

## CONTENT ANALYSIS OF GENDER PERSPECTIVE IN HINDI GRAMMAR OF V STANDARD

Shavnam Kumari\*

### **Abstract**

It is very important to talk about gender and utmost to understand the gender perspective. Our children are getting their basic education from textbook. Textbook are the basic tool for education. But inequality in textbooks is occurring day by day. So it is very necessary to revise the textbooks and the grammar books critically from gender perspective view. In the present study, a Hindi Grammar book has been taken for content analysis on gender perspective. The objective of the study is to analyse the Hindi Grammar of V standard from gender perspective point of view that is published in January 2011 by Goyal Brothers publication. Tool used in the study has been adapted from Obura, 1991 for International Rescue Committee Healing Classroom Initiative on gender perspective in textbooks. Results of the study reveal that male has been given more importance than female whether it may be in the text or in the depiction.

Keywords: Content Analysis, Gender Perspective, Hindi Grammar, Qualitative Analysis, Gender Bias

\* Research Scholar, Department of Education, University of Rajasthan, Jaipur

A Monthly Double-Blind Peer Reviewed Refereed Open Access International e-Journal - Included in the International Serial Directories  
Indexed & Listed at: Ulrich's Periodicals Directory ©, U.S.A., Open J-Gate as well as in Cabell's Directories of Publishing Opportunities, U.S.A.

International Journal of Engineering & Scientific Research  
<http://www.ijmra.us>

## Introduction

It is important to understand that what the basic difference between the gender and sex is. Most of peoples thought that both terms are equivalent. But sex is biologically defined term on while gender is psychologically and socially constructed. The National Curriculum Framework (2005) document recognise that “we must use textbooks or one of the primary instruments for equality, since for a great majority of school going children, as also for teacher, it is the only accessible and affordable resource for education. Textbooks are the heart of education policy. Textbooks have economic and ideological implications. It has long been understood that textbooks are a basic vehicle of socialisation, conveying knowledge and values. But the patriarchal thoughts are still exist in the textbooks and creating biases. Gender inequality is existed in textbooks through the curriculum for both sexes; biases and stereotypes creep through the learning materials. So it is very important to revise the textbooks from gender perspective view.

**Statement of Problem:** Content Analysis of Gender Perspective in Hindi Grammar of V Standard.

**Objective of Study:** Present study has one objective i.e. content analysis of gender perspective in Hindi Grammar of V standard.

### Terms Defined:

**Content Analysis:** Content analysis is a research tool used to determine the presence of certain words or concepts with in texts or set of texts. In the present study content analysis of the Hindi Grammar has been done.

**Gender Perspective:** The gender perspective looks at the impact of gender on people’s opportunities, social roles and interaction. Here in this study, analysis has done on gender perspective of Hindi Grammar.

**Methodology of the Study:** For the present study a qualitative approach based on content analysis has been used. A Hindi Grammar book has been used as a sample that published by Goyal Brothers Publication in January 2011. Tool used in the study was Looking at Textbooks from a Gender Perspective A Framework for Analysis (adapted from Obura, 1991 for International Rescue Committee Healing Classrooms Initiative).

**Analysis & Interpretation of Data:** Tool used for the research divided into various parts like the introduction, quantitative analysis and picture analysis. In the introduction part, an overview of text, including subject, grade level, major content, how it presented, what are different

sections has included in it. Quantitative analysis includes the number of the men, women, boys and girls included in the book. In Picture analysis, analysis of the images takes place that depicted in the text.

Introduction: 1.An overview of the textbook-

The name of the Hindi Grammar of V standard is fgaUnh O;kOgkfjd O;kdj.k rFkk jpuk which is published by Goyal Brothers Publication in January 2011. The major content of this grammar is well presented; font size is appropriate and legible. The main headings of chapters have also been written in different font styles that will be most liked by the students. The cover page is also interesting. It is light aqua in colour and flowers are depicted in which children are reading book and going to school. The major content has been divided into two parts. One is Grammar i.e. divided into 18 chapters. Second is i.e. divided into 7 chapters.. The cover page of the grammar is free of biases. The grammar has been written in Hindi and total number of pages in the book is fifty.

Quantitative Analysis:

2. On what page does the first male character appear?

The first male character has appeared on page number fifth.

3. On what page does first female character appear?

The first female character has appeared on page number fifth. Both are doing different activities i.e. in one visual two girls are talking to each other and in another visual one woman is writing something. On the other hand two boys are talking on phone and one man is reading newspaper.

4. In the text, how many men, women, girls and boys are named?

Table1. Men, Women, Girls and Boys are named in the Text

Men	Women	Girls	Boys
Jagdish Chander Basu	Mother Teresa	Meera	Aladin
krishan	Sarojini Naidu	Jaya	Mohit
Sudama	Tripta	Neha	Vikas
Franklin	Sulochana	Neelima	Prakash
Asif Khan	Kaushalya	Neha	Suraj
Gandhi Ji		Sheela	Sanjay
Amitabh		Anamika	Ram
Guru Nanak		Reema	Mohan
Kaluchand Bedi		Sangeeta	Deleep
Ravan		Nisha	Rohan

Aghornath		Deepika	Ramesh
Dashrath		Rashmi	Ranjan
Ramdeen		Lata	Kunaal
Duryodhan		Anupama	Pradeep
Chandar Shekhar		Mahima	Sohan
Shri Ram		Anju	Rajkumar
		Khushbu	Deepak
		Manju	Hemant
		Sushma	Rohit
		Lata	Amit
		Neeta	Manish
		Priyanka	Anil
		Nandini	Ashok
		Mohini	Satish
		Radhika	Sudhir
		Shreya	Rahul
		Shruti	Somesh
		Kalpana	Lalit
		Anjali	Rakesh
		Priti	Saleem
		Rani	Rajeev
		Toko	Manu
			Anupam
			Bheem
			Raghuwan
			Vineet
			Harish
			Nikhil
			Manoj
			Pradeep
			Ashwani
			Jeetu
			kamalpal
			Ranjeet

Table 1 shows that men and boys have been given by their names in the text are large in number as comparative to women's and girl's. Only five women name have been given in the text. This shows that men and boys have given more importance than women and girls.

5. How many other men, women, girls and boys are mentioned in the text (but not given a name). Count each time they are mentioned.

Men: 57      Women: 17

Girls: 8      Boys: 35

The number of men that mentioned in the text but not given any name is more than women in the text. On the other hand, the numbers of boys are also more than the girls. Only eight girls have mentioned.

6. Make a list of all the gender-indicated common nouns used in the text.

Table2. Gender Indicated in the Text as a Common Noun

Male Nouns		Female Nouns	
Kunama	English	Kunama	English
	Scientist		Doctor
	Policeman		Queen
	Pandit Ji		Poetess
	Beggar		Teacher
	Gardener		
	Shopkeeper		
	Soldier		
	Prince		
	Actor		

Table 2 shows that the numbers of male nouns in the text are more than the female nouns. Female nouns are also mentioned in the textbooks. Male nouns represented as a Doctor, Scientist and Actors etc. Here female nouns has also used as doctor, queen, poetess, teacher. The use of nouns in

7. List the occupation/activities of all the characters mentioned (named or unnamed).

Table3. Occupation/Activities of all the Characters mentioned (named or unnamed)

Occupation and Activity	Men	Women	Girl	Boy
	Mama ji brought sweets	Grandmother is telling story	One girl is bearing pink frock and doing no activity	Prince wanted to caught the deer alive
	Jagdish Chander Basu is scientist	Poetess is remembering her childhood	Priti does all the work of house lonely	Childs are playing
	Teacher praises a boy	Sarojini Naidu has elected as congress president	Neha is writing a letter	Suraj beaten the snake with stick
	Franklin is scientist of America	Grandmother is making sweet dish of ghee	Khushbu did not come back from school	Ram is on the terrace
	Grand father is giving water to plants	Mother has made daal of chana	Sulochana's eyes are very pretty	Boy brought newspaper for father
	Papa brings chocolates to him	One women is doing the cooking	Nadini is very talkative	Mohan can do this work by himself
	Postmen distributes the letter	Maid washes the clothes Mother is making vegetable		Pradeep is writing a letter
	One politician pated on the back of boy			Mohan do his study daily
	Amitabh Bachan is very famous			
Magician is showing a play in the fair				

Table 3 shows that most of activities and occupation of men and boys are illustrated in the text. But there are household activities that have to be performed by the women. She always depicted as caretaker or as mother who always doing different activities in the kitchen. Girl in the text is also depicted as beautiful bearing good clothes, helping mother in the kitchen, or the stereotyping language has also shown that girls are very talkative.

Picture Analysis

8. In the text, how many pictures are there of (count every single person depicted in the text, and every single time they appear.

Men: 9            Women: 5

Girls: 2           Boys: 16

The quantity of men depiction is more than women and same as happens with the girls. There is only one woman in the pictures. More boys depicted in the text while girls are very few.

9. List the occupation/activities of the men, women, girls and boys depicted in the text (count every time a character appears- even if it is the same person).

Table4. Occupation/Activities of the Men, Women, Girls and Boys Depicted in the Text

Occupation and Activity	Men	Women	Girls	Boys
	Reading newspaper	A women writing something	Two girls are talking to each other	Two boys are talking on phone
	A former is ploughing in the field	Mother is cooking food	Two friends are talking	Boy is eating food
	A joker is depicted in which he kept his hat in the hand	A fat women is depicted	One girl is doing day	Boy is playing football and three other boys are playing football
	Father and son going together for walk	Women is drying clothes under the rays of sun	dreaming that she will become doctor one day	Boy is standing on the terrace
	A person is in grief			A boy give newspaper to his father for reading
	One person is on the Rath			One friend is giving gift to another friend
	Three persons are talking			Boy is drinking milk
	Soldiers of a queen has shown in one			Boy is frightened

	picture			
	one man is beating snake			Boy is writing a letter
	Policeman is sleeping on chair			Boy is reading
				One boy is seeing his school bag that is on almira
				Three different visuals of boy depicted in three different states of mind i.e. happiness, tension, grief
				Boy is giving respect to one elder person
				In chapter story narration two friends are depicted in four visuals in which they are talking to each other and saving them self from bear

Table 4 shows the occupation and activities that was done by different characters in the text. More activities and occupation assigned to men only and on the other hand, four women are mention with their activity that is of caretaker. Only three activities are assigned to girls only and other depicted as of only talking, day dreaming. And in some visuals girls are doing no activity.

10. Count the number of pictures in which there are:

Women/girls alone: 7

Women/girls in groups or pairs with other women/ girls: 3

Men/boys alone: 25

Men/boys in groups or pairs with other men/boys: 14

Mixed (male & female) groups or pairs: 7

Only seven women and girls have depicted alone in the text. In the pair of women and girls in group the number is only three. The number of men and boys alone is twenty five that depicted in the text and in the pair it is fourteen. But mixed pair of male and female is only seven in number.



11. For each of mixed group pictures describes the relationship between the males and females in the activity (for example is the boy helping the girl? Is the mother feeding the boy?)

Table5. For Each of Mixed Groups Pictures (Relationship/Activity in Male & Female)

Picture(Page)	Relationship/ Activity
P.no.16	Students are praying in assembly
P.no. 47	Students are sitting in examination center
P.no. 67	Girl is sitting on bench and boy asking something
P.no. 67	Boy and girl roping new plants together in garden
P.no.67	Mother and son is walking in garden
P.no. 72	Mother is hugging his son
P.no.103	Soldiers are standing behind and queen is taking a bath in pond

Table 5 shows that there are only seven pictures that shows both men and women and boys and girls together in visuals.

**Findings and results:** The content in the book is full of gender biases. Male has given more importance than female. The picture illustrated in the book is seven in number regarding the woman and men in pair. In some pictures girls are passive in their roles and women are doing their household chores. On the other hand, men and boys are depicted more times in content than females and they are in active roles. They have assigned different activities and occupations in the text and also in the visuals. Women have shown as caretaker in the visuals but in content she illustrated as a doctor, poetess, teacher and queen. There is huge diversity in the portraying of men, women, girls and boys in the text and visuals. In the first part, the content shows that only men has the importance to play different roles and activities and women are represented as housewife making food. In the second part, less gender biases has seen. Girls are depicted as talking to each other and content also reflected that they are very talkative in nature. Some illustrates that girls are beautiful bearing good clothes.

**Conclusion:** Hindi Grammar book is full of gender biases whether it is role portraying or language stereotyping, depiction and illustrations. Male illustrated many times singly and in pairs with men but women and girls have depicted, illustrated just once, two or three times and that is in passive roles or caring role. Both men and women are also depicted in mixed roles i.e. mother is hugging her son, students are sitting in examination center, roping plants in garden etc. these type of activities should be included more. Name of girls and women are less in number than the names of men and boys. More activities assigned to men and boys only not to girls and women.

**References:**

- Bhasin, Kamla (2011), Understanding Gender, Women Unlimited Publication, New Delhi
- Brugeilles, Carole & Cromer, Sylvie (2009), Promoting Gender Equity through Textbooks: A methodological guide, UNESCO, France
- Grbich, Carol (2007), Qualitative Data Analysis: An Introduction, Sage Publication India Pvt. Ltd, New Delhi
- Pal, Yash (2005), (Chairperson) National Curriculum Framework, NCERT, New Delhi.
- Thomas, Sybil & R. Pandya, Shefali (2011), Education and the Gender Debate, APH Publication, New Delhi
- Bryman, Alan (2001), Social Research Methods, Oxford University Press Inc., New York
- Flick, Uwe (2011), Introducing Research Methodology A Beginner's Guide to Doing a Research Project, Sage Publication India Pvt. Ltd, New Delhi