

A Study of Female Discrimination in Text Books of Social Studies Prescribed by Basic Shiksha Parishad at Primary Level

Dr. Radha Yadav, Associate Professor,
Education Department,
Sahu Ram Swaroop Mahila Mahavidhyalaya, Bareilly U.P. India.

Abstract–

The position of women reflects the cultural attainment of a society. Women is the root of life and living. It is impossible to imagine existence of life without her. The cycle of life cannot move an inch without her cooperation and participation. A woman maintains a very significant all embracing function as wife, mother and helpmate. The woman has an important contribution in the progress of any country. If we are not providing equality to women, if we are not giving them opportunities to contribute to the process of development with all their capacities, we will never be able to achieve that we deserve to. Various Commissions and Committees set up in India after independence have all advocated the need and importance of women education.

Key Words- Text Book, Social Studies, Basic Shiksha Parishad.

One of the best way to understand the spirit of a civilization and to appreciate its excellences and realize its limitations is to study the history of the position and status of women in it. No class of similar importance and extent as that of women was placed in the infancy of society in a position of such absolute dependence upon men. In ancient times in all patriarchal societies the birth of girl was generally an unwelcome event. Almost everywhere the son was valued more than the daughter. The available evidence shows that in India too, in early times the daughter was not as welcomed as the son. The later was preferred the former. In the Vedic period though the man oriented society had got established but still the ladies enjoyed a privileged place in the society. Women participated equally in the performance of the religious rites. They enjoyed equal social and economic rights. There was no custom to keep them in Veils in both physical and symbolic sense. They were free to choose their life partners. The privilege of “Swayamvara” was granted to girls. The field of education and knowledge was open to them. In ancient India they were not only free to study Vedic literature but famous women such as Matri, Gargi, Gosha, Lopa, Mudra etc. had also compared Vedic

Verses. Women of ancient period had acquired great knowledge in different “Shastras”. Sometimes they not only participated in Shastrarthas equal to those of men but also acted as judged or mentors.

Women continued to enjoy this status in the post Vedic period also. The male female relationship was similar to that of “Shiva’s Ardhnarishwar” (half man and half women). She had no purdah. She could move as freely as any male in the royal entourage. But gradually the status of women started falling. The change in the status is evident in Manusmriti. She was expected to follow the man as his shadow. Due to limited freedom, the development of women’s personality was suppressed which resulted in further decline in their status and position in the society. The position of women continued on further deteriorating in the medieval period. Due to humiliating behavior of Muslim invasions, social evils crept up in the society. Sati pratha, Pardah pratha, Bal vivah and Bigamy became common. Parda pratha closed the doors of education for women in general. Only few women belonging to royal and rich families could receive education within the four walls of their houses. The East India Company showed total apathy and indifference

towards education of women. During this period some efforts were made by some missionaries and local govt. and non- govt. organizations in this direction.

But change is the eternal law of nature. Development always results in growth and sophistication. The herald of the 19th Century and the leader of Indian renaissance, Raja Ram Mohan Roy was one of the first protagonists of women cause. Other social reformers like D.N. Tagore, Ishwar Chandra Vidhyasagar, Swamy Dayanand Saraswati, all fought hard for the betterment of women. The national movement under the leadership of Mahatma Gandhi provided further necessary impetus towards restoration of position of women in Indian society. Writing in "Young India" in 1918 Gandhi said, "Women is the companion of man, gifted with equal mental capacities, she has the right to participate in the minutest details of the activities of man and she has the same right of freedom and liberty as he ----By sheer force of a vicious custom, even the most ignorant and worthless men have been enjoying a superiority over women which they do not deserve and ought not to have."

Thus, with independence the provision of equality for women in India moved on to an altogether new plan. However, the women's movement that had begun to take shape during the struggle for national freedom seems to have been lost in the complacent belief that with the constitutional, legal and plan provisions for women, equality will automatically follow. In 1971, the Govt. of India appointed a National Committee to investigate the position, status and situation of women and to make suggestions for realizing the constitutional commitment to equality of sexes. Though in Indian Constitution there is special provision for the education of women and efforts are being taken towards educating them but a large section of Indian women still remains outside the limits of education.

Though the position of women changed radically in the beginning of twentieth century. They became free from social evils and were granted equal rights in the constitution. But the inequality between men and women are deeply rooted in the Indian mentality. This mentality

prevails not just in the middle class but higher class also perpetuates these values. This bias attitude has negative effects on the development of personality and special abilities of girls. This results in retardation of their will power and confidence. In keeping with the demands of these all situations, it is appropriate to review and screen the textual material from the point of women's perspective. The demand of today is equality of males and females.

Objectives of the Study –

The study aims at realizing the main objective - Initiating effort to find the women discrimination in the text books and to find the biased picturization and presentation of characters, illustrations, sentences and language in the text books of Social Studies prescribed by Basic Shiksha Parishad at Primary Level. After study, to suggest the authorities for developing biased free text books.

Review of Related Literature –

Some piecemeal studies related directly or indirectly to this study has been carried out in India by some of the social scientists. The Indian traditional attitude towards sex- role has been so much internalized that even the preschool boys and girls has differed in their social class, Mehta (1972). Kanhare (1982) also arrived at some what similar findings that traditional sex linked role models are highly emphasized in rearing up girls, while new in terms of education, vocation are emphasized in socialization of boys. D.B. Ponkshe (1972) evaluate critically the textbooks of Geography syllabus for standard VI in Dhule.

Some studies were also found on the analysis of text books of different subjects. Further occupational discrimination on the basis of sex, the proportion of women in low paid and less skilled jobs is greater than that of men (Andiapam 1980). Das also (1986) revealed that females were paid lower wages than males for doing some or similar work. Women all over the world has been discriminated (ILO-1974). A large number of studies, committees reports and surveys had produced a plethora of elata attesting to the treatment (Anant et.al.1956) observed that that the very first day girl child is discriminated. The son is more important than the daughter.

Tool –

For analyzing the textbooks chosen under the study, an observation schedule has been used, formerly developed. The schedule is divided in five major parts and these areas are further subdivided as shown below—

Major Area	Sub- Areas
1. Identification Data	A. Title of the book.
	B. Language of book.
	C. i) Author ii) Editor
	D. Original/Translated/Adopted/ compiled.
	E. Publisher (full address)
2. Basic Information	A. No. of pages
	B. Illustrated / unillustrated.
	C. Series, if any.
	D. Edition
	E. Year of publication of present edition.
	F. Price
3A. Positive aspects	A. Capacities / Capabilities.
	B. Qualities of leadership /administration/ management.
	C. Self reliance/Positive self image.
	D. Removal of social evils.
	E. Emotional relationship
	F. Removal of social evils.
	G. Women as source of inspiration.
	H. Contribution in improving self image.
	I. Striving for developing self image
	J. Fair representation of women character.
	K. Constitutional and legal rights.
	I. Activities non-sex stereotype.
	3B. Positive aspects
B. Traditional image/role expectation.	
C. Discriminatory treatment	

	to girls/women.
	D. Social evils- Dowry, prostitution, fast belief etc.
	D. Stigma/Taboos Widowhood, children, women etc.
	E. Dependence on men-incapabilities / incapacities
	G. Illustration-misrepresentation indress, appearance etc.
	H. Negative self-image/lack of confidence.
4. Analytical presentation of the expression in The matic and linguistic context . Discrimination of content-	A. The matic.
	B. Linguistic.
5. Textual-Evaluation:	This format has information about number of male female characters. This also contains numerical details of positives and negative aspects in the test and exercise, this format also includes columns for suggestion for eliminating and highlighting values in the book. In the brief the text books will be evaluated with the use of content analysis method.

After the selection of the evaluation tool, the next step is the collection of data and its analysis. In this research the data collection is in the form of thorough screening of the text books. The researcher will examine the text books on the prescribed format for evaluation of the textual material. The next step is collection of data and its analysis. Studies related with this topic clearly shows that women discrimination is find in all five spheres depicted in the

schedule of the study. Characters and illustrations in the text material give the lesser importance to females. Females are shown by her house holding image while male persons are shown by dominating figure. Language of text material also shows discrimination.

Significance of the Study–

The future of any country depends on the younger generation of the country. Schools provide them education by text books. These text books provide them to such an education by which they adopt characteristics of equality for

each and every one in various terms. If any book does not show equality for all the sexes, then how can we faith on it for providing a non prejudices and non biased education to our youths. The demand of today is equality of males and females in every respect. Only ideas or demands have not value without real work in any field. Analysis of text books with reference to women discrimination is right path. Without analyzing our text books it is not possible to create a generation free from sexist bias and have value of equality in deep.

References–

1. Agrawal, K: Status and Role of middle class educated earning women in the Indian family, In T.M.dakeds.
2. Das, S.Purdha : The Status of Indian Women , ESS publications, New Delhi, 1979.
3. Gangrade, P.C. : Why Discrimination against girls, social welfare, Vol. XXXI, 10, Jan 1986 .
4. Mehta, H : Indian Women and butata and company, Delhi, 1981.
5. Talwar, V : Social profile of working women , Jain Brothers, Ratanda Road, Jodhpur, 1984.
6. Chaudhary P.K. : Changing values power among the young women , Delhi, Amar Prakashan , Delhi, 1988.
7. Gupta, N.L. : (2003), Women's Education Through Ages, Concept Publications Co., New Delhi.
8. Govt. of India : National Policy on Education, 1986, Deptt. Of Education, MHRD, New Delhi, 1986.
9. Yadav, Radha : Analytical Study of Text books of Primary Level with Reference to Feminine Bias.
10. Shodh Dhara.