Aditi Mahavidyalaya), Prof Mili Roy Anand, (Professor, NCERT), Dr. Sharda Kumari (Retd. Principal, DIET) participated in undertaking the curriculum analysis.

I express my gratitude to Mr. Rajanish Singh (Former Director, SCERT), Dr. Rita Sharma, (Director, SCERT), Dr. Nahar Singh (Joint Director, SCERT) and all the Experts, Coordinators and members for their support in completion of the Report. I acknowledge the support and assistance of my colleagues from SCERT / DIETs. I am indebted to the SCERT textbook authors/Contributors for their involvement in the analysis workshops and in giving their valuable suggestions for making textual material gender inclusive.

This current report on the overall analysis of SCERT textbooks and curriculum is the culmination of the efforts made to examine each textbook developed by SCERT from the perspective of gender bias and stereotypes.

Dr. Anamika Singh

Dr. Bindu Saxena

Executive Summary

SCERT, Delhi has conducted a gender audit of 53 Textbooks and curriculum developed by SCERT, Delhi in order to audit specific depictions in the textbooks that support gender stereotyping and orthodox gender role categorization in society.

Textbooks are a key learning tool, and they have a big impact on how students develop their values and attitudes. However, they can also contribute to a variety of biases in situations where inaccurate representations exist. In light of this, the State Council of Educational Research and Training (SCERT) has conducted the Gender Audit of its textbooks. These textbooks were examined from a Gender Perspective, which focused on gender biases and stereotypes in school textbooks. The textbooks were thoroughly studied by the subject coordinators and team members, who examined how content was presented in the textbooks and how visuals/illustrations were depicted through a gender lens. The textbooks were analyzed in-house and, in a workshop setting by utilizing tools and proformas developed during the workshop in the presence of the gender experts.

Positive aspects reflected in chapter were also highlighted and suggestions were made wherever required for making the content and visuals gender inclusive. This report also included additional information for the coordinators and authors to consider incorporating girls' and women's concerns into content and visuals.

The overall suggestions emerging from the analysis of this report are mentioned below and SCERT coordinators and authors will ensure that the suggestions given in the report must be incorporated in the coming editions of the SCERT textbooks/Curriculum. Wherever it is not reflected, teachers may integrate gender-inclusive teaching and learning methodology.

- Student pages in textbooks can recommend to students' about various strategies for fostering gender sensitivity among classmates, family, and the community. This can be accomplished by recommending activities that encourage self-reflection, probing, and criticism of socialization practices, power structures, and prevalent standards that are demeaning to girls / women and other gender.
- Mentioning female role models where appropriate, highlighting their accomplishments.
- The content in the chapters can be creatively used to reflect thoughts or images that are inclusive of all genders.
- For increased awareness, it is possible to highlight activities and schemes for promoting gender equality in relation to educational levels and stages at the appropriate locations.

- At the right times, preventive laws and governmental initiatives for addressing societal challenges and including issues and challenges of the transgender children and inclusive education related challenges may also be emphasized.
- Gender-friendly textbooks alone will not be enough. Therefore, teachers who conduct classroom transactions will also need to be provided training to make them gender sensitive.
- Stress should be laid on creating inclusive learning environments to ensure that the textbooks are gender-friendly and do not promote prejudices
- A gender audit of social sciences textbooks indicates that women's representation in social sciences textbooks is low. Lesbian, gay, bisexual, transgender, queer, intersex, asexual and more (LGBTQIA+) communities are almost entirely ignored. These must be included in a sensitive manner.
- Even when reference is made to contributions to different fields, the names of women are missing out. Ignoring women's achievements can negatively impact how students reflect and relate to gender identities and roles. Students may unknowingly develop a notion that women have only a limited role in economics and politics.
- Language plays an essential role in making an individual's worldview from a young age. Gender inclusive language aids in avoiding biases, discrimination or demeaning different gender identities. Using words such as 'man-made' or 'layman' as representative terms for human beings shows how man is considered the norm and generic while women are considered different or other. For example, a student seeing words such as chairman or policeman might understand that they are occupational roles restricted to only men. Even when women are assigned an occupational role like a doctor, a group of female doctors often look at how a senior male doctor treats a patient.
- It is time to rethink how our textbooks can help students reach their full potential and break stereotypes. There should be increased efforts to ensure education and learning activities in gender-mixed groups and encourage more interactions between students from different genders.

It was observed that the gender sensitivity and prejudice in school curricula and textbooks should be examined before publishing the textbooks. Students would benefit from gender-neutral terminology and pronouns should be introduced so that gender bias is eliminated from an early age. A gender audit of the textbooks has shown how different gender identities are portrayed in the textbooks in terms of strictly defined occupational roles, non-occupational roles, and general acts, thereby promoting gender stereotypes. There should be a purposeful effort to incorporate well-known male and female authors, works on the inspiring lives of female social activists and scientists, and stories, poems, and novels that challenge gender stereotypes.

Introduction

Gender Audit

A gender audit enhances the collective capacity of the organization to examine its activities from a gender perspective and identify the strengths and weaknesses in promoting gender equality issues.

Gender representations in textbooks

The representation of gender in the selected textbooks was seen through three major themes i.e., visibility of female and male through characters, pictorial representation and narration of the lessons, activities assigned and vocabulary used for all genders.

Importance of gender analysis in textbooks

A gender-sensitive life skills approach to curriculum transaction includes all the skills necessary for day-to-day functioning and covers areas such as family life education, legal literacy, and lifesaving skills, etc. Textbooks should be designed in such a way that it shows gender equality.

Role of textbooks in gender equality

Textbooks serve as an opportunity for teachers to impart knowledge through the curriculum and chaptering within the textbooks. The content of textbooks is an important first step in legitimizing foundational values as for the student, the information in the textbook is his or her reality from which to view the world at large. As a result, it must be gender neutral and promote appropriate gender equality norms.

Based on the framework and aspiration of the Gender Audit Committee, which was formed with the prior approval vide order no. C&P/GI/SCERT/21-22,22-23/14985-89 dated 05/01/2023, to ensure that gender equality principles are approached as a central premise across all chapters, illustrations, and activities in the respective SCERT textbooks and curriculum identified for this Gender Audit.

The Gender Audit Committee comprised of gender experts from NCERT, DU, CIE, DCPCR, NGOs,



faculty from SCERT and DIETs and teachers from DoE and MCD, to identify gender prejudices and emphasize recommended revisions and modifications to encourage gender equality value systems through the review of the SCERT textbooks/curriculum.

As the first step, this report summarizes the subject-wise data collection from the independent gender audit review workshops conducted by the subject coordinators for their respective class-wise subject textbooks.

Step two consisted of the final peer review process by the Gender Audit Committee to ensure that the necessary changes are incorporated while maintaining gender sensitive ideals for educational purposes with general observations and recommendations.

The committee formed is as under:

S. No.	Name	Institute	Role in the Committee
1.	Dr. Anamika Singh	DIET, Rajender Nagar	Chairperson
2.	Prof. Poonam Aggarwal Retd. Professor	NCERT	Expert
3.	Prof. Mili Roy Anand	NCERT	Expert
4.	Prof. Ritu Bala	CIE, DU	Expert
5.	Dr. Punita Gupta	Aditi Mahavidyalaya	Expert
6.	Dr Sharda Kumari	Retd. Principal DIET	Expert
7.	Gauri Sharma	DCPCR	Expert
8.	Dr. Anil Teotia	DIET, NE	Member
9.	Dr. Satnam Singh	DIET, NE	Member
10.	Dr. Sapna Yadav	SCERT	Member
11.	Dr. Kaushika Pushkar Rawat	DIET KKD	Member
12.	Ms. Raman	SCERT	Member
13.	Ms. Shilpa Sud	SCERT	Member
14.	Ms. Farzana	DIET, Daryaganj	Member
15.	Dr. Bindu Saxena	SCERT	Member-Secretary

OBJECTIVES

- To develop a common format for gender audit of SCERT textbooks
- To identify the gender-related gaps in the current SCERT Textbooks
- To highlight the gender-related issues that will be addressed in new or revised SCERT textbooks.
- To emphasize observations in current SCERT textbooks, and suggest changes that should be implemented in the revised SCERT textbooks.



METHODOLOGY

A committee was formed to conduct a gender audit of textbooks/curriculum developed by SCERT being taught in Delhi government schools. The following 53 textbooks/curriculum were subjected to a gender audit:

1. Entrepreneurship Mindset Curriculum (4 Books)
2. Happiness Curriculum/Books (9 Books)
3. Deshbhakti Curriculum (4 Books)
4. Social Studies (English, Hindi and Urdu Medium) (3 Textbooks in each medium)
5. Punjabi (3 Books)
6. Home Science (3 Books)
7. EVS Cl 6 to 8 (3 Text Books)
8. English (Bridge Course) Level I to IV (4 Textbooks)
9. Hindi (Bridge Course) Level I to IV (4 Textbooks)
10. Mathematics (Bridge Course) Level I to IV (4 Textbooks)
11. EVS (Bridge Course) Level I to II (2 Textbooks)
12. Science (Bridge Course) Level III to IV (2 Textbooks)
13. Social Science (Bridge Course) Level III to IV (2 Textbooks)

The Committee held a series of workshops to develop a common format (Annexure-1) for gender auditing of textbooks/curriculum developed by SCERT with the goal of preparing a structure for the upcoming gender audit workshops and incorporating other expert suggestions. The details of the same are attached below:

S. No.	Date	Agenda of the Workshops
1.	07-02-2023 to 08-02-2023	<ol style="list-style-type: none"> 1. The Committee members decided the finalized list of books to be audited by the respective representatives/subject-coordinators. 2. The preparation of a standard draft-proforma for academic auditing of the selected SCERT textbooks/curriculum manuals. 3. The allocation of responsibilities for each subject coordinator to ensure that a gender expert is selected for the workshops and detailed gender auditing of the subject matter is conducted with the help of their insightful recommendations.
2.	15-02-2023	<ol style="list-style-type: none"> 1. The subject coordinators were instructed to submit complete proforma for each chapter of each class, and all details were to be typed for the convenience of the Committee experts for observation and final assessment. 2. The subject coordinators were instructed to complete the summary of each class-specific textbook in the proforma created for the summary, as well as final preparation for the subject-specific presentation of the gender-related gaps identified by the respective teams. 3. The subject coordinators were instructed to attend the subsequent committee meetings with the experts, prepared with highlighted pictures with identified changes of the chapters and all the necessary textbooks for ease of observation.
3.	22-02-2023 to 23-02-2023	<ol style="list-style-type: none"> 1. The subject coordinators presented findings from gender audit workshops conducted by their resource team to analyse the editions/omissions in the reading/writing material. 2. The presentations were held in the presence of independent gender experts as well as other members of the gender audit committee to ensure that gender biased content is identified and attempted to be excluded in the next edition of SCERT books that will be printed for the benefit of gender neutral/gender sensitive education for students. 3. The subject coordinators provided final submissions in the prescribed proforma, class-by-class, chapter-by-chapter, with changes suggested by the experts.
4.	20-03-2023 to 21-03-2023	<ol style="list-style-type: none"> 1. The review and finalization of all the subject-specific reports submitted by the concerned subject coordinators. 2. The review of the gender audit report of STC textbooks (all levels) and EVS textbooks also.
5.	28-03-2023 to 29-03-2023	<ol style="list-style-type: none"> 1. Consolidating and summarizing the key points of the submitted subject specific reports. 2. Finalizing, vetting and editing of the final report to be submitted.

LIMITATIONS

This report only caters to the gender audit of the existing SCERT textbooks including Special Training Centre textbooks, Deshbhakti Curriculum books, Happiness Curriculum Books, Entrepreneurship books, Punjabi textbooks, Home Science textbooks, Social Studies and EVS textbooks.

GENERAL OBSERVATIONS

The experts made certain consistent observations about the selected SCERT textbooks that identified gaps in contextual understanding from the perspective of gender while developing the curriculum and content of the said books.

- **Book cover:** The majority of existing textbooks/manuals' cover pages are not gender sensitive, and the back cover and inner sides of the cover are either blank or with generic texts.
- **Contributors:** There has been observed an inequity in the gender representation of team members, contributors, editors, authors, and so on.
- **Content:** The content selection for some of the chapters are biased towards male domination which is manifested in two ways, one is selection of male heroes, activists, business persons, players etc. whereas another way the content is pertaining to majorly male protagonists (or mostly male characters in any narration/story/poem etc.). Furthermore, whenever female characters are introduced, they are frequently in submissive roles rather than leading roles.
- **Illustrations:** As the illustrations were based upon the texts, most of the images were depicting gender stereotypes or in some cases female representation was missing.
- **Exercises and activities:** Most of the exercises and activities were not critically challenging and cognizant of gender inclusivity. Some of the exercises are addressing boys and neglecting the presence of girls and other gender.
- **Language:** The language used in the texts in many places, exercises and activities is gender biased and depicting the dominating presence of males. The gender-neutral textual language is lacking in some of the content.
- **Other gender:** During the review of the content, no references concerning transgender people could be identified in textbooks or manuals.

The overall content of the aforementioned textbooks/manuals has yet to be completely revised from a gender perspective in order to instill gender equality values in the students. The continuation of such content in textbooks, which contain elements of patriarchal dominance and neglected participation of women and other genders, may reinforce similar lessons in the classroom environment, impeding the child's mental development away from gender sensitivity.

RECOMMENDATIONS

Specific Recommendations

Based on the workshops conducted by each subject coordinator, the experts analyzed the subject-wise audit report in the format approved by the Gender Audit Committee and made specific recommendations for further inclusion in the revision and development of the content/curriculum of the SCERT textbooks.

- **Book cover:** The cover pages, illustrations, could be suitably modified to convey the message of gender equality. Similarly, the blank back cover and inner pages should be utilized with various purposeful, meaningful gender-neutral texts.
- **Contributors:** A balance should be maintained while constituting the team responsible for the content development, illustrations and editing of the respective books and manuals keeping in mind gender inclusiveness.
- **Content:** There is a recommendation to avoid the content that reinforces and depicts female characters in submissive and passive roles. Further, there must be a conscious effort to include the content that depicts females in leadership and active participation.
- **Illustrations:** The content of the illustrations should be carefully designed/selected to ensure gender inclusive, gender sensitivity and removal of gender stereotypes.
- **Exercises and activities:** The exercises and activities should be designed in a way which is gender inclusive in nature and developed to ensure critical and creative thinking among students against gender stereotypical roles and biases.
- **Language:** The language used throughout the books and manuals should be gender inclusive and/or gender neutral as per the necessity of the text. In certain places, gender neutral terms can be used while at some places expression used for male and female both can be used differentiating with a slash, for e.g. He/She, दोस्त/सहेली, लड़के/लड़कियाँ etc.
- **Other gender:** Wherever possible, the presence and contribution of the transgender person could be included in the textbooks and manuals.

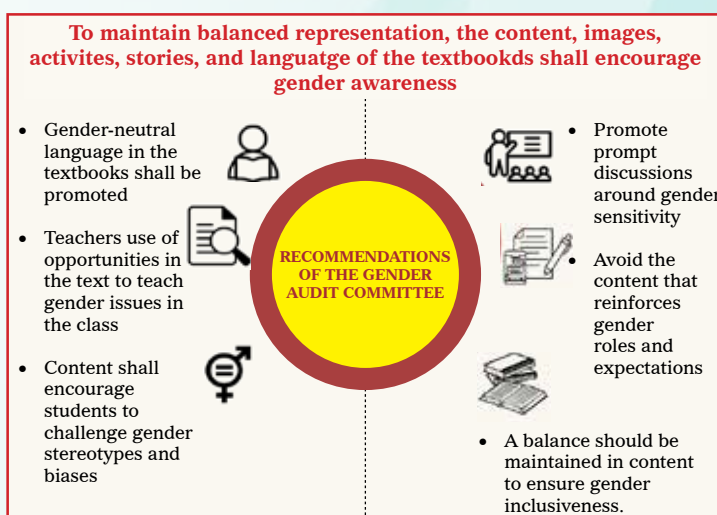
- A conscious effort shall be made to highlight the achievements and contributions of all the genders in unconventional fields.

Other essential recommendations:

Certain critical observations were made while reviewing each subject proforma that highlighted specific actionable changes to be reflected in the textbooks, as well as other linguistic, story selection, illustration depictions, and activities that were not gender sensitive.

- Gender equality and gender sensitization should be one of the key components while developing content for the textbooks. For the purpose of promoting gender equality via activities, case-studies, stories, illustration etc. the textbooks must ensure inclusiveness and diversity in their representation of gender.
- This means avoiding gender stereotypes and including examples of both male and female characters in a range of activities against the prevailing gendered roles.
- Additionally, the content should be designed to be accessible and engaging for all students, regardless of their gender. It is also important to encourage students to challenge gender stereotypes and biases while studying the content in the SCERT textbooks.
- Further, textbooks should prompt discussions around gender roles and expectations, and to encourage students to consider the impact of gender stereotypes on their own lives and on society as a whole, encouraging critical thinking around gender stereotypical roles and biases.
- There are opportunities in the text to discuss gender issues in the class if the teacher is sensitive and aware enough to identify those content/text.
- As can be observed, the content of some of the chapters favors one gender over others. If the teacher does not handle the topic sensitively, stereotypes will be reinforced; however, if the teacher uses this chapter to raise critical questions about gender discrimination in society, the content of this chapter and the preceding chapters can then be used to raise awareness of both bad and good gender practices in society/family.
- The above-mentioned recommendation is particularly useful while introducing chapters on factual description and History. However, since it is a part of History it cannot be changed but the issue of gender sensitization/equality can be taken in discussion by teachers in most chapters.
- The methodology for making teaching and learning gender inclusive may be included for teachers in the textbooks where it is not currently reflected.
- The representation of women/other gender in new and emerging professions should be represented in the new textbooks. For the purpose of mentioning male/female/transgender role models with an emphasis on their contributions and methods for accomplishing the same.

- Students should be taught and given suggestions for various ways to encourage gender sensitivity among their classmates, families, and the community on the pages of their textbooks. This can be achieved through recommending activities that encourage self-reflection, probing, and critique, as well as socialization processes, power structures, and prevalent norms that are demeaning to girls, women and third gender. This page may include a checklist for promoting self-worth and confidence among all people, but especially among girls.
- The gender-sensitive ideals shall be reflected to ensure changes to be incorporated into all content themes, including those related to food, transportation, family, vocations, and clothes etc.
- Classroom activities should include programmes promoting gender equality at various educational levels to raise awareness.
- It is recommended to have gender-neutral language in the textbooks, for example, manpower can be replaced with human resources.
- Learning material should have chapters/stories about gender issues as a primary or secondary message.
- Images should be depicting healthy relationships between people of different genders. For example, all boys/girls can be shown as mixed groups.
- For textbook activities, teachers should be instructed to form mixed-gender groups in co-ed schools so as to enable mutual and healthy interactions among children of different genders.
- Preventive laws and government policy measures for dealing with societal issues such as sex ratio, adolescent issues, substance abuse can be mentioned at appropriate places.
- If authentic text for story selection is not available for the textbook, then appropriate translated text can be included as suggested by NEP 2020.
- The recommendations given by Gender audit committee in their report should be taken into consideration by various departments of SCERT and DIETs while preparing curriculum, writing the textbooks/manual/other material, organizing capacity building programme for various stakeholders, during pre-service training, etc. The physical environment of the Council/Institution should also reflect gender neutral environment.



SUBJECT WISE OBSERVATIONS



The subject-wise observations are:

SUBJECT: MINDSET CURRICULUM (DESHBHAkti CURRICULUM)

Name of the books:

- Deshbhakti Curriculum Teacher's Manual (Class KG-2)
- Deshbhakti Curriculum Teacher's Manual (Class 3-5)
- Deshbhakti Curriculum Teacher's Manual (Class 6-8)
- Deshbhakti Curriculum Teacher's Manual (Class 9-12)

Year of publication for Class KG-5th: August, 2022

Year of publication for Class 6-12th: September, 2021

During the gender audit of mindset curriculum (Deshbhakti Curriculum) manuals, the gender related gaps were identified in detail and suggested expert comments for gender sensitive/neutral terminologies, stories, activities and illustrations were highlighted in the Proforma.

Key findings: Textual Content

The key findings of the report submitted to the gender audit committee are summarized below, along with examples:

1. Equitable Gender Representation

a. Gender Distribution :

There are opportunities to include gender-equal characters in the stories included in the Deshbhakti Manual. Imbalance is predominantly seen in the examples of patriots of both pre-independence and post-independence period where mostly male freedom fighters are highlighted in manuals of classes 6th to 12th (referring to page nos. 50 under activity 3.4B point 1; pages 62-63, under 4.2B in bullet points; pages 91,92, 5.5B points 5-6).

b. Professions :

There are areas in the book that don't promote gender equal values through the text and illustrations, exemplified by the presence of occupational imbalance and stereotyping amongst the male and female genders. This can be elucidated by illustrations used in the manual. For instance: in KG-5 Deshbhakti Teacher's Manual, On page 71 (Under 6.3: स्कूल के प्रति जिम्मेदारी: Warm up Activity: Worksheet 3), the female characters are working in occupations like nursing, teaching and clerical work, while the men are denoted as security guards, soldiers, police persons, fire persons, sanitation worker and post person etc. Similarly, on page 44 (Under 4.3: मेरे आस-पास के हीरो: Warm-up Activity: Worksheet 1), in the illustrations, the farmer, sanitation worker and doctor are male, while the teacher is female, in some places both male and female characters can be used. In this case, male representatives should also be used as teachers and females can be depicted in previously male dominated sectors like Sanitation, Medical Sciences and Agriculture. On page 55 (Under 5.1: Alag Alag veshbhushain (bhag -I, Worksheet 1, in 3-5th standard manuals), only females are represented in Garba dance illustrations whereas men participate in this dance equally during the festive season.

c. Illustrations and Stories promoting Gender Equality :

On page 21 (Under 2.4: Tirange se Pyaar: Worksheet 3), in the given illustration, the boys are majorly shown in cases of highlighting disruptive activities like bullying and damaging property, and females are shown in victim roles (old lady who needs a male child to help her cross the road, female classmate being annoyed by her male classmate and crying). The effective component of contributing to the nation through sporting events, only one female is depicted in an otherwise male dominated illustration on page 30 (Under 3.3: Hamari Aadatein aur Tirange ka Samman: Worksheet 2). In some stories, there is unequal representation of genders. For instance: on page 28 (Under Main Activity: Story Box) both the key characters of the story are male, alternatively one female character may also be used. Similarly, on page 33 (Under Warm-up Activity: Worksheet 3) and on page 35 (Under 3.5: Warm-up Activity: Worksheet 4), have males represented in the role of helpful and providing assistance and women as requiring assistance.

2. Biases

a. Stereotypes :

There have been instances where the content can be used to promote gender equal values, but inherent stereotypes are evidenced in the text. Certain illustrations and stories promote occupational and behavioral gender biases. For instance: On page 47 (Under Main Activity: Story Box) the theme of the story involves the protagonist, Rita, asking for money exclusively from her father. This phrasing implies that the breadwinner of the family will be male. Similarly, on page 35 (Under 3.5: Warm-up Activity: Worksheet 4), have males represented in the role of helpful and providing assistance and women as requiring assistance. Instead, female characters in the illustrations could be used to promote the idea of women being the one's assisting, instead of requiring assistance. In manual for classes 9th- 12th, there is a mention on page 11- under objective 5), a child/deshbhakt is denoted as male (karta hai, dilata hai) and 2.1. A mentions a question, "kya vo swatantrata senani desh bhaktt hai? - reinforcing the idea that freedom fighters were male.

b. Exclusion :

Due to the gendered language of the curriculum, in most places in the manuals, the language excludes the female gender, as well as other genders, from crucial themes - For Instance: in the chapter 4 of the class 6 to 8 manual, while talking about freedom fighters and 'deshbhakts' (देशभक्त) there is an implicit assumption that they are male figures, excluding the female students in the classroom from the theme of the chapter - 'सच्चा देशभक्त भारतीय कौन होता है? एक सच्चा देशभक्त अपने देशभक्ति कैसे दर्शाता है?' can be 'सच्चा देशभक्त भारतीय कौन होता/होती है? एक सच्चा देशभक्त अपने देशभक्ति कैसे दर्शाना/दर्शाती है?'

3. Positive examples

There are certain illustrations that stand out in Chapter 1 and Chapter 5 of KG-2. There are images of a boy helping his mother with household chores, representing gender equal values on Page 11 (Under 1.5: Tirange ki Khushi, Worksheet 4 of KG-2nd class manual book). In the latter, there are multiple illustrations in the chapter where there are relatively more gender equal images and characters used. In the poems and stories, a few stand out in case of representing both genders. For instance: on page 21 (Under 4.1: Main Activity), in the story, there is gender equal representation, with the female character's name as Seema and another name as Jaspreet is used which can be the name of either a boy or a girl. In the poem, परिवार का प्यार, both the genders are represented well when it comes to familial relations; On page 21 (Under 2.4: Main Activity: Worksheet 3), both genders are represented equally in the image and the picture descriptions.

4. Language

a. Use of male pronouns, verbs :

Apart from Chapter 5, there is a use of gendered terms (male pronouns and verbs) throughout in the text of the document. All the instructions are addressed towards the masculine gender 'करता है, रहता है' etc. This again indicates whether a person is a responsible citizen or an irresponsible citizen, it is a man. While talking about freedom fighters and 'deshbhakts' (देशभक्त) there is an implicit assumption that they are male figures. The language used further exacerbates this. Example (i): in Chapter 4 of the 6-8 manual, there is a question- 'सच्चा देशभक्त भारतीय कौन होता है?' एक सच्चा देशभक्त अपने देश भक्ति कैसे दर्शाता है?' The use of such language implicitly associates freedom fighters or deshbhakts with males. Example (ii): On page 153 of the class 6-8 manual, the prompts which discuss why one should feel proud of one's nation ask students to think about a 'mahapurush' (महापुरुष), where the word पुरुष represents only male identity as the ultimate, instead terminology such as "महान व्यक्तित्व" may be used, which is gender neutral terminology. On page 29, bullet point number 1 in 3-5th class manual in leading question prompts gender specific word, पुलिसवाला has been used whereas prompts such as gender-neutral word पुलिसकर्मी/यातायात पुलिसि may be used.

While a majority of the content of the curriculum is gender neutral due to the fact that examples and symbols used are inanimate, the language used isn't gender neutral/sensitive.

b. Gender neutral items :

There is consistent use of plural pronouns and verbs with merely one exception (On Page 1: Learning Outcomes: Point 2), instead of gendered pronouns (बच्चे instead of बच्चा), which is a highlight for the content team. Words like बच्चे, अध्यापक have been repeatedly used instead of their gender-neutral or gender-equal alternatives जैसे-विद्यार्थी, टीचर may be utilized. The name of the chapter and prompts included within the chapter (Tirange ke Hero) is gendered, and the term hero can be replaced with a non-gendered term like Champion or Star can be used.

5. Key findings: Illustrations/Activities

Some of the illustrations from the textbooks/ manuals discovered to be reinforcing gender prejudices and implicit stereotypical gender roles are:

1

वर्कशीट-4



On page 11-1.5: तिरंगे की खुशी (Worksheet 4)- The illustration contains a majority of male representation; however, more female participation may be used.

2

वर्कशीट-2



On page 21-2.4: तिरंगे से प्यार (Warm-up Activity: Worksheet 2)- Female representation should be increased rather than solely male representation.

3

वर्कशीट-3



On page 22-2.4: तिरंगे से प्यार: (Warm-up Activity: Worksheet 3) - To make the content gender inclusive, the stereotypical gender role illustration could be addressed.

4



On page 35 (3.5: Warm-up Activity: Worksheet 4) - Both teachers in the picture are female; however, one male and one female teacher can be portrayed. Male figures are seen performing disruptive actions such as bullying and littering; in image 2, a female character can be portrayed.

Females are frequently portrayed in victimizing or bullied characters, which contributes to conventional gender depiction.

Male characters might serve as teachers, and female characters in illustrations could be utilised to support the idea that women should be the ones providing aid rather than needing it.

5

वर्कशीट-3



On page 71 6.3: स्कूल के प्रति ज़िम्मेदारी, (Warm up Activity: Worksheet 2) The masculine characters in the artwork represent security guards, soldiers, police officers, firefighters, sanitation employees, and postal workers, while the female characters represent jobs like nursing, teaching, and secretarial labour. To eliminate gender stereotypes, this can be addressed.

6



On page 46; 4.4: मैं भी हीरो (Warm-up Activity: Worksheet 2) - There are just two men among the ten figures in the drawings. Additionally, traditional gender representation is reinforced by the fact that only male figures are used to highlight undesirable behaviours like fighting, theft, and littering.

6. Activities

Some of the activities in the manual address issues of women's safety and gender inequality. There are some discussion prompts to help students consider how women around them are treated. Though there are sections in which women's place in society is questioned, without delving deeper into the factors that contribute to such discrimination. In a list of prompts for classroom discussion, the manual also mentions gender-based discriminatory practices and gender-based violence. Many of the stories/case studies are based on male protagonists like on page no. 23 (Under Main activity as well as Reflection Prompts: Aditya ki Kahani) and on page 28 (Under Main Activity: Deepak aur Sonu ki Kahani) in KG- 2nd manual. On page no. 120, 6.4C Classroom Charcha in class 3th-5th contains gender specific words in the 3rd key question. "कौन बच्चा नौकरी करना चाहता है? may be reframed as "कौन-कौन बच्चे/विद्यार्थी नौकरी करना चाहते है?" Also, the icon that stands for class activity in which boys and girls are sitting and playing together. Specifically, the key question on page 31, "क्या आप देश की महिलाओं तथा पुरुषों का एक समान सम्मान करते है?" and on page 22, the key question- "आप सैनिकों के माता-पिता का सम्मान क्यों करते है?" includes both genders such questions encourage critical thinking questions for the students.

SUBJECT : HAPPINESS CURRICULUM

Name of the books:

- Teacher's Handbook for Happiness class Nursery & KG
- Teacher's Handbook for Happiness class I
- Teacher's Handbook for Happiness class II
- Teacher's Handbook for Happiness class III
- Teacher's Handbook for Happiness class IV
- Teacher's Handbook for Happiness class V
- Teacher's Handbook for Happiness class VI
- Teacher's Handbook for Happiness class VII
- Teacher's Handbook for Happiness class VIII

Year of publication for KG-8th: 2019

During the gender audit of mindset curriculum (Happiness Curriculum) manuals, the gender related gaps were identified in detail and suggested expert comments for gender sensitive/neutral terminologies, stories, activities and illustrations were highlighted in the proforma.

Key findings : Textual Content

The key findings of the proforma submitted to the gender audit committee are summarized below, along with examples:

1. Equitable Gender Representation

A. Gender Distribution :

There are opportunities to include gender-equal representation of characters in the stories included in the Happiness Curriculum Handbooks. Most of these handbooks have male characters exceeding the female ones; for example in the handbook for class 7, there are 20 stories in which there are a total of 38 male and 4 female characters. Similarly, in the handbook for class 8, it has 40 characters in total, with 7 female and 33 male ones. However, in some handbooks, the gender distribution does not have a significant difference, such as in class 3, the handbook has a total of 47 characters where 20 are female and 27 male. Similarly, in Grade 4, the handbook has 20 stories in which there are 38 male characters and 26 female characters.

On the other hand, there are handbooks where gender distribution is well organised. In the class 5 handbook, almost as many female characters have been chosen as there are male characters. For class Nursery, there is only one activity where gender roles are used (Session 2- Simon says) which is a male character. This could have been avoided as the class is required to follow what the male character “Simon” says.

B. Professions :

There are areas in the book to promote gender equality in certain illustrations, and there is an occupational imbalance in depicting professional equality between the male and female genders. For example: in all the handbooks, every text is addressed to “शिक्षक” which can be avoided by using “शिक्षक/शिक्षिका” or “अध्यापक”.

Additionally, in many of the handbooks (class 2 and 7) it is shown in many stories that the mother does the housework, while the father works outside. Men do not help with household chores, only children help. There could be more equality by showing women in different professional roles and men helping in household chores. Similarly in class 8, for the story ‘Meri Pehchaan’, depiction of the industrialist is done with a male character, while his secretary is shown as a female. This also raises a concern of children getting attached to the identity of work with a particular gender.

A separate example in the handbook of class 6 is a story ‘Ruchi Ki Sevaiyan’ that shows

that men can also have the knowledge of traditions exercised in the kitchen instead of women, which works as a great indicator of the gender roles practiced in daily life.

C. Stories promoting Gender Equality :

Many of the handbooks have a good number of stories promoting gender equality. For instance, in the class 5 handbook, almost all the stories promote gender equality, while class 2 and 4 have 14 and 11 stories respectively, that promote gender equality. “Main bhi madad karunga” in class 2 and ‘Badlaav kaun karega’ in class 4 can be considered as primary examples of promoting gender equality through storytelling.

However, in class 6, except for 4 stories, the characters in almost all the other stories do not encourage gender equality and neutrality. This imbalance needs to be addressed. In the class 7 handbook, only 2 stories like ‘Ubuntu’, ‘The Meaning of Education’ promote gender sensitivity and equality.

In the class 3 handbook, we can see quite many stories that encourage women’s equal representation in the society. For instance, the story ‘Mein sabse tej daudna chahti hoon’ can be considered as the best example from the point of view of women’s representation that is an outstanding approach to motivate the class. Similarly, the story ‘Swadisht Custard’ presents an idea that the father also has a role in preparing the food in our lives. The story ‘Sangath ka prabhav’ suggests that our social role and choice of toys, games, and habits in childhood depends on the examples that we see in society. Similarly in the activity ‘Sabhi ki Bhoomika’, it tries to explain the role of all relationships. If it is used properly, gender sensitivity will be boosted significantly. Other stories such as ‘Maa ki dekhbhal’, ‘Kahani main sunaungi’, ‘Ek jala parantha’ also promote gender sensitivity. Additionally, in the expression section titled ‘Mamta’ (Care), work has been done on gender sensitivity while offering a lens to rethink the association of gender with ‘Mamta’. This can be considered a good example to raise gender sensitivity among children.

In the class 8 handbook, some stories show gender sensitivity and promote female leadership and courage, such as Rabia Ki Sui, Arunima Sinha and Bhai Hai Bojh Nahi stories. The content of the expression section is also meant to guide teachers and alert them to practise gender equality, making this section gender sensitive. However, there is no clear character/characters in this section to concretize the narrative.

2. Biases

A. Stereotypes :

There have been instances where the content can be used to promote gender equal values, but inherent stereotypes are evidenced in the text. Certain illustrations and stories have references to occupational and behavioural biases. For instance: the words such as “शिक्षक” and “बच्चे” are used frequently in the handbooks for class 5 and 6. Similarly, a majority of stories are stereotyped in class 8 handbooks making gender representation unequal. Moreover, these stories are illustrated in the context of kings and queens, which is not at par with the current time and is considered to be patriarchal.

In the same line, stories in class 2 handbook represent male-domination through their characters, such as 'Ek Jootha', 'Do dost', 'Phooldan ya gamla', and 'Dosti ki daud', and this continues in class 4 with 'Upayogita hi saundarya', 'Ek kadam badlaav', and 'Shram ka mahatv'.

b. Exclusion:

In the handbooks of class 1, 5 and 6 terms such as 'Bacha' and 'Balak' are used which are not gender neutral. Transgender/others did not find a place in the manuals.

3. Positive examples

There are certain themes within the handbooks that stand out across all the grades. For class 1, the stories are suitable and relevant with respect to the children, although 'Meetha Seb', 'Noni Ki Chot', 'Rani Ki Gudiya', 'Meri Gullak', 'Rang Biranga Darwaza', and 'Tuti Pencil', are exemplary regarding gender equality. Similarly, 'Main bhi madad karunga' in class 2 promotes gender sensitivity and equality.

For the handbook for class 3, the trend of the text material is communicative, in which there is no discrimination of any kind from the gender's perspective. An attempt has also been made in careful selection of stories concerning gender representation. Moreover, some stories also try to increase gender sensitivity among children, such as 'Maa ki dekhbal', 'Kahani main sunaungi', 'Main sabse tej daudna chahti hoon' etc. that poses an ideal practice for the educators.

For further classes such as 4 and 5, the stories are suitable with respect to the language and sensitivity. In class 4, 'Badlaav kaun karega' and in class 5, 'Maa ka Chashma', 'Asamanjas', 'Roopam ki wheelchair', 'Mere pyare papa', 'Tarana ka Chhata', and 'Fark toh padta hai', all are associated with promoting gender equality. 'Ubuntu' and 'Shiksha ka arth' also fall under the same purview.

Some other outstanding instances of promoting gender equality can be seen in the expression section of class 6 handbook, where the heading 'विद्यार्थियों द्वारा अभिव्यक्ति' is gender neutral and appropriate. Similarly for class 8, the lessons- विश्वास (Trust), सम्मान (Respect), कृतज्ञता (Gratitude), और स्नेह (Affection) cover a larger landscape and the activities under these lessons can be liberally used for gender sensitisation. In stories 'Rabia Ki Sui', 'Arunima Sinha', and 'Bhai Hai Bojh Nahi', promotion of female leadership and courage along with gender sensitivity can also be seen, which is a phenomenal approach to raise gender equality among the children.

4. Language

a. Use of male pronouns, verbs :

Across all the handbooks, use of gendered terms (male pronouns and verbs) is prevalent, which can be avoided to encourage gender sensitivity. More specifically, in class 5 handbook, the अभिव्यक्ति (Expression) section has the heading 'बच्चों द्वारा अभिव्यक्ति' which

could be replaced with 'विद्यार्थियों द्वारा अभिव्यक्ति' that creates a more gender neutral idea of the word 'student'.

b. Gender neutral items :

In most of the handbooks, gender neutral terms for students and teachers such as 'विद्यार्थी', 'अध्यापक' or 'शिक्षक/शिक्षिका' can be used whereas in the grade 7 handbook, the activities are designed with sensitivity and there is no discrimination on the basis of gender, which promotes gender sensitivity in a practical manner. In the grade 8 handbook, the content of the modules is mostly gender neutral and aims to motivate teachers to create an inclusive environment, giving the handbook a compassionate and inclusive intonation.

5. Key findings: Illustrations/Activities

Illustrations are not present in the Happiness Curriculum handbooks. There could be a suggestion to include more illustration.

6. Activities

In general, the activities section in the handbooks have been designed with sensitivity. Most of the activities across the grades have been selected appropriately from the lens of gender neutrality. Possibility of gender discrimination is mostly absent.

However, in the class 1 handbook, on page 18, there is an activity 'Simon says'. Since the activity requires the students to do what 'Simon' says, it can have an impact on students' perception of gender roles, raising the concern of following 'Simon', a male character, and therefore, along with 'Simon' having another name such as 'Sarita' would be appropriate. Activities and expression section from grade 8 is a good example of how teachers can use these activities for addressing gender sensitivity in the classroom and making an impact in that area.

SUBJECT : ENTREPRENEURSHIP MINDSET CURRICULUM (EMC)

Title of the Book: Entrepreneurship Mindset Teacher's Manual

Class : IX, X, XI & XII

Year of publication : 2021

An attempt has been made via this gender audit to maintain equitable gender distribution in all the themes, characters, illustrations in the Entrepreneurship Mindset Curriculum manuals.

Key findings:

1. The equitable gender representation

a. Gender Distribution amongst characters :

The illustrations have some balance of male and female characters yet there could be representation of more female's and persons of other genders. For example-

- In class 11, the illustrations are skewed in terms of gender representation, for example in unit 1, page 13, the images depict active participation from all the boys, and in unit 4, Collaboration, page 29, the illustrations mention a stereotypical female representation.
- In class 12, in unit 4, Understanding Self, page 43, there is equal gender representation, however in unit 6, Analyze and Learn, page 63, and Unit 2, Take Risks, page 22, the illustrations have all girls.
- The illustration in the Student Specials unit across grades has very positive and balanced gender representation.
- Third gender can be included in illustrations.

b. Professions :

There are instances where an attempt has been made to break the stereotypical gendered portrayal of professions yet there is further scope to explicitly address the same in the manual. Some of the professions portrayed for women include scientist, police officer, mathematician, hotel management, architect, athlete, and for males they include chef, artist, singer, dancers. Some specific examples are- -

- In class 9, unit 4, Understanding Self, page 39, the girl in the illustration is *shown thinking about professions such as becoming a scientist, mathematician, police officer*, which is a good attempt at breaking stereotypes.
- However, in class 10, unit 4, Manage Fear, page 45, *the one female story which has been included is of Krishna Yadav, who runs a pickle business, which reinstates the stereotype of women running food/cooking related businesses.*
- In class 11, unit 2, Effective Communication, page 21, in the illustration, *the politician is shown to be a male*, building on the stereotype that politics is only for males. The examples of females contesting elections and as responsible government representatives can be included in the manuals.
- In class 12, a positive example has been included in unit 2, Take Risk, page 22, *where the girl is shown talking about becoming an architect even when there is no one in the same profession in her family.*

c. No. of stories promoting gender equality

There are not many stories explicitly promoting gender equality.

- In class 9, there are 7 stories, out of which 5 are of male entrepreneurs and 2 of female entrepreneurs.
- In class 10, there are 5 stories out of which 4 are of male entrepreneurs.
- In class 11, there are 8 stories, all of which are of male entrepreneurs.
- In class 12, there are 5 stories out of which 4 stories are of male entrepreneurs.
- In light of the above, it is observed that female representation of entrepreneurs shall be increased for equitable gender representation via illustrations, case-studies, activities centered around female leadership in business.

2. Biases

a. Stereotypes

The text does not have many stereotypes. However, these are also not explicitly questioned through the text. Questions pertaining to gender could be incorporated for reflection so that the role of gender socialization on one's self could be discussed. This would promote critical thinking in the context of gender. For example -

In class 9, Analyze and Learn, unit 8, page 74, *the illustration shows a girl talking about a match she will be participating in and asking her male friend to record it. This breaks the stereotype of females playing sports.* However, in unit 4, Understanding Self, page 45, *Ruby Ashraf story starts with the description of her physicality, giving unnecessary importance to her looks, instead of her abilities.* Overall, across all four grades, we see that the stories included on female entrepreneurs include ventures such as pickles, fashion, papad and hotel management, versus a range of ventures from technology to dance for the male entrepreneurs.

In class 10, unit 7, Integrity and Trust, page 66, *the examples include male characters where the case study involves driving and leading a team. Whereas when it comes to attending parent teacher meetings, it is a female character.*

In class 11, unit 5, Identifying and Pursuing Opportunities, page 47, *the male student is shown thinking of his birthday gifts in the form of what are stereotypically gendered objects such as cars, football etc.* This way it re-enforces the idea that gender-specific choices are allocated from a young age for boys and girls by society.

In class 12, unit 4, Understanding Self, page 43, *the females are shown being a police officer, journalist and scientist, and male is cooking, painting and being a music artist.* These positive examples attempt to instill in students a gender neutral inspirational thought.

b. Exclusion :

Transgender persons and non-binary persons have not been included anywhere in the manual. Compared to the depictions of male entrepreneurs, there are few stories of female entrepreneurs. The manual includes 25 stories out of which only 4 are of female entrepreneurs.

More stories of women and transgender persons who have taken initiatives to bring societal change at a large scale needs to be included to have equal representation of all genders. There can also be a variety in the social-economic background of the persons whose stories are being selected.

This may include entrepreneurial ventures in finance, STEM, etc. Some examples- Kiran Mazumdar Shaw (Biocoin), Vani Kola Kalaari Capital), Radhika Ghai Aggarwal (ShopClues.com), Khushboo Jain (ImpactGuru). Stories of transgender entrepreneurs can include Kalki Subramaniam (who started a jewellery venture), Mohini (who founded a poultry business, etc.).

3. Positive examples

At the same time, through illustrations and language, positive examples have been included-

- In class 9, unit 6, Identifying and Pursuing Opportunities, page 57, instead of using a girl or a boy, the illustration uses *clipart which is gender neutral*.
- In class 10, unit 2, Everyone is Creative, page 22, *the illustration shows the girl as a problem solver*. Similar has been done in unit “Manage Fear”, page 39 where girls are in the active roles.
- In class 11, unit 2, Effective Communication, page 27, the story of Silvans Patel and Khushi Meena *talks about girl education and the support her community provides, especially a male counterpart, Silvans Patel*.
- In class 12, unit 4, Understanding Self, page 45, the example shows the *female pursuing coding and mathematics as extracurricular, whereas the male is shown involved in animal rescuing*. Also in unit 2, Take Risk, the story of Sarita Sarvariya demonstrates *how she overcame the pressure of marriage to build an independent career in an unconventional field*.

4. Language

a. Use of male pronouns, verbs etc. :

The manual uses gender neutral language by and large and the word ‘students’ has been used. Use of pronouns such as he/she have been successfully avoided. For example-

In class 9, unit 6, Analyze and Learn, page 19, the instruction says- “विद्यार्थियों से अपने मनपसंद कैरियर के बारे में कल्पना करने को कहे”

In class 10, unit 4, Manage Fear, page 43, the instruction says – “Ask the students to think of the fears that hold them back in life”

In class 11, unit 5, Identifying and Pursuing Opportunity, page 50, the *instruction uses pronoun such as they/their instead of his/her.*

In class 12, unit 5, Plan and Execute, page 62, the instruction says – “किसी भी कार्य को करने के लिए योजना बनाते समय आप किन बातों का ध्यान रखेंगे”

However, *in Student Specials, across all grades, in Hindi manuals, the anchor, timekeeper, joke master have been assumed as male, and instructions are addressed accordingly.*

b. Gender neutral items :

There has been an attempt to have gender neutral items. For example:

- A gender-neutral term, विद्यार्थी / *student*, has been used in the majority of the place.
- Similarly, the term *facilitator* has been used, which is gender neutral.
- However, in Student Specials, the word ‘master’ has been used, instead of which a more neutral term could have been used.
- The overall language used is gender neutral. However, specific references to they/ them could be made in a few places to further the spirit of inclusion. Moreover, questions that specifically focus on the challenges and needs of persons of various genders could be included.

c. Activities and Facilitation :

Specific questions pertaining to challenging gender could be incorporated while asking students to visualize their preferred career. Critical questions pertaining to societal perception of various issues such as impact on dreams, goals with regard to females/non-binary/ transgender persons could be specifically included to bring these crucial issues to the forefront of the discussions.

For instance, with regard to the Unit pertaining to Managing Fears, gender specific issues could be raised and deliberated upon. The questions of societal perception of males as more risk taking and females as more risk-averse or more fearful could be addressed.

These recommendations can be implemented by including a session on ‘transacting EMC in a gender-equal manner’ as part of the training for facilitators.

Class 11, Unit 2, Page 21 (in the illustration, the politician is shown to be a male, building on the stereotype that politics is only for males)



Class 9, Unit 4, Page 39 (the girl in the illustration is shown thinking about professions such as becoming a scientist, mathematician, police officer, which is a good attempt at breaking stereotype)

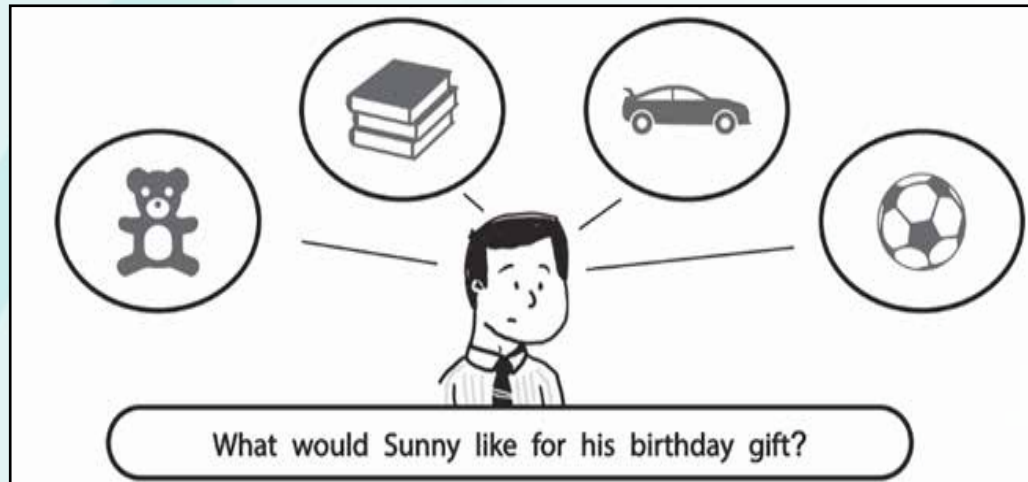


Class 12, Unit 4, Page 45 (shows the female pursuing coding and math as extracurricular, whereas the male is shown involved in animal rescuing)

Lata has chosen two people for this post whose bio-data are given below -

<p>Name : Savika Prasad</p> <p>Age : 22 years</p> <p>Marks:</p> <p>10th Grade = 85%</p> <p>12th Grade = 90%</p> <p>College:</p> <p>B. Tech (Software engineer)</p>	<p>Extra curriculars:</p> <ul style="list-style-type: none"> Two online courses on new ways of coding completed with 70% marks. Mentored two students in Math. Both students increased their marks by 30%.
45	
Unit - 4 Substitutes	
<p>Steps Reflection Learning with Peers Sharing</p>	
<p>Name : Aslam Khan</p> <p>Age : 23 years</p> <p>Marks:</p> <p>10th Grade = 90%</p> <p>12th Grade = 85%</p> <p>College: B. Tech (Software engineer)</p>	<p>Extra curriculars:</p> <ul style="list-style-type: none"> Organized the college fest Volunteer for animal rescuing

Class 11, Unit 5, Page 47 (the male student is shown thinking of his birthday gifts in the form of what are stereotypically gendered objects such as cars, football)



Class 10, Unit 7, Page 66 (the examples include male characters where the case study involves driving and leading a team whereas when it comes to attending parent teacher meeting, it is a female character)

Let us study the following instances:

- It was very late when Ajay left office. On the way back, there were many traffic signals.
- Wherever he noticed that the camera or the traffic personnel were not present, he crossed the signal.
- There are twelve people in Sanjay's team. He gives them enough freedom to work and also understands their problems. Despite all this, he does not give them due credit for their achievements in front of the senior officers.
- Poonam has to go for her daughter's school PTM. However, there is a lot of work at her office and it is difficult to get leave. She decides to leave the office for the PTM and says that she is not well.

SUBJECT : PUNJABI

Name of the books :

**Manak Mala-1, Manak Mala-2,
Manak Mala-3
Class: VI, VII & VIII
Year of publication: 2015**

The Punjabi books have been audited through the lens of gender stereotypes or normalised biases in the content, illustrations, and activities in preparation for a new modified publishing of the books.

Key findings: Textual Content

1. Equitable Gender Representation

a. Gender Distribution amongst characters :

There is an essential requirement to include more female characters in the story lines, illustrations, activities etc. Like chapter 1, page 9 of Manak Mala 1, mentions majorly male students participating in day-to-day activities. Further, the names of the students in the same chapters like “Ram” and “Sham” represent male protagonists used as examples. The revision committee will now take the effort to change the names to “Rama” and “Shama”, along with the inclusion of female participation in the illustrations. In the new book for chapter 4th, page 18, a female character as “Sukhmani” has been added in the new script for equitable gender representation. It was observed that the books at present are male dominating and specific to male characters. The balance of representation is required.

b. Professions :

The illustrations, such as in chapter 3 in Manak Mala 2, depict only male characters pulling the rath, in a religious procession. In the chapter 10 in Manak Mala 2, in a story of bird hospital the vet doctor is shown as male and it was suggested to replace it with a female as a doctor to show positive occupational female representation.

c. No. of stories promoting gender equality :

The character of a retired government teacher purchasing a haunted house to set an example to remove superstitions attached with the house has a male protagonist in chapter 4 of Manak Mala 2. It could be replaced with a female protagonist in the new book to be issued. In chapter 5th, page 21-22 of Manak Mala 1, to balance the gender representation new names have been added as Aslam and Farzana, also since the text is about the children going to the park on a holiday, so committee members have suggested to incorporate one more child who is a challenged child and enjoying the beauty of the park along with his/her friends. The overall female author representation for the stories selected in the books is quite few in number.

2. Biases

The chapter 9, named as Ral Bethan Di Barkat, mentions the daughter fetching water from a pond and father dictates the mother to make food. A negative approach/mindset towards the female character is represented. The story shall be changed for a more profound message based story as it depicts orthodox mindset.

a. Stereotypes :

Certain stereotypes have been identified in the books for example in chapter 3, page 15, in Manak Mala 1, a girl depicted as sweeping the floor, doing house chores and also made to feel good about it. In this case, it was decided to exclude dated examples and replace the term, “Jhardo” to “Arhoo” to teach students about a matra without any stereotypical examples. A new chapter is being added in Manak Mala 3 which is going to break gender stereotypes and include a gender sensitive story to inspire students which is yet to be in the making. The “jagirdar” concept in chapter 2, in Manak Mala 3 named as ‘Sabak’ is stereotypical, outdated occupation as jagirdar for a male character and it was decided to exclude the same.

b. Exclusion :

As many chapters are being discontinued from the gender audit, more such positive gender-neutral chapters will be included like introduction of transgender community, gender inclusivity and other minority community. The emotional needs of the women/female characters are excluded in ‘Ral Bethan di barkat’ in Manak Mala 3 where the male figure dictates his decision, point of view on other female characters.

3. Positive examples

There are certain positive examples as well in the books like the chapter 9 in Manak Mala 1, named as Bhandu Bhandaria, all children are shown playing together without any gender related biases. The examples such as in chapter 2 of Manak Mala 2, the male character Iqbal is helping in tidying the home that is a positive representation and breaking gender stereotypes. The positive representation of chapter 7, named as “Struggle Story of a handicap powerlifter” is an inclusive chapter mentioning mother and father both in the role of caregivers.

The chapter no. 4 named as, “Dus Rupay da ajeeb note” is a positive lesson as the chapter on tidiness depicts a male character which is breaking the stereotype of females maintaining school cleanliness. The chapter 6 on Arunima Sinha, who became a handicap in an unfortunate accident/incident but due to her strong will power she became first handicap woman who conquered Mount Everest is a powerful story. Also, the example in chapter 12 in Manak Mala 3, Rukha nu galvakdi, a female led movement of Bishnoi Community women saving the tree is shown as a brave concept. The chapter 14 in Manak Mala 3, “Nirbhau” is a fiction story created by the mind of a young boy, the sister as a female protagonist is seen as a strong character protecting the younger brother and leading her family on her own in young age after the demise of her mother.

4. Language

The character name related changes have been done to the language teaching process in Punjabi like Ram to Rama, Sham to Shama, Aslam and Farzana new names added in the chapters. (Chap 1, in Manak Mala 1)

5. Key findings: Illustrations/Activities

Certain images will be changed for the new addition of the books like the sweeping girl image, more female centric participation and inclusive images will be added for the same. An illustration showing the flag by a female as power symbol in the map of India as depicting devi/bharatmata is a positive example in the book in chapter 5th, in Manak Mala 2. In chapter 12, in Manak Mala 3, culture specific illustration is required to show that the female character's attire is not relevant to the Bishnoi tribal community attire and in one other instance, the female shown in hilly areas are also not wearing culture specific attires so it does not show adequate representation for the students. The activities and other stories will be rewritten to include more critical and gender awareness related prompts for the students.



Image 1

The image of a girl sweeping the floor in class 6th in Manak Mala 1 that is required to be discontinued.



Image 2



Image 3

The religious procession led only by men, The male protagonist in the role of a vet doctor in 7th class book Manak Mala 2, shows less active participation of females in the stories and illustrations.



Image 4



Image 5

The positive example of Bishnoi community women, and positive depiction of Bharat Mata leading in the map of India.

SUBJECT: HOME SCIENCE

Name of the books:

गृह विज्ञान -1

गृह विज्ञान -2

गृह विज्ञान -3

Class : VI, VII, VIII

**Year of publication : 2023 version UNDER PROCESS
(Earlier edition of year 1990)**

The Home Science books were in urgent need for curriculum and contextual revisions, as the previous version was from 1990. During the Gender Audit, every effort was made to ensure that the newly printed content reflects gender sensitive representation.

Key findings:

1. Equitable Gender Representation

a. Gender Distribution amongst characters :

The gender representation in the new version has been kept non-binary as much as possible. If gender positioning is required, then equitable distribution has been maintained for the content to be printed in 2023. In many chapters, there is observed over-representation of male figures in the older version textbooks of home-science where male is shown needing first aid etc., whereas the new textbooks would depict the first aid techniques in a gender-neutral way. In the previous book, the females were shown drying clothes on a clothesline and responsible for house management. During the content revision, the illustrations and

content were selectively shown from Govt. approved sites images included e.g. definition of MASK: Mera Apka Suraksha Kawach, to ensure a message of Gender-neutral content on health and family is selected from the relevant ministries.

b. Professions :

In the new version home science books, males and females are shown in gender stereotype-breaking professional roles for example male as chefs and females occupied in business. Earlier it was depicted through hand gestures that the females' characters were shown knitting or doing related work, however in the new book, the techniques are shown in a gender-neutral manner with hand gesture images not referring to a specific gender in particular (Lesson no. 5, Grah Vigyan 1). During the gender audit, the problematic projection of the females was identified as chapter 1, in Grah Vigyan 2 depicts females washing clothes and fetching water from the well. It has been ensured through the new content in chap 6, Part 3 referring to men also being involved in grocery shopping which was earlier shown as a female dominated task.

2. No. of stories promoting gender equality:

The new content to be printed in the Home Science books now ensure that case studies are included in the text /content in a gender-sensitive manner. E.g., Home-decoration chapter breaks norms by including examples of males/boys also participating and taking interest in decoration. It was observed that female characters were required to be leading in non-stereotypical professional roles like example of "Aruna" (a girl) purchasing a bat and Sandhya and her friend going to the market to buy some snacks in chapter no. 5, in Grah Vigyan 1. In the previous books, the content depicted the idea of women as caregivers and the male figures were not shown actively in illustrations of child care and home care like in the chapter no. 5, Grah Vigyan 2. With the gender audit, the content has been reviewed to mention various activities where men and women perform exercise, physical activity and occupation roles are assigned to both the sexes. In chapter 8, Part 3, gender neutral images of male, female and non-binary figures are used for the concept of peer pressure.

3. Biases

a. Stereotypes :

It was observed that many stereotypes were prevalent in the previous book like the personal hygiene is depicted to be a male dominated phenomenon via text and illustration like male protagonist taking a shower and exercising regularly in Chapter no. 1 of Grah Vigyan 1. Also, females are shown washing clothes in chapter 3, in Grah Vigyan 1. In order to break stereotypes, the chapters that are now included reflect males cooking, feeding children, washing clothes whereas female shopping, females in banking and making purchases. There have been changes in the new edition in chapter 6, Grah Vigyan 1, the female is shown working on a computer, Rohan is seen as a dancer and Pinky was gifted a bicycle by her parents. Some of the orthodox content of the previous books like the female members of the house are depicted as cooking and serving food as the central

protagonist example in the home related work in chapter 2, in Grah Vigyan 2. There is shown a stereotypical representation of females caring for the young ones in chapter 1, Part 3. There is a selective representation of females and over-emphasis on clothing of females only in lesson 5, Part 3. The changes have been made to reflect equitable representation now for the students to learn from the examples of female doctors, female superheroes, both male and female representation, boys shown cooking, cleaning, and crying to express themselves in a better way. The chapter no 3, Part 3, has been modified to include male and female, both suffering from a disease and both getting treatment.

b. Exclusion :

In chapter 8 of the previous book, named as “Parivarik Sambhandh” depicted stereotypical characterization like the girl child is seen in a docile role who was responsible for home chores and the mother is the one always serving food whereas in the new addition all members are shown equally participating in cleaning the house. In family related lessons like chapter 9, earlier there were biased depictions of gender, however, in the newer texts the sensitivity towards relationships is reflected for balanced representation. In chapter 6, Part 3, the women are generally shown working in the kitchen and its teachers in the classroom. The revision has addressed the segments of the previous books that were exclusionary in nature, e.g., The books mention religiously diverse names like Amandeep, Jenny, Ayush, Naik, Aruna, Hina etc. setting an example for children of balanced representation. The revised content reflects the occupational diversity with mother working outside the home as well and father working for home management and other behavioral patterns. Diversity has been addressed with inclusion of examples such as male cook, female entrepreneurs etc.

4. Positive examples:

The new book would include positive examples like the Cover page of the book is to include numerous activities without any gender specific role allocation. The new edited book would include delegation of tasks, especially domestic roles to be distributed equally in lesson 1 of the Grah Vigyan 1. It was observed that the older text was not updated with the gender sensitive awareness in its context, so an effort has been done to include non-stereotypical case studies, the male figure washing clothes and both male and female going for shopping together. There has been an effort to depict a positive portrayal of women like in chapter 4, book 2 mentions the nutritional healthcare requirements for pregnant and lactating women. In chapter 8, book 2, shows both male and female learning self-awareness skills, coping with stress and emotions, empathy, decision making, problem solving in case-studies as well as in illustrations. The new concepts of substance abuse and good touch- bad touch has been included after the gender audit for the awareness of students. E.g., Transgender definition and inclusion of the concept of non-binary. The new content has been introduced in Chapter 1, Grah Vigyan Part 3, the term transgender has been incorporated and delegation of tasks has been distributed equally. Refer to the excerpts of new chapter introduction that mentions the third gender as well:

नॉन-बाइनरी जेंडर-अधिकांश लोग, ट्रांसजेंडर सहित या तो पुरुष होते हैं या महिला परन्तु कुछ लोग पुरुष या महिला की श्रेणी में पूरी तरह से सम्मिलित नहीं होते। कुछ मनुष्य स्त्री व पुरुष दोनों के गुणों के साथ जन्म लेते हैं। वे न तो पुरुष और न तो स्त्री ही होते हैं। इस अवस्था के साथ जनम लिए हुए मनुष्यों को नॉन-बाइनरी के श्रेणी में रखा जाता है।

ट्रांसजेंडर-ए से मनुष्य, जिनकी लैंगिक पहचान उसके जन्म के समय के लिंग से भिन्न होती है, ट्रांसजेंडर कहलाती हैं। उदाहरण के लिए हम इसको ऐसे समझ सकते हैं जैसे एक व्यक्ति, जो शारीरिक रूप से पूरी तरह से पुरुष है, परन्तु वह अपने आप को एक महिला के रूप में देखता, समझता व पहचानता है।

निर्धारण प्रकृति पर निर्भर करता है। इसमें महिलाओं की कोई भूमिका नहीं होती। पिता के शुक्राणु ये अवश्य निश्चित करते हैं की बच्चे का लिंग क्या हो सकता है परन्तु बच्चा लड़का होगा या लड़की इसका चुनाव वह नहीं कर सकता।

- ट्रांसजेंडर लोग अपनी लैंगिक पहचान को लेकर असमंजस में रहते हैं।
- अधिकांश लोगों का मानना है कि ट्रांसजेंडर मनुष्य जिस लिंग के साथ पैदा होते हैं, वे इसे समझ नहीं पाते और अपनी लैंगिक पहचान को लेकर असमंजस में रहते हैं। विशेषज्ञों का मानना है कि ट्रांसजेंडर मनुष्यों की लैंगिक पहचान के लिए अनवांशिकी एवं वातावरण, प्रसव पूर्व हार्मोन स्तर आदि उत्तरदायी हो सकते हैं।
- क्या माहवारी शुरू होने पर एक लड़की माँ बनाने के लिये तैयार हो जाती है? लड़की जब तक व्यस्क नहीं हो जाती उसे तब तक गर्भवती नहीं होना चाहिए। माहवारी होने के पश्चात किशोरी प्रजनन तो कर सकती है परन्तु वह शारीरिक तथा मानसिक रूप से तैयार नहीं होती है। किशोरी का शरीर किसी बच्चे के जन्म का वहन ठीक प्रकार से नहीं कर पाता। वह बच्चे पालन-पौषण के लिए भी पूरी तरह से तैयार नहीं होते। यदि लड़की कम उम्र में माँ बनती है तो यह स्थिति बच्चे और माँ दोनों के लिए सेहतमंद नहीं।

मैं बदलते सम्बन्ध माता पिता के साथ बदलते सम्बन्ध भारतीय परिवेश में जब किशोर यौवन प्राप्त करते हैं तो उन्हें बहुतायात अपने माता-पिता की अपेक्षाओं और प्रतिबंधों का सामना करना पड़ता है। लड़कियों को अपनी पसंद के कपड़े पहनने दोस्तों के साथ घूमने, व्यवसाय चुनने, आदि पर प्रतिबंध हो सकते हैं। लड़कों को इन मामलों में ज्यादा आजादी दी जाती है परन्तु उनसे भी वह आशा की जाती है कि वे बड़े होकर अपने परिवार की देख-रेख और ज़िम्दारी उचित ढंग से निभाएं। वहीं ट्रांसजेंडर किशोरों को अधिकतर अपने परिवार की अस्वीकृति और तिरस्कार का सामना करना पड़ता है।

इस बात की सम्भावना है कि किशोरों को अपने माता-पिता से अपने व्यवहार को लेकर, शिक्षा के चुनाव को लेकर एवं अंतर व्यक्तिगत संबंधों के मामलों में असहमति का अनुभव हो। किशोर इस समय स्वतंत्रता पाने की इच्छा रखते हैं जबकि माता-पिता अवसर किशोरों को स्वतंत्रता देने में झिझकते हैं।

5. Language:

a) Use of male pronouns, verbs, etc:

Minimized use has been done e.g. the terms used are gender neutral like teacher, Vidyarthi, students, *bacche* etc.

b) Gender neutral items:

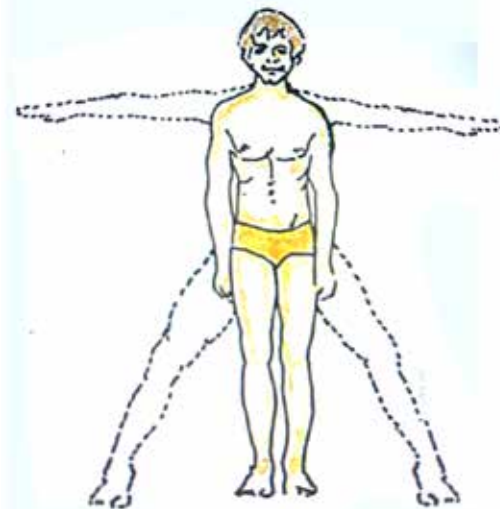
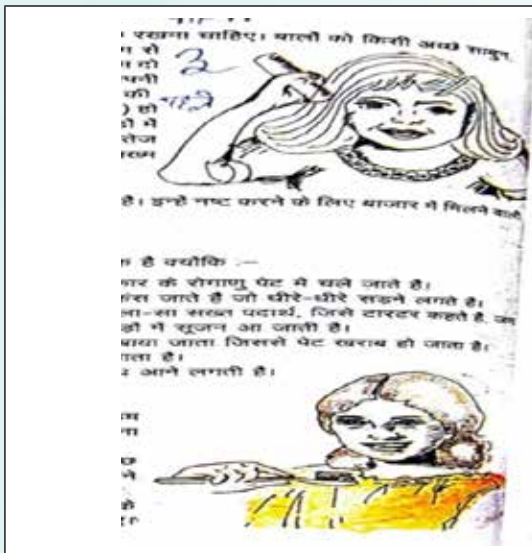
Yes, included e.g Gender free animated images are used to depict activities, like images of cropped hands without any particular gender roles.

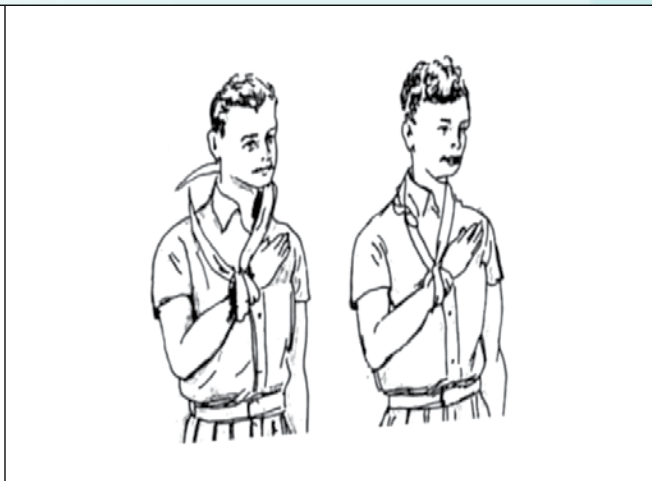
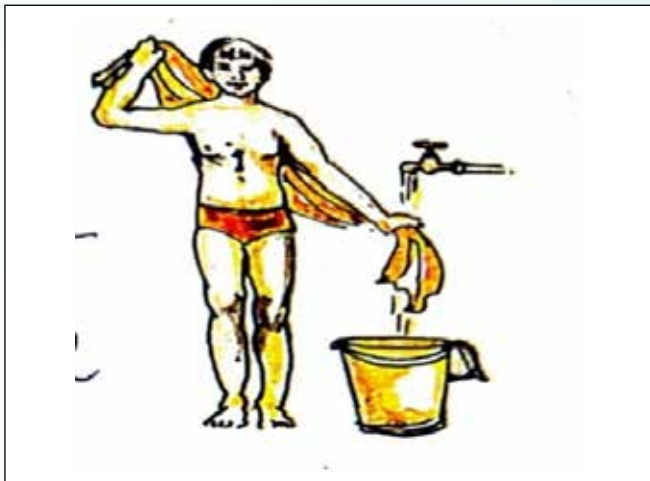
6. Key findings: Illustrations/Activities

Some of the following illustrations from the textbooks were discovered to be reinforcing gender prejudices and implicit stereotypical gender roles:

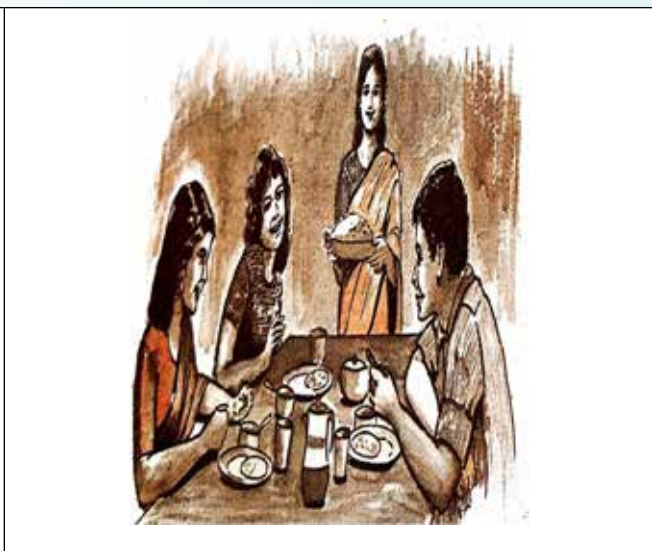
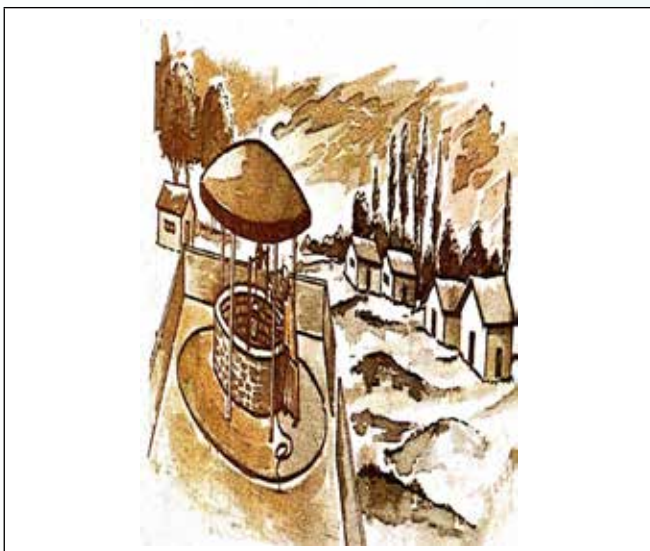


(a) The Cover page of the textbooks of Home science included the primary role of the female as the one serving food whereas the new proposed cover shall include gender neutral caricatures.





(b) The images above portray the men in active role of exercising, hygiene, frontier police forces and women combing hair and brushing teeth within the home premises.





(c) The women are shown in the role of managing home like drying clothes, taking care of activities in the kitchen, drawing water from the well etc.



(d) The woman is here in the role of the primary caregiver and the girl child's dress is a frock.

The effort to include non-stereotypical representation via illustrations has been introduced where the female as a doctor and the male as the primary care-giver is included in chapter 4 in the new edition. The sensitivity is shown in illustrations and activities like in instances where first aid is taught to both male and female with a sensitive approach to take care of them. It is observed that the previous edition lacked sufficient illustrations/activities for engaging the students in the creative manner. The changes after the gender audit will include non-human illustrations to represent concepts, activities and home-science concepts to young students, keeping the chapters gender neutral.

SUBJECT : SOCIAL STUDIES

Name of the books:

Meri Dilli, Class-3

Hamara Bharat/Our India, Class-4

Hamari Duniya/Our World, Class-5

Year of First Edition: 2015

Second Edition: 2022

Classes: 3, 4 & 5 of DoE and MCD schools of Delhi.

The gender related discrepancies in Social Studies textbooks were identified in detail during the gender audit, and suggested expert comments for gender sensitive/neutral terminologies, stories, activities, and illustrations were highlighted in the proforma.

Key findings: Textual Content

The key findings of the proforma submitted to the gender audit committee are summarized below, along with examples:

1. Equitable Gender Representation

a. Gender Distribution :

There is equal gender distribution among characters in class 3 in the English version text book.

However, in Urdu, English, and Hindi medium text books, the gender distribution of characters is as follows: Although every effort has been made to maintain a proper ratio, the ratio of male and female representation is not equal. However, because content selection may vary for equal distribution, it would be difficult to maintain the correct ratio according to the requirements of the content. The content dealing with factual aspects of the subject is cautiously maintained to be gender neutral.

b. Professions :

There has been an attempt to observe professional disparity in the textbooks like urdu class 3, some professions discussed in this book, like sweepers as males can be edited. There are very few examples of occupational professions discussed in the book where gender is an issue except for chapter-7 (Grasslands) where the professions of farming/harvesting and cattle rearing are shown as male dominated (that too through pictures).

On page 101, only men are shown using watercraft whereas women could have been shown using boats as well. On page 108, one of the examples of Wright brothers is shown alongside an aircraft. Here it was identified that the books shall incorporate examples of inspiring females achieving heights in various fields of careers like female pilots are also becoming more common. All of the scientists mentioned in chapter 3 (textual content) are men. The term “man” is used to represent the human race in Chapter 8. It was identified that the term “humans” instead of “man” should be used in the books as men are not representative of the entire human race.

c. Illustrations and Stories promoting Gender Equality:

Here, during the gender audit, it was observed that women are shown as primary caregivers like in class 3 page no 12 only female guardians are shown taking children. It was shown that in page no 16 only males are shown celebrating Eid as a festival whereas it was discussed that females should be shown more actively. Similarly, on page 24, only males are shown traveling for working outside or performing extracurricular exercises.

2. Biases

a. Stereotypes :

Gender stereotypes are prevalent in some of the chapters in the books, such as on page 48 of class 3, where male figures are depicted as farmers and female figures as doing household chores. On page 59 of the same chapter, only boys are shown participating in sports such as cricket, kho-kho, gilli danda, and so on. On page 86, males are depicted performing public cleaning activities such as road cleaning. In chapter 12 (textual content) police are described as male and all the games are associated with ‘he’. In Chapter 14, the president is referred to as “he.” In Chapter 18, the chief minister is also referred to as “he.”

In class 4, on page 26, a female is shown working in a tea garden as it is considered that the task of tea leaves picking is comparatively less physical strength requiring hence only female depiction is there. Retrospectively, in illustrations depicting dance forms like Kalbelia, dancers shown as only females whereas males have been shown in a camel race. It was discussed that males can also participate in cultural performances and females can be shown in activities and illustrations.

b. Exclusion :

Gender equity is not actively represented in the themes, images, and reflections in the active. The equitable gender representation and participation is difficult to see; for example, if females are shown on beaches or men near a bonfire in a chapter, both genders are not seen together. For example, the chapter on Indian games does not give due credit to female athletes and only mentions male hockey players. In class 5 on page 49, 50 and 52, only males are shown doing heavy duty tasks. On page 74, most of the signal instruments used/shown include male figures.

3. Positive examples

In various stories and case-studies mentioned in the SST books, both male and female have been portrayed in key roles.

4. Language

The books are available in three different languages like Hindi, English and Urdu. The following gendered discrepancies were observed during the gender audit:

a. Use of male pronouns, verbs :

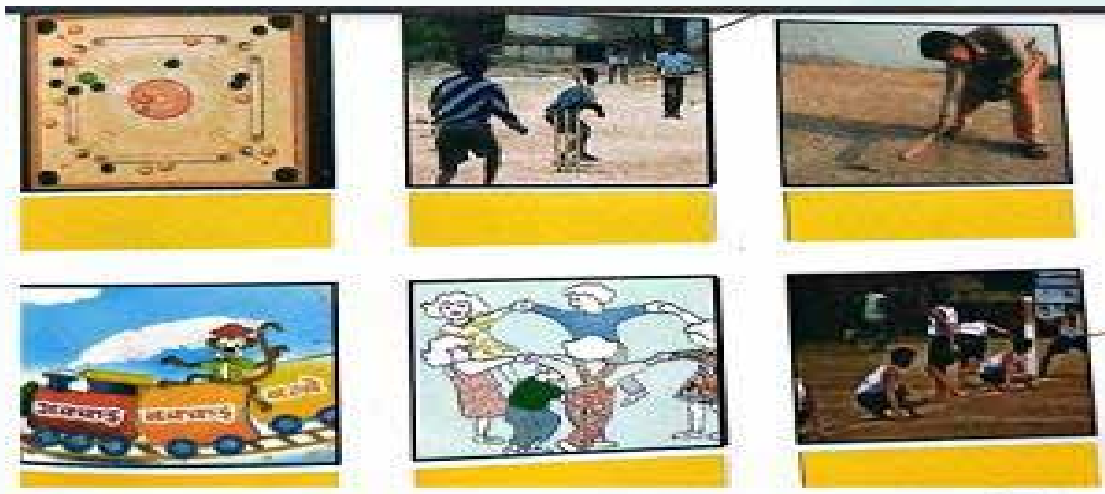
In class 3, the President and Chief Minister were addressed as “He/His,” while to represent police, the term “Policeman” was used. Except for the term “man,” which could be replaced with “human,” almost all terms referring to a person in class 4 are gender-neutral. Some terms in the text, such as “teacher” and “referee,” are addressed as “He” only. Except for the term “man,” which could be replaced with “human,” almost all terms referring to a person in class 5 are gender-neutral.

b. Gender neutral items :

In class 3, a variety of professions, including guard, cook, and teacher, were depicted using gender neutral terminology. The text in class 4 contains the use of terms such as “they” which is gender neutral etc. Several gender-neutral terms such as citizen, member, minister, people, team, army, students, guide, farmers, children, villagers, players, and so on are used. Pronouns such as he, she, him, and her have been used where there is a balanced need. There is a gender balance in depiction in illustrations.

5. Key findings: Illustrations/Activities

In illustrations, there is a gender balance in depiction. Some of the following illustrations from the textbooks were discovered to be reinforcing gender prejudices and implicit stereotypical gender roles: like the male characters actively involved in the sports and outdoor participation can be observed in the excerpts below:





9.7 : Bhangra on Baishaki



10.5 : A Polo match



8.1 : people gather around fire to fight cold (A common scene, during winter)



3.4 : Children waiting for bus on a winter day



10.7: A player hitting the ball during a game



10.8 : A Woman picking tea leaves

6. Activities

To narrate the content and make it more interesting, stories may be included. In accordance with the chapters, some action projects/activities may be included.

SUBJECT : ENGLISH (Bridge Course)

Name of the books/Title of the books:

English is fun Level – I
English is fun Level – II
Enjoying English Level – III
Enjoying English Level – IV
Year of publication Level I-IV : 2015

The gender gaps in STC English Textbooks Levels I-IV were identified in detail during the gender audit, and suggested expert comments for gender sensitive/neutral terminologies, stories, activities, and illustrations were highlighted in the proforma.

Key findings : Textual Content

The key findings of the proforma submitted to the Gender Audit Committee are summarized below, along with examples:

1. Gender Representation

a. Gender Distribution :

This section of the findings anticipates the distribution of textual content depicting various genders and should not promote gender stereotyping. The intention of the Gender audit was to ensure that males and females should contribute equally to the depiction of text, if not, such instances will be duly included in the text of upcoming academic sessions (also have transgender persons wherever possible). Level-specific information is provided below:

Level I – The content of the English book “English is Fun” level I is skewed towards men. Almost all games in Chapter 7 “Games” are depicted as being played solely by men. It is shown that football as a sport is associated with men. This is an example of prejudice. Rope skipping is associated with girls, which is an example of gender stereotyping. Teachers are only depicted as females in Chapter 8 “My School.”

Level II – Gender bias is evident in the content and illustrations of the level II book “English is Fun.” There are opportunities to include gender-equal characters in all levels’ stories. On page-30, one boy, such as Preeti and Mohan, to have more gender equal representation. One positive example can be seen when the president is addressed as he/she on page 56.

Level III– There are opportunities to include gender-equal characters in all levels’ stories. On page 7, a picture of a girl should be replaced with a picture of a boy, so that an equal number of boys and girls are shown. On page 7, substitute “honest person” for “honest man.” A picture of a boy should also be included on page 9. On page 10, the image of the doctor can be changed from male to female. Replace the father or uncle bringing toys on page 16 because it shows gender stereotyping. There is a need to add more images of female athletes to page 51.

Level IV– All of the female characters can be found on pages 9, 10, and 11 of the story “The Unforgettable Trip.” Male characters can take the place of two or three female characters. On page 18, a letter is written between two females, demonstrating the gender bias once more. On page 16, the teacher can be male. In chapter 3, the story/dialogue/conversation is only between the male characters. It demonstrates gender bias. The fourth chapter is about male bias. Participation of some female characters is strongly advised. The content in Chapter 5 depicts gender equality.

b. Professions :

There are areas in the book to promote gender equality in certain illustrations, and there is an occupational imbalance in depicting professional equality between the male and female genders. This can be elucidated by illustrations used in the books.

Level I – In chapter 2 “Helpers”, there are some areas in the book to promote a balance in gender in certain professions. Females are promoted for some good professions. On page 25, male professions can be replaced with female representations also. Like the introduction of a female photographer can be a progressive addition to the book as an example etc. Some professions depict gender bias like male artist, male cook, and postman so here some pictures of female representation can be added. Like, instead of postman, the text could introduce the term like postal worker.

Level II – There is an occupational imbalance in depicting professional equality between the male and female genders. Illustrations in the books can help to explain this. For example, in the illustrations, the driver, fire extinguisher, gardener and President are all stereotypically depicted as ‘male’ only. Similar on page 12, the male is shown to be one step ahead of his sister, which can be reciprocated. On page 24, there are more boys in the picture, so girls can be added.

c. Illustrations and Stories promoting Gender Equality :

Some illustrations and stories used to promote gender equality.

Level I – Gender equality illustrations can be found on pages 22 and 23. Pictures of a girl and a boy are shown on page 65. It depicts a balanced picture.

Level IV – On page 16, the caricature can be replaced as it shows a stereotypical female teacher.

2. Biases

a. Stereotypes :

There have been instances where the content can be used to promote gender equal values, but inherent stereotypes are evidenced in the text and illustration. Certain illustrations and activities have references to occupational and behavioral biases. For instance: on Page 1 40 43 in level II, driver of a car, a gardener watering the plants , and the fire extinguisher experts are all shown as male dominant occupations. The gender bias can be observed in the following instances such as: i) Story on page no 81, showcases a stereotype and ii) Story on page no 20 showcases a mother is working in the kitchen and is limited to housekeeping tasks, despite the fact that women can be depicted in other professional roles as well.

3. Positive example

On page 22, the book also mentions many positive examples where females and males are equally illustrated. Females represent high-level positions. A mother is a doctor in level I, on page 37, and she is with her daughter, which is a positive example. Level 4 - Page 37 has two positive examples of gender equality: “father-cooking and singing lullabies” and “sister working in her spare time.”

4. Language

a. Use of male pronouns, verbs :

For any occupation expert position, the book editors ought to refrain from assuming that the text must mention a male counterpart by using the pronoun “he, him” as in the example in Level II - on page 56, the president has been represented as ‘He’. The sentence can be rephrased.

b. Gender neutral items :

Gender-neutral or gender-equal representations have been used like students, teacher, children, and friends, Prime Minister etc. Gender neutral terminology was used to portray several professions such as teacher, sports person, I, we, group leader, all, hero, police, governments, authorities, partner, people, you, pairs, person, athletes and cousin etc.

5. Key findings: Illustrations/Activities:

Some of the following illustrations from the manuals were discovered to be reinforcing gender prejudices having implicit stereotypical gender roles: such as a boy playing football, a male doctor, a male superhero and a male sports person.

6. Activities

In Level I, in some of the activities of chapter 7 “Games”, most of the representation is male only. In the activity 10, page 106, the male characters are associated with the bad habits whereas the female character is associated with good habits. In Level III, on page 9, one boy can be added. On page 10, the image of a doctor can be replaced with a female doctor. On page 47, a picture of a female superhero should be added. On page 51, add more pictures of female sports persons.

SUBJECT : HINDI (Bridge Course)

Name of the books/Title of the books:

झरोखा भाग 1, (कक्षा 2-3)
झरोखा भाग 2, (कक्षा 4-5)
रसधारा भाग 1, (कक्षा 6-7)
रसधारा भाग 2, (कक्षा 8)
Year of publication: 2015

Key findings:

Cover Page and Back Page:

झरोखा भाग 1 and 2- It appears positive because girls outnumber boys (attending school), as depicted on the cover page, but there are two boys engaged in different activities, implying that they are not students. The book’s cover page should promote the right to education by depicting all of the children attending school.

Suggestion: Include more females in the image. The background is rural, but the book is intended for NCT Delhi, so the background of the illustration should be changed as well. It gives the impression that those five children are not attending school. Illustration should be used to promote school education.

Textual Content

The key findings from the proforma submitted to the gender audit committee are summarized below, along with examples:

1. Equitable Gender Representation

a. Gender Distribution :

In झरोखा भाग-1, (कक्षा 2-3) the majority of the stories/poems are about animals. As a result, no story/poem is written with gender in mind. There are opportunities to include gender-

equal characters in झरोखा भाग 2, (कक्षा 4-5), रसधारा भाग 1, (कक्षा 6-7) and रसधारा भाग 2, (कक्षा 8). There is no appropriate gender distribution among the characters depicted in the book. Male characters are more than female characters, and the book depicts gender stereotypical role playing. Because the majority of the motivational characters are male, the book is poorly designed in terms of gender distribution. There are opportunities in the text to discuss gender issues in झरोखा भाग 2, (कक्षा 4-5), रसधारा भाग 1, (कक्षा 6-7) and रसधारा भाग 2, (कक्षा 8) in the class, if the teacher is sensitive and aware enough to identify those content/text. For example in झरोखा भाग 2, (कक्षा 4-5) Chapter 25 has content which gives preference to one gender over others. If the teacher does not handle the topic sensitively then it will encourage the stereotypes but if the teacher takes this chapter as a case to raise critical questions on gender discrimination in society, then the content of this chapter and above mentioned other chapters can be used to sensitize towards ill practices and good practices related to gender in society/family.

b. Professions :

झरोखा भाग 1, (कक्षा 2-3) - There are mostly animal stories/poems and almost all depicted characters are male, only in one text the teacher is shown as female.

In chapter 'Jamun' feminization of teaching as a profession encourages gender stereotypes.

झरोखा भाग 2, (कक्षा 4-5)- The chapter "पापा ने पेशे का चुनाव किया" Why "पापा ने पेशे का चुनाव किया" why not "मम्मी ने पेशे का चुनाव किया". It is important to note that the father is portrayed as the key figure in determining the child's future career choice, whereas experts stated that mothers can be shown as capable of voicing an opinion for the choices that the child will make while keeping career perspective in mind.

रसधारा भाग 1, (कक्षा 6-7)- Police/ health worker/ farmer /plumber all are shown as male in illustration and female are shown as a teacher, housewife, house maid. Thus, gender stereotypes are reinforced. It needs to be changed.

रसधारा भाग 2, (कक्षा 8)- Doctors, leader, all are male characters throughout the book, need to be changed.

c. Illustrations and Stories promoting Gender Equality :

झरोखा भाग 2, (कक्षा 4-5)- The chapter 'Rakh ki rassi' and 'Bahadur bitto' promoting gender equality. The role of the young girl shown in the text as a very intelligent, critical thinker and full of wisdom is appreciable. In the chapter 'बहादुर बित्तो', the role of the main character, the brave lady 'बित्तो' shown in the text is very courageous, fearless and full of wisdom.

रसधारा भाग 1, (कक्षा 6-7)- There are instances of gender inequality in this book, in the text as well as in illustrations. For example, in the Chapter 'Sapno ka Sahar' both characters are male, text section promoting gender bias.

रसधारा भाग 2, (कक्षा 8)– Content of some of the chapters gives preference to one gender over others. If the teacher does not handle the topic sensitively then it will encourage the stereotypes but if the teacher takes this chapter as a case to raise critical questions on gender discrimination in society, the teacher can sensitize the students about gender. Very few efforts are seen in this book in context to promoting gender equality.

2. Biases

a. Stereotypes :

झरोखा भाग 1, (कक्षा 2-3)– In animal stories, feminine characters need to be included.

झरोखा भाग 2, (कक्षा 4-5)– One chapter of book chapter no. 25 'क्षितिज से आगे' should be deleted because it is based on pure gender biasness. For example - "उसकी सास तो विशेष रूप से प्रसन्न थी- पोता जो दिया था, उसकी सुशील, गुणवती बहू ने 1" "अंजना को अब पता चला की संतान, विवाह की सबसे बड़ी उपलब्धि है।" (page no 94)

रसधारा भाग 2, (कक्षा 8)– There is less representation of female characters, and the female has been shown as a helpless creature.

b. Exclusion :

Transgender/other genders are not addressed directly in all above mentioned STC Hindi Books. If a teacher can identify the content where it can be included to raise critical thinking towards diversities and equity then it would be a heartening and appreciating step.

3. Positive examples

झरोखा भाग 1, (कक्षा 2-3) - Pictures of 'pakaudi' and 'jamun' are gender neutral examples.

झरोखा भाग 2, (कक्षा 4-5) - The role of the young girl shown in the chapter 'राख की रस्सी' is very intelligent, critical thinker and full of wisdom. The role of main character brave lady Bitto shown in the chapter 'बहादुर बित्तो' is very courageous, fearless and full of wisdom.

रसधारा भाग 1, (कक्षा 6-7) - Chapter 16 has the story of legendary woman Kumari Pritilata Waddedar who promotes women empowerment. Along with this, chapter 17 tells the importance of hygiene and sanitation to the children.

4. Language

a. Use of male pronouns, verbs :

झरोखा भाग 1, (कक्षा 2-3)– Dialogues amongst animals reflect masculine gender in most of the stories, it should be gender sensitive and inclusive. 'डरी चीटीयाँ' is reinforcing gender stereotype. भालू साहब, भालू दादा addresses only male representation. In chapter 'Ek Yatra Aisi

Bhi' words like- धौंस ज़माना, कोहनी मारकर, अपनी मर्जी की चीज़ देखूँगा are used in boys conversation. Statement reflected to the clean floor is somehow reinforcing the gender practice that girls are supposed to do domestic chores like cleaning. There are many instances where language used is gender stereotypical. The man in uniform is strict and uses authoritative language whereas the tone of the female teacher is friendly.

Vidyaarathi Pragati Patrak shows one word छात्र in the statement. This particular word is indicating the presence of only male students, so it should be replaced by the word 'students'. In column 2 instead of writing 'सहायता से करता/करती है', 'करते हैं' should be used. शिक्षक should also be replaced with शिक्षक/शिक्षिका in the Patrak.

झरोखा भाग 2, (कक्षा 4-5)– Maximum verbs and pronouns showed male dominance in this book. There is gender biasness at page no. 35. “पात्र पोशाक-इसके तीन पात्र हैं- एक बंदर, दो बिल्लियाँ। सात-आठ बरस का लड़का बंदर का, पाँच-छह बरस की लड़कियाँ बिल्ली का पोस्ट कर सकती है।” It should be like “कक्षा के सभी विद्यार्थी अपनी इच्छा से बंदर या बिल्ली का पार्ट कर सकते हैं।”

In chapter 'dost ki poshak' instead of 'आपके दोस्त' it should be आपकी सहेली/आपके दोस्त/सहेली should be mentioned with दोस्त. In chapter 'बाघ आया उस रात' the word 'बेटू' is not appropriate.

रसधारा भाग 2, (कक्षा 8)– The language of this book largely addresses the male gender. By making some changes in the language of the exercises, it can be made more gender neutral. For example- In chapter “Kaanton Mein Rah Banate hain”, there is one line in the poem- 'टिके सके आदमी के मग में।' Here the word 'आदमी' is used for human being, it can be changed as 'मानव' though it is an authentic text.

b. Gender neutral items :

झरोखा भाग 1, (कक्षा 2-3)– In exercise question-3 “एक-था”. There can be 'थी' also in one/two questions, so that शेरनी या हथनी could be filled to make it gender balanced exercise.

झरोखा भाग 2, (कक्षा 4-5)– In chapter 'पापा ने पेशे का चुनाव किया' section “चरवाहा”, all questions are related to male workers like “वाला”. No female worker is mentioned here, like “वाली”. In chapter 'कदमब का पेड़', maximum questions of this chapter are on male dominance like अपने साथियों को बताइए, खेलते हैं, बुलाते हैं, करते हैं।

5. Key findings : Illustrations/Activities

Some of the illustrations from the textbooks were discovered to be reinforcing gender prejudices having implicit stereotypical gender roles: Examples-



6. Activities

The activities regarding issues of women's safety and gender equality in the STC books of Hindi are very less. But there is scope to include gender-equal characters along with gender sensitive activities. Across the books there are some discussion points which prompt students to consider why only women around them are playing a major role in the house while they are equally contributing in diverse spheres in the society and country.

SUBJECT : MATHEMATICS (Bridge Course)

Name of the books/Title of the books:

Khel Khel Me Ganit Level I
Khel Khel Me Ganit Level II
Khel Khel Me Ganit Level III
Khel Khel Me Ganit Level IV

Year of Publication: First Edition- 2015; Revised Edition- 2022

The objective of reviewing the content of the textbooks of mathematics, is to identify and make notes of gender stereotypes/ biases and highlight suggestions for revisions and additions to promote gender equal values.

Key findings : Textual Content:

The key findings of the proforma submitted to the gender audit committee are summarized below, along with examples:

1. Equitable Gender Representation

a. Gender Distribution :

There are opportunities to include gender-equal characters in the textbook examples. The gender distribution in textbooks is skewed and unbalanced. However, it is not alarming. For example, in the Level III textbook, the overall male/female ratio is 88:135, which can be further divided as 44:47 in the text and 44:88 in the illustrations. Furthermore, while examples and exercises demonstrate a balanced approach, there is no mention of transgender/non-binary existence.

b. Professions :

There are sections of the books that do not promote gender equality through the text and illustrations, as evidenced by the presence of occupational imbalance in depicting professional equality between the male and female genders. This is demonstrated by illustrations in the manual. For example, in the level III textbook, all teachers except one are female, whereas almost all professions, such as bankers, army personnel, players, labourers, farmers, tea vendors, and masons, are male.

Similar approach is found in the textbook of level II, on page 71 where the shopkeeper is a male. On page 75 of the textbook of level I, there is a picture showing a rustic setting in which females are engaged in home chores and males are doing their typical jobs. All the shopkeepers are shown to be males in level-I books which may create a misconception about the gender of a shopkeeper.

c. Illustrations and Stories promoting Gender Equality :

Except for a story about a cap seller in the level I textbook, there are no stories in the textbooks. There is no gender perspective in the story. All of the textbook illustrations have a slight gender imbalance. On pages 2, 4, and 5 of the level II textbook, there are only males. Similarly, images of male children can be found on page 75 of the level I textbook. As already mentioned in the previous point, on page 29 of the textbook of level I, stereotypically shows only females being involved in preparation of food. Inclusion of a male would promote gender equality.

2. Biases

a. Stereotypes :

On page 22 of the textbook for level III, Sachin Tendulkar is taken as an example of a cricketer as if preconceived notion and norm is that cricketers are supposed to be males only. Here, Mithali Raj or anyone else from the female cricket team could have been an

option. On page 235 of the textbook of level I, the depiction of the game, skipping rope, is stereotypical with the assumption that only girls are supposed to play that game. In the same textbook, male characters in the question no. 4 and 5 on page 231 indicate gender stereotypes because cricket and science are not associated with females.

b. Exclusion :

Due to the gendered language of the textbooks, in many places the language excludes the female gender. Non-binary/ transgenders have altogether been excluded. It is observed that females are excluded in the illustrations and examples in role assignments owing to the social construct of gender identity. In games subject and home chores the textbooks have been gender selective and stereotypical in several places as mentioned above.

3. Positive examples:

There are a few examples that stand out in the textbooks. There are images on page no. 11 of the textbook of level III, wherein the boys and girls are both riding a bus together, on page 107, they are eating/playing together and on page no. 170, they are sitting together on the bench. In the textbook of level I, on page 11-12, the image shows a positive example in which a boy and a girl are playing on a seesaw. In the same way, there is equal representation of boys and girls on page no. 161, 213, 219 and 263 in the textbook of level 2 (class 4-5).

4. Language:

a. Use of male pronouns, verbs :

The books contain gender specific pronouns and verbs like पढ़ता, खरीदता, बेचता, कमाएगा etc. at a number of places.

b. Gender neutral items :

At many places, gender neutral terms are used like उम्मीदवार, दुकानदार, छात्र, किसान, व्यक्ति, दोस्त etc. are used. In addition to gender neutral nouns mentioned above, the textbooks have used gender neutral pronouns like वह, हम, अपने, उन्हें, मेरा, तेरा, उसे, तुम etc.

5. Recommendations:

- 1. Gender neutral language-** Though the textbooks largely use gender-neutral language, a few exceptions as detailed above need some changes and sentence restructuring to make them gender-neutral. Instead of addressing the students as “बच्चा or बच्चे”, a gender neutral term “विद्यार्थी “ shall be used throughout in the books.
- 2. Inclusion of Transgenders-** There are ample opportunities to incorporate the transgender identities in the books.
- 3. Characterization:** Female gender may be given more representation in various

professions other than teaching to break the stereotype and deconstruct the social assumptions of gender roles.

4. **Activities and facilitation:** Some of the activities/ case studies/ problems of mathematics can be gender-neutral just by striking a balance of gender representation. Diversification of activities and more examples from the surroundings of the students promoting gender equality shall be included.

SUBJECT : ENVIRONMENTAL STUDIES (Bridge Course)

Name of the books/Title of the books:

हमारा पर्यावरण (STC) Level I Class :- 2-3

हमारा पर्यावरण (STC) Level II Class :- 4-5

Year of Publication: August, 2015, Year of Revised: March, 2022

Key findings : Textual Content

The key findings of the proforma submitted to the gender audit committee are summarized below, along with examples:

1. Gender Representation

a. Gender distribution :

In level I, there are opportunities to include gender-equal characters in various chapters included in the Environmental studies subject. On an overview, there is content representing male bias in games, work places and stories in the book “हमारा पर्यावरण” referring to: “एक दूसरे का सहारा”, “खाना खजाना”. In these chapters, mainly male persons are engaged in almost whole content. Male count is 10 while female count is only 2.

In level II, only male contribution in game and story in the book “हमारा पर्यावरण” (referring to : “पहले मेरी बारी” chapter 07, page no. 24 para 01 ; “फूल खिले है गुलशन गुलशन” chapter 10, pages 40.)

b. Professions :

In Level I, some of the professional choices assigned to genders can be viewed as prejudiced. This can be elucidated by illustrations used in the book. If we look at the content “हमारा पर्यावरण” STC Level I, (class 2-3.) Chapter 2 “एक दूसरे का सहारा” Page 5, the female characters are working in occupations like teaching and tailoring work, while the men are denoted as porter, milkman, doctor, farmer, washer man, gardner, sweeper, etc. In Chapter “साफ़

सफाई”, male person is the main protagonist, in these contexts whereas a doctor and a teacher can be a female. Chapter 4 “साफ सफाई” describes about good habits (page 15 shows many pictures in which all boys are used to symbolize good habits.) examples include men waking up early in the morning, brushing teeth, attending the class, helping an old man crossing the road, giving regards to guests and even playing games. Here, girls should be represented in the right proportion. Similarly, in the illustrations (page 24) girls are shown playing games like kho-kho and stapu while boys are playing kabaddi, gilli danda, pitthu garam etc. Girls can be shown playing cricket, basketball, hockey etc. on page 81, females are cleaning the houses depicts that it’s their duty to keep the house clean, while it’s the duty of all the members of the family.

In level II, the occupational imbalance can be elucidated by illustrations. On Page 7, 8, 9 (under: रोजगार एवं कामधंधे: worksheet), the female characters are working in occupations such as teaching, while the men are denoted as barber, tailor, cobbler, doctor, security guards, soldiers, police persons, carpenter, fire persons, sanitation worker and post person etc. Similarly, in this case, male representatives should also be used as teachers and females can be depicted in previously male dominated sectors like sanitation, medical sciences and agriculture (On Page 24, 25, 26, 27, 28 under: “पहले मेरी बारी”: whole chapter).



c. Illustrations and Stories promoting Gender Equality :

In level I, on page 5 most professions are depicting male dominating professions. Similar things are depicted on page 24, 25 showing physical activities in which male are dominating in most of the games. Page 66 and 81 also give stereotypical impression for females like washing clothes, cleaning house and cooking, while household works are done by males also.

In level II, on page 58 (Under: “बूँद-बूँद पानी बचाओ”, illustration) all illustrations show females in action or doing some work. In this case, pictures should depict that work is being equally divided among all members; शबनम जब अंडे उबालने के लिए रसोई में गई depicts only female as the part of kitchen related activities.

2. Biases

a. Stereotypes :

In level I, certain illustrations and stories have references to occupational and behavioral biases. As mentioned earlier, household chores and many professions on page no. 66, 67, 81 are labeled to females like teaching tailoring, house cleaning, cooking etc. On page 16, 4 boys are represented performing outdoor activity, so representation of female gender can be added. Most of the chapters like 6, 12, 14, 15, 19 have started with male characters in main conversation. This pattern can be changed.

In level II, the male character demands work from the female (“अंडे उबालते समय नमक डाल देना”), for doing work like “शबनम की अम्मी चाय बना रही थी” It shows that only females are the part of kitchen. In the poem on page 21, ‘Mela’ and poem on page 66, only male characters are shown to be participating in social/cultural gatherings. On page 3 in chapter 2 “Chandrakala” helps her mother but Raghavan does not.



3. Positive examples

In level I, the titles of Ch 3 and 21 have relevant female representation. Ch. 13 starts with a female character’s essential role. On page 81, boy and girl are both represented for a task. Chapter 21, ‘मुनिया गाँव में’ gives a positive example for promoting gender equality, in which Munia and her friend Neena learn life skills like making pottery, from a male potter.

4. Language

a. Use of male pronouns, verbs :

In Level I, there is a use of gendered terms (male pronouns and verbs) throughout in the text of the documents, due to the fact that the language (Hindi) is predominantly gendered. All the instructions are addressed towards the masculine gender ‘करता है, वे, बनाते हैं, उनके, उसकी’ etc. Chapter “साफ़ सफाई” Page 12 “डॉ. साहब ने बताया कि” यहाँ डॉ. से बदला जा सकता है। On page 28 “पता करो और बताओ:-कुछ खेल अध्यापकजी से पता करो और लिखो”. This sentence can be modified as “टीचर से पता करो और लिखो”. On Page no 75 use of the term represents male gender, instead the term “बेटियां” can be used.

In level II, chapters such as “पहले मेरी बारी” (page 24), the instructions are addressed towards the masculine gender “खेलूँगा”. This again indicates whether a person is a responsible citizen or an irresponsible citizen, it is a man.

b. Gender neutral items :

In level II, there is consistent use of plural pronouns and verbs (with merely one exception on page 12, “बताइए” Point 1), instead of gendered noun (रमन के पिता किसान), which is a highlight for the content team. Words like किसान have been repeatedly used instead of their gender-neutral or gender-equal representation alternatives.

5. Key findings : Illustrations/Activities

The illustrations have been included in previous page.

SUBJECT : SOCIAL SCIENCE (Bridge Course)

Name of the books/Title of the books:

सामाजिक विज्ञान LEVEL - III (CLASS 6 TO 7)

सामाजिक विज्ञान LEVEL - IV (CLASS 8)

Year of publication: 2022

The gender related gaps were identified in detail during the gender audit of Social Science (Bridge course textbooks) and suggested expert comments for gender sensitive/neutral terminologies, stories, activities, and illustrations were highlighted in the proforma.

Key findings : Textual Content

The key findings of the proforma submitted to the gender audit committee are summarised below, along with examples:

1. Equitable Gender Representation

a. Gender Distribution :

There are opportunities to include gender-equal characters in the stories included in the textbook सामाजिक विज्ञान. It is predominantly seen in the bullet points that only female characters are depicted mostly in सामाजिक विज्ञान of classes 6th to 7th, in this case the illustration should be represented by both genders. In instances that portray great leaders along with male illustration like Ashoka, Gautam Buddha, female representation of that era should be there (referring to page nos. 60-67). The male workers are shown participating in outdoor activities while females sit outside their home, (referring to page nos. 116). The working professionals portrayed in the books are majorly professions shown by males as well as some are stereotyped professions like female teacher, female tailor etc. and only male labourer in this case. It is suggested to include equitable distribution, like, in every profession equal representation be given to female as well as male (referring to page no. 129 - 134) Whenever historical events are explained in a book, it has to be true to the facts. However, certain representations can be shown in positive light e.g., in Chapter no. 2, only male sultan have been represented in the chapter.

b. Professions :

Since it is a part of history, it cannot be changed but the issue of gender sensitisation/equality can be taken in discussion by teachers. All designation/profession have been male dominant like- शासक, लिपिक, शिल्पकार (chapter 2 : प्रारम्भिक नगर); gender biases are there. Male character and their dominance is seen across the chapters. Use of word like Purohit, Raja etc shows male dominance in the society; in this case, one should be very careful about choosing character depiction and or word, sentences during content creation (chapter:- प्राचीन ग्रन्थ एवं गणराज्य); Professions shown in this chapter are male like- श्रमिक, जमींदार, दास, कर्मकार, शिल्पकार, गृहपति etc. (in chapter 10 विकास के आर्थिक पहलू); In the textbook of Level IV Page 24, point 8 Meerabai has been shown as the wife of a king, her achievements should be highlighted in the text.

c. Illustrations and Stories promoting Gender Equality :

On page 18, chapter:- “प्राचीन ग्रन्थ एवं गणराज्य”, language is adversed somewhere like – “ऋग्वेद में मवेशियों, बच्चों, रथों और घोड़ों और शत्रु पर विजय प्राप्त करने के लिए बहुत सी प्रार्थनाएँ हैं” ; in chapter 10 विकास के आर्थिक पहलू, at page no. 76 sentence like “राजा के लिए, व्यापारी विशेष उपहार लेकर आते थे, इनमें चाँदी के बर्तन, गायक-किशोर, स्त्रियाँ, अच्छी शराब तथा उत्कृष्ट महीन कपड़े शामिल थे” should be modified and there is scope for discussion and activities for students regarding gender sensitization.

In the textbook of Level – IV, on page no. 92 in the picture of मोहल्ले की दुकान 2 females can be seen clearly in the image of साप्ताहिक बाजार, and on the page no. 93 साधारण बाजार, मॉल, crowd can be seen which shows mostly males, in थोक बाजार, 2 males can be seen clearly.

2. Biases

a. Stereotypes :

Certain illustrations and stories have references to occupational and behavioural biases. For instance: on page 39, chapter:- पृथ्वी की गतियाँ, use of 'बेटा', शिक्षक word is not appropriate, in this case content should be addressing both the gender equally. शिक्षक should also be replaced with शिक्षक/शिक्षिका. In the books, there is much scope for female characters and great stories to be shared about the historical contribution of females (like in case of chapter 15-स्थानीय शासन एवं प्रशासन). In the textbook of Level IV in chapter no. 2 on page 7 "तुरक सरदार रजिया को महिला होने के कारण दिल्ली की शासक के रूप में देखना नहीं चाहते थे।" is gender stereotyped. Though it may be a fact, but some other facts may be highlighted also, e.g. The Turkic nobles who supported her expected her to be a figurehead, but she increasingly asserted her power. This, combined with her appointments of non-Turkic officers to important posts, led to their resentment against her.

b. Exclusion :

Transgender/others did not find a place in the text books. Though some personalities from the third gender community have an important role in history, they have no significant space in these textbooks.

3. Positive examples

In level III book, on page 47, the pictures of various state dresses beautifully depict gender equality. Also on page 48, a very good example of gender equality has been seen in "पूर्वग्रह" and "लैंगिक असमानता" section. Even on page 117, females are seen leading in the society. It's a good example of women empowerment. More examples of women leading in society should be given across the books. In textbook of Level-IV, some description about the significant role of females in society is given in chapter no.12, but it should also give some details about their struggles behind their achievements.

4. Language

a. Use of male pronouns, verbs :

Apart from Chapter 5, there is significant use of gendered terms (male pronouns and verbs) throughout the text of the document, All the instructions are addressed towards the masculine gender 'करता है, रहता है' etc.

b. Gender neutral items :

Male dominance shown in the language of the text like- अमीर आदमी, मालिक etc. (chapter 9 नए विचार एवं सम्राट अशोक); कवि, चिकित्सक, etc. In Chapter 11, नए प्रमुख साम्राज्य, profession shown in the chapter are male dominated like- किसान. There is much scope for female

representation (chapter 16 आजीविकाएँ). In textbook of Level IV in chapter no. 12 on page 79 “हालांकि गहरी वातावरण में दोनों के मध्य भेदभाव में कुछ कमी अवश्य आई है, जबकि गाँव की स्थिति में कोई खास परिवर्तन हुआ है” should be replaced by “कोई खासा परिवर्तन नहीं हुआ है”।

5. Key findings: Illustrations/Activities

There were no illustrations in the text books that were found to be reinforcing gender prejudices or implicit stereotypical gender roles. There is no disparity in exercises, projects, or activities relating to gender representation/discrimination/stereotyping/awareness, etc. Exercises, projects, and activities are assigned according to the text. However, some activities should be included to make learners aware of stereotyped/gender-related issues.

SUBJECT : SCIENCE (Bridge Course)

Name of the books/Title of the books:

विज्ञान: आओ मिलकर खोजें (Level III Class 6-7)

विज्ञान: आओ मिलकर खोजें (Level IV Class 8)

Year of publication: March, 2022

There are two science textbooks based on bridge curriculum for Level III and Level IV of Special Training Centres. These books were developed in 2015 and reviewed in 2022 by faculty of DIETs and SCERT, Delhi.

Key findings : Textual Content

The key findings of the proforma submitted to the gender audit committee are summarized below, along with examples:

1. Equitable Gender Representation

a. Gender Distribution :

There are opportunities to include gender-equal characters in the stories included in all the science books. This can be elucidated by illustrations in the negligible ratio of female participation across the books for exemplary purposes.

b. Profession :

The Chapter 7, Level III is showing women in stereotypical roles like managing the house related chores whereas the men can also be shown in domestic chores. Class 6 : Page 1 shows more involvement of boys in games and extra-curricular activities and sports and girls in a passive role allocation, Page 3, page 4, page 10, 11, 12, 13, 15, 19, 20, 21 promote gender stereotypes and Page 46 and 47 promote occupational stereotyping.

c. Illustrations and Stories promoting Gender Equality :

Illustrations in the text books need to portray outline of a human being instead of a man, e.g. the outline of the figure in diagram 1.8 is showing the human digestive system shows male outline. Chapter 1, 2 and 3 in Class 8 have diagrams of outlines of figures of man along with the human digestive system, respiratory system and circulatory system.

2. Biases

a. Stereotypes :

Certain stereotypes were identified in the Science textbooks like three male friends are shown having fun in the outdoors, this reflects the ease of confidence that generally men have for outdoor mobility. Similarly, in the pictures given below, male is shown cleaning the gutter or cleaning the roads, reiterating the belief that men are chosen for the hard tasks of civil society. In another depiction, a woman is carrying a basket on her head, which can be viewed as a positive example of a reality that women do participate in a lot of activities outside the home premises.



3. Positive examples

In Level III, in the illustration given on page 12(1.7), male has been shown helping in garbage disposal. Similarly, on page 20, illustration number 1.18, equal representation of male and female children can be witnessed. Also, illustration 1.16 is a good example to promote critical thinking towards gender equality and women's participation in sports.



4. Language

a. Use of male pronouns, verbs :

Almost all the terms that refers to a person are gender-neutral as at most places, the text starts with *जैसा कि आप जानते हैं, आपने इंधनों के विषय में पढ़ा होगा?, अपने परिवेश में भ्रमण करके विभिन्न प्रकार के पौधों का अवलोकन कीजिए etc.* But there are a few terms like “शिक्षक”, “सतरी”, “पुरुष” that are used in sentences to refer to generic observations whereas the usages of a particular gender here connotes it refers to only that part of the society that in turn makes the text exclusionary for other. It is suggested that these terms can be replaced by the word टीचर, सभी etc.

b. Gender neutral items :

Words like, “लड़का/लड़की, शिक्षक/शिक्षिक/अध्यापिका सतरी/पुरुष” have been repeatedly used instead of their gender-neutral or gender-equal representation alternatives जैसे- विद्यार्थी, टीचर, “सभी” may be utilized.

5. Activities

In activities, it was observed that majorly all outdoor activities were characterized specifically for the males/boys like in chapter-5-यात्रा सावधानियाँ-In pic 5.2 only boy is shown doing cycling reinforcing the stereotype that cycling is a masculine task. In chapter 7-चीजों को अलग करना- Women are shown as productive human resource but in stereotypical role assignment. Further, in chapter 12-चुंबक के खेल, prejudiced customary practices could be seen in the introduction where a girl is shown making a doll. Chapter 10- तापमान, समय और चल का मापन, the role where the mother is taking care of the child is not entirely biased, however it could include the paternal role of responsibility as well.

In chapter-11- प्रकाश, boys are shown doing experiments with the light. Page no. 63, worksheet Q no 2 part D, Mohan (referring to a male student) can be replaced by the word “आपकी” to make it more inclusive. Page 60, of chapter, “क्या आप जानते हैं?” the Q2 mentions: “दाढ़ी बनवाने के बदले” में “बाल कटवाने” can be utilized.

SUBJECT : EVS पर्यावरण अध्ययन

Name of books:

पर्यावरण अध्ययन भाग 1 (कक्षा 6) (HINDI MEDIUM)

पर्यावरण अध्ययन भाग 2 (कक्षा 7) (HINDI MEDIUM)

पर्यावरण अध्ययन भाग 3 (कक्षा 8) (HINDI MEDIUM)

The gender gaps in EVS books have been examined in detail during the gender audit, and suggested expert comments for gender sensitive/neutral terminologies, stories, activities, and illustrations were presented in the proforma.

Key findings : Textual content

The key findings submitted to the gender audit committee are summarised below, along with examples:

1. Representation:

a. Gender Distribution :

It was identified that female writers are required as selected authors to ensure equal representation with male members. Gender distribution amongst characters in various stories and poems needs to be more rational and equitable which can be done through minor but meaningful changes in the illustrations and language. There are opportunities to include gender-equal characters in the stories of the books. The textbook reinforces the gender roles prevalent in society as it is. This needs to be changed as it does not give a sense about gender equality to the learners, which is desired as an objective of education.





In class 6, in chapter 8, हवा और हमारी जिन्दगी on page 35 the character is female, named as Yashoda while the illustration of a boy is shown which does not represent Yashoda. In class 7, in chapter 7, प्रकृति के हैं बदलते रूप on page 24 in the illustrations, the females are depicted in a passive role as standing while all the males are sitting. In class 8 chapter 16 गरमाती धरती : ग्रीन हाउस प्रभाव on page 82, farmers are understood to be males, while there are female farmers in the society.

b. Professions :



It was observed that the professions assigned to the characters align with orthodox stereotypical representation. Stories, plays, poems, and activities that depict more innovative and unfamiliar territories in which women participate are needed.

For example, in class 6th Hindi medium book, in Ch 7 on page 30, a woman has been shown washing dishes whereas a boy is watering plants. Here, by showing them in non-conventional gender roles, we can break gender stereotypes. Both men and women could be shown washing the dishes together, alternatively man can be shown doing domestic chores and woman may be doing something that men are actively projected in performing like prioritising working on the job and completing projects. In chapter 10, page 40, the lines, “Teacher se puchho, Wo batlayegi.” This expression implies that a teacher is always a female. This can be changed to “Teacher se puchhne par pataa chalega”. On page 53, in “Saaf hawa ke liye baccho ki pehal”, a boy is riding a bicycle and another boy is switching the lights and fan off whereas a girl is standing nearby watching him do so, this depicts passive participation of girls in day to day tasks. The girl should also be shown actively participating/taking a lead. On page 55 also, the father of a girl is riding a scooter, here, a mother may be shown driving. On page 61 also, only a man is shown driving a car. A woman may be shown driving the car and a man sitting beside holding a child. On page

no 79, a man is working on a computer, a female should also be shown doing such things. On page 60, two ragpicker girls are shown which shows a depressing state of affairs, here a grown up may be shown further a boy and a girl may be shown instead of only girls.

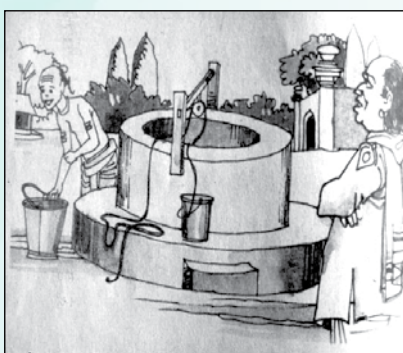
(I)	(ii)
	
(III)	(IV)
	

In most of the illustrations, males are shown as doctors (Class 7 chapter 3, पौधों से दवाईयां), as teachers (Class 7 chapter 7, प्रकृति के है बदले स्वरूप and chapter 10 तो क्या करें कूड़े का) and as workmen like a welder (class 7 chapter 17, मुफ्त और साफ ऊर्जा सभी के लिए) whereas females are mostly shown as housewives doing domestic chores. It could be shown that males are also bringing water and females are professionals.

(I)	(II)
	
(III)	(IV)



Similarly, in class 8, we can see in the story किसका है पानी on page no. 8 & 9 that all the male characters are shown either as a priest, or a seth, a king, etc. in the pictures. There is gender biased representation and needs to be corrected including the portrayal of females characters.



On page 18, no female is shown in the picture, only males are shown in prehistoric era picture, women should be included appropriately.



c. No. of stories promoting gender equality :

In class 6th chapter no. 4 'Badal aur Ped', chapter no. 5 'Baya ka ghosla' is a good selection from the point of view of gender sensitivity. More such content can be included.

In class 7 gender equality is promoted through chapter 7 (प्रकृति के है बदलते रूप) which is a

good story. However, certain things are found in-appropriate, in this story from gender perspective e.g. boys name comes ahead of the girl in the beginning, Adhyapak who is taken as Margdarshak in story is a male, it could have been a female teacher. The teacher addresses male student as 'Bete/Beta', but never seen saying 'Beti' to female student. Language in the chapter in some places is found gender biased e.g. तुम जानते हो should be replace by तुम्हें पता है. In chapter 10 (तो क्या करें कूड़े का), equal representation is given to both male and female students. However, the teacher is shown as male in most of the chapters in the book. The boy is shown asking questions while the girl is not shown in an active gesture. The boy shown first in the picture appears to be the leader of the group.



In chapter no. 9 रिज राजा की कहानी and in Chapter no. 10 चिपको, equal gender representation is given to both male and female w.r.t. number of characters, but there is no female in lead role, while Chipko Movement was started by females in hill areas of Garhwal. Even in illustrations of teenagers there is no female shown. Names of female friends (नंदी और भागा) are not giving clarity whether the characters are male or female.

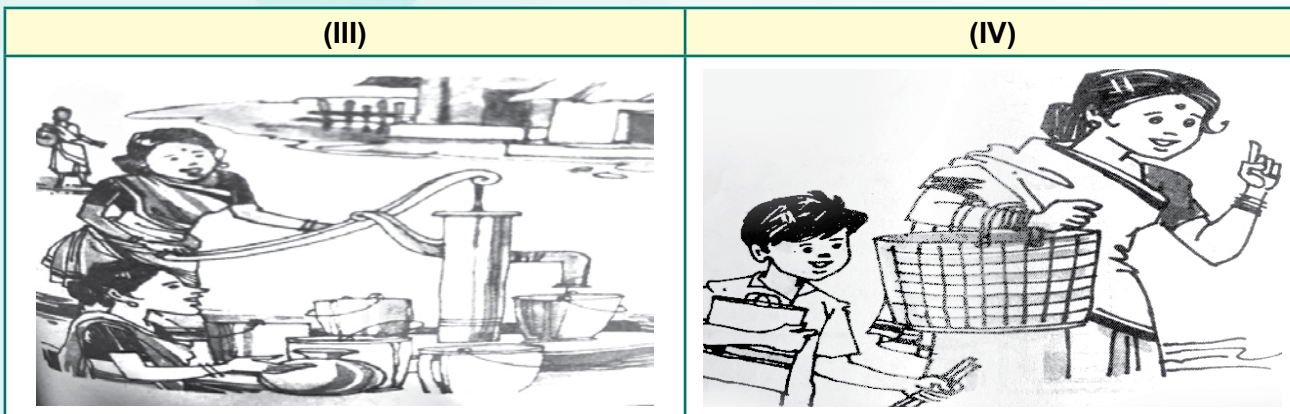
2. Biases

a. Stereotypes :

There have been instances where the content can be used to promote gender equal values, but inherent stereotypes are evidenced in the text. Certain illustrations and stories have references to occupational and behavioural biases.

In class 6th, most of the stories are as per the prevalent gender roles and stereotypes. Men are shown driving, watering plants, pushing carts and doing all those things that are considered appropriate for menfolk and females are shown cleaning, involved in caregiving, washing utensils, picking and collecting rags from garbage, etc. which don't set examples of the varied roles women are playing in diverse fields in the society and economy and inspire girls to do different things crossing limits set for females by the society. In short, both the genders may be shown participating equally in the different jobs.

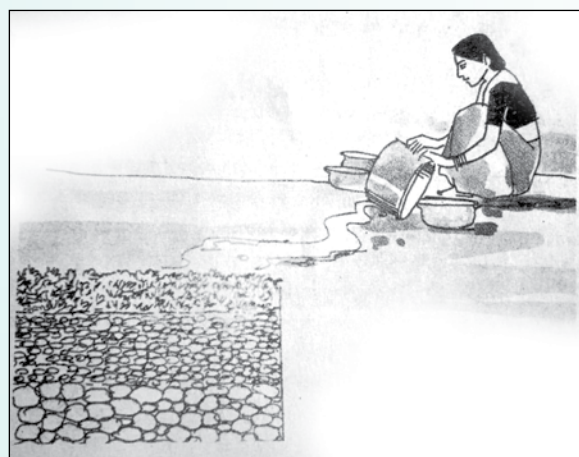
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In class 8 text book in chapter no. 8 पेड़ की पुकार on page no. 39, females are shown swinging on swings, and male along with a female floating paper boat.



Chapter no. 6 page no. 25, a female cleaning utensils is shown in illustration.



b. Exclusion :

Transgender persons did not find any place in the stories/text, wherever possible they may be incorporated in the form of data, their contributions, as human resource etc. in

the text and activities etc.

3. Positive examples:

In grade 7 chapter 18, रामपुर की ऊर्जा दुविधा, a female is shown as Chief Minister and taking a lead in the discussion. However, the illustration is not appropriate, the Chief Minister should be sitting and speaking and her getup should be appropriate. A plate should be shown before her written Chief Minister.



In grade 8 Chapter 10 चिपको, females are shown as equally participating in Chipko Movement. In Chapter 19, उपभोक्ता अधिकार females are shown in an aware consumer role.

4. Language

a. Use of male pronouns, verbs etc. :

Proofreading of text books is required, verbs and phrases need to be changed in gender neutral/ gender sensitive manner. In class 6th Hindi medium book Chapter 10, page no. 40, the following example indicates the use of gender stereotypical language:

“Teacher se puchho, Wo batlayegi.” Here, the term ‘Teacher se pata karen’ would have been gender inclusive.

There is sufficient use of gendered terms (male pronouns and verbs) in various places in the text of the document, For example: Words like हकीम साहब should be changed as हकीम जी (Class 7 chapter 3, पौधों से दवाइयां) is used for doctor, and अध्यापक महोदय should be changed as टीचर जी (grade 7 chapter 18, रामपुर की ऊर्जा दुविधा). In class 8, the term दोस्तों is used for friends, it can be used as दोस्तों/सहेलियों. Sentences like बीड़ी पी रहे थे should not be used in the text books.

b. Gender neutral items :

There are gender biases in many places in text-books. Wherever gender inequality is

found in the text, it should be changed in a gender neutral manner and wherever gender neutral terms are not available, both the genders should be used.

- i. **Gender-neutral language:** Textbooks' language should be free from gender biases and stereotypes verbs/phrases. Textbooks should be written in a gender neutral/ gender sensitive manner.
- ii. **Content Selection:** The story selection should be free from gender biases and stereotypes. Both the genders should be shown to equally participate in various activities. Only females should not be shown doing household activities or dim sheds. Their active participation in society should be shown gracefully. Transgender persons didn't find any place in the stories/text, wherever possible they may be incorporated in the form of data, their contributions, as human resource etc. in the text and activities etc.
- iii. **Characterisation:** Characterisation of females should be in graceful manner. Females should be shown in lead roles and as well as equally participating in various activities.
- iv. **Illustrations:** Illustrations play an important role in textbooks. Learners see these illustrations and take/extract messages directly, so it is very important that all illustrations are represented in gender equality/non-stereotyped manner and do not promote gender biases/stereotypes. Illustrations and stories should not have occupational and behavioural gender biases.
- v. **Activities and facilitation:** Activities should be designed keeping gender equality in mind, it should sensitise the learners against gendered roles and expectations in society.

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SCERT Textbooks

https://ncert.nic.in/pdf/focus-group/gender_issues_in_education.pdf

Evaluation Tool/ Proforma for Textbooks Analysis from a Gender Perspective

Name of Textbook:

Class:

Subject:

Year of publication:

A. Book Cover

A.1: Cover Page		
S. No.	Description	Remarks
1	Illustrations	
2	Text	

A.2: Back Page		
S. No.	Description	Remarks
1	Illustrations	
2	Text	

B. Page of Content

S. No.	Description	No.	Remarks
1	No. of female authors		
2	No. of male authors		
3.	No. of female editors		
4.	No. of male editors		

C. Chapters Content Analysis

C.1 Illustrations/Photographs

S. No.	Title of Chapter	Illustrations			Gender biased stereotypical depictions, if any (E.g: type of games, involvement in sports/games, choice of color scheme, selective occupational roles, delegation of tasks especially domestic roles in girls/boys/other etc.)	Remarks
		Male representations	Female representations	Transgender/ Non-binary/ Other gender representations		
1						

***Note:** In case of transgender or non-binary representations, if any; only images of the personalities who have excelled in any field of work may be included with contextual involvement in the content.

***Note;** The descriptive content under the illustrations/photographs also needs to be observed.

C.2 Chapter (Textual content analysis)

S. No.	Title of Chapter	Chapter text			Thematic gender audit (E.g: contribution of women, character portrayal, prejudiced customary practice, reflection of power relations, balanced role assignment, lead male / female protagonist, women leadership, productive human resource etc.)	Linguistic gender audit (adjectives used for boys/girls/ non-binary, gender neutral terminologies, gender sensitive descriptions, usage of pronouns etc.)	Remarks
		Male Participation	Female Participation	Transgender/ Non-binary/ Other gender Participation			
1							

D. Chapter exercises/ projects/activities

S. No	Chapter Name	Remarks (If any changes have been identified in the chapter exercises/ projects/ activities with respect to gender related representation/discrimination/ stereotype/awareness etc.)
1.		

E. Consolidated Questions (for each textbook):

- How does it explore issues related to gender?

- How does it sensitize on gender related topics?

- How does the case studies/ problem questions include women/girls/ transgender/other as representation?

- How does it promote critical thinking in the context of gender?

Remark:

Brief Summary report Format:

Subject:

Title of book:

Class:

Key findings:

1. Representation:

- a. Gender Distribution amongst characters
- b. Professions
- c. No. of stories promoting gender equality

2. Biases

- a. Stereotypes
- b. Exclusion

3. Positive examples

4. Language

- a. Use of male pronouns, verbs etc
- b. Gender neutral items

RECOMMENDATIONS:

- a. Gender-neutral language
- b. Story Selection
- c. Characterisation
- d. Activities and facilitation

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