

EVALUATION TOOL FOR TEXTBOOKS ANALYSIS FROM A GENDER PERSPECTIVE

A. IDENTIFICATION DATA

1. Title of the text book –
2. Class –
3. Subject –
4. Language –
5. Authors/writing team –
 - No. of females -
 - No. of males -
6. Editors –
 - No. of females -
 - No. of males -
7. Month and Year of Publication –
8. Total no. of pages –
9. Total no. of lessons -
10. Publisher's Full Address –
11. Cover page/back page from the perspective of gender bias and stereotyping –
 - a. Description of visuals (Masculinity/Femininity/Gender Neutral/Any other)
 - b. Description of content
12. Inside of cover page/back page from the perspective of gender bias and stereotyping -
 - a. Description of visuals
 - b. Description of content

13. Any other information

14. Suggestions

B. CONTENT AND VISUAL ANALYSIS

1. Lesson/chapter/unit –

2. Title/theme -

Total no. of Pages	Content	Visuals	Comments	Suggestions	Exercises/ Projects/ Activities
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While analyzing the content and visuals, there is a need to look into the following parameters -

(a) Content analysis should clearly reflect whether there is any form of gender bias, gender stereotyping or is it gender neutral or gender inclusive.

- I. Content allocation
- II. Adjectives used for boys and girls, men and women in the theme
- III. Diversity in men and women reflected in the text
- IV. Gender representation of occupations
- V. Roles assigned – boys/men/girls/women /both
- VI. Human values in relation to men/boys and women/girls
- VII. Reference to customary practices
- VIII. Weight-age given to the contributions/achievements of boys/girls, men/women or both.
- IX. Are marginalized groups and their cultures and lifestyles represented?
- X. Are prejudices mentioned?
- XI. Does the narrative speak only of a particular caste and class?

- XII. How is power relations reflected?
- XIII. Who takes the decision in the area of food, education, all money matters, health, occupation and any other?
- XIV. Does the theme reflect diverse areas of contributions of women substantially or in a tokenistic manner?
- XV. How are women reflected in different domains of society in relation to -
- Family
 - School
 - Workplace
 - Society
- XVI. Distribution of workload by gender in a framework of fairness.
- XVII. Who performs productive activities related to production of goods and services for income generation?
- XVIII. Who performs activities related to collection of water, nursing, child care, fetching fuel wood and all activities related to household chores?
- XIX. Who performs community activities – welfare related, organizing meetings, marriage, funeral, religious activities, neighbourhood meetings, any other?
- Who takes the initiative in such activities – Men/Women/Both
- XX. Who are shown as agents of change :
1. struggle
 2. dissent
 3. movements
 4. scientific attitude/temper
 5. scientific achievements

(b) Visuals

I. Representation of men and women

Active role –

Passive role –

II. Depiction of men and women related to -

Roles –

Occupations –

Dress –

Appearance –

III. Positioning of men and women in visuals –

IV. How have men and women, boys and girls portrayed in doing different activities?

V. Who is active (the ‘protagonist’) in the visual?

VI. Who is passive (the ‘receiver’) in the visual(s)?

VII. Status of men and women reflected in the visual(s).

VIII. What does the body language in visuals communicate?

IX. What does the clothing communicate?

C. TOTAL NUMBER OF CHARACTERS IN CONTENT AND VISUALS

- Male -
- Female –
- Both—(such as humans, they, them, people, us, you, we, he/she, etc.)

D. EXERCISES/PROJECTS/ACTIVITIES

- Does the exercise explore issues related to gender, class, and caste?
- Do exercises attempt to question power relations?
- Do they help children to connect with their lived realities?
- Does it promote critical thinking and problem solving skills?

- Does it promote imagination and creativity among children?
- Does it encourage team spirit and cooperation among them?

E. OVERALL EVALUATION OF THE TEXTBOOKS RELATED TO CONTENT AND VISUAL PORTRAYAL

Perception of the book from the view point of –

- Gender Bias
- Gender Stereotyping
- Gender Inclusive
- Gender Neutral
- Power Structure
- Thematic consistency, coherence and contextualization
- Reference to Technology and its use by men/women, boys/girls, both
- Progression of the discipline and its positioning at various class levels
(Thematic)

*** This tool is suggestive in nature. It can be adopted, adapted as per the requirement of the context.**