

**Social Positionality of Women in Punjab Textbooks (Urdu, English, General
Knowledge): Critical Discourse Analysis of 2nd and 3rd Grade**



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2022

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*Thesis Submitted to Department of Anthropology, Quaid-i-Azam University, Islamabad in partial
fulfillment for the degree of Master of Philosophy in Anthropology.*

Quaid-I-Azam University

Department of Anthropology

Islamabad–Pakistan

2022

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Madiha Khalil Khan

ACKNOWLEDGMENT

I have multiple names for their genuine assistance and guidance in current thesis work. My special thanks go to Dr. Ikram Badshah, my supervisor, who assured his worthy guidance at every step of this journey. I am also indebted to my friends and family, with special appreciation to my uncle, Munir Ahmed; and, my friends Usama Salis, Shafqat Hussain, Shafaq Naz, and Zara Salman. They all were the source of enthusiastic encouragement and motivation for me.

Heartfelt Gratitude to all.

Madiha Khalil Khan

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Abstract

Course development is the process of designing and framing basic textbooks for the purpose of various levels of students' education. It paves the way for the future of students and thus plays important role in the educational system. The current research was conducted in six schools of district Rawalpindi. The purpose of the research was to evaluate "How the female has been portrayed by the content including text and pictorial representation? In addition, it further aimed to measure "the psychosocial impact of this content on primary grade students from 2 and 3." The researcher utilized the qualitative research methodology in order to understand the deep meaning of gender discourse in the 2nd and 3rd-grade textbooks developed by the Punjab Textbook Board, Lahore. Thirty-six students from six different schools based in Rawalpindi were interviewed and six books were analyzed for evaluating the women positionality. The researcher analyzed the results with the help of Critical discourse Analysis developed by Fairclough (2001). The study revealed that the books represent biased pictures of females. In addition, females are portrayed as inferior human beings having less power and lower social role in our society. Consequently, as students get their primary education through textbooks, they found revealing the same discourse that has been taught to them. Moreover, the study finds students learn basically from textbooks, and they also practice whatever they learn from these books. In addition, gender relations and power structure, which shape the mind of current and forthcoming generations color the development of the textbook for the sustenance of the system. The study finds highly segregated gender representation, biased presentation, and ideologically constructed norms of dominance through textual analysis as well as narratives of the students.

Chapter 1.

INTRODUCTION

Syllabus is basically something like torch light which shows path. What is ahead and how to achieve that goal are functions of syllabus in general. Textbooks are primary bearer of syllabus in this regard. Textbooks are standard and meticulously articulated way of teaching for specific audience i.e., students (Crossley & Murby, 1994). Textbooks, sometimes, considered synonymous with syllabus. In nutshell, textbooks and syllabus paved the way of learning in predefined way for students. Nevertheless, different countries utilize textbooks according to their needs and policy.

1.1 Syllabus Development in USA

In the USA, school syllabus is basic tool to shape forthcoming generations as well as existing generation through carefully crafted content for children (Gin, Scott, Pfeiffer, Zheng, Cooper & Brownell, 2021). It is the environment of school where almost all children learning the meaning of the life and they know what they are intended to know about life in general. Though the study explored this worldview with the help of special courses such as biology nevertheless it proves the significance of primary level syllabus.

Mkandawire and colleagues (2018) also emphasized on the relevance of primary level course in broader picture, in the context of USA. What is course for primary level children, who should design it, who it should be designed and what elements are necessary along with what are not necessary element are very critical questions for course content development in the USA. It is widely claimed that courses in USA are developed aligning with national interests, but they missed the most important element that courses

content shape the behaviors and brain of children therefore they are developed by keeping in mind the real situation of children. National policy is matter of government while course content is related with children.

The purpose of school syllabus in the USA is different from rest of the world. Children are creative and imagining human beings. Their skills of imagination and creativity are most fundamental human resources. The US commission of education focus to cultivate these basic skills of children (Spary, 1922). It is clear that the matter of course is not the matter of policy rather it is related with cultivation of children. Policies are subject to change with the passage of time while our children shall remain same as they should be at specific age. The debates over course development at primary level for different courses shows that in the USA children matters.

Similarly, Schiller et. al., (2010) emphasized that course development in North America is public issue and whatever we are teaching to our children is our future. It should not be mixed with any ideology and superstitious. Future academic achievements of children are closely associated with their primary education. It is nursery for live human beings. The content of nursery should be focused on skills development and creativity cultivations regarding all faculties of the child.

1.2 Purpose of Syllabus in Western Countries

Besides the USA, in European countries course content are developed value neutral. This means that the purpose of courses is not determined by the dominant ideology but according to the needs and educational requirements of the children. Gaebel and Zhang (2018) stated that in European countries, institutions are responsible for

implementing the course. National interests in the name of national action plan are rarely imposed on courses. Nevertheless, in some countries of European union this is done in the name of security.

Similarly, Field (2003) argued about integration of various courses at primary as well as secondary level education across the European countries. This is done according to the skills and needs of the students. This activity induces skills in students and enhances their learning skills. European union also desired to extend their well-practiced activities to rest of the world countries. Before this, Rubnik (1992) analyzed educational reform policy of Central and Eastern European countries. Seeds of current reform projects could be traced long before their implementation. He argued that European countries pays attention towards reform policies. The courses are developed according to the needs of future research development. Students are potential source of future. For sustainable future, existing content should be research based and value free.

Similarly, Szebenyi (1992) present argument against ideological education and course content in European countries. Governments paid special attention that no specific ideology should dominate the courses for children. For this purpose, these countries excluded Marxist discourse from textbooks. In addition, schools run under the supervision Church should be analyzed strictly in order to maintain nationwide value free education for children. This would be helpful to exclude extremist elements from textbooks. Daele (1992) and Richter (1998) also reaffirms such practice among European countries.

Mitter (1991) explained the role of teacher in education in European region. Teacher is, perhaps, first source of training of the child. So, teacher should be educated

and learned person if he wants to bring real social change. The trends of change are significant, in European countries, during the last decade of 20th century. de Vargas (1993) reviewed educational policies of central European countries. He concluded that the educational training of students and teachers were aligned with human rights. Human rights are fundamental, and all humans are equal in this world. Thus, the course or curriculum should be aligned with human right. This would be helpful to teach value free education to students.

1.3 Statement of the Problem

In current analytical research, various dimensions including psychological and sociological factors associated with the gender biasness in the content of the Punjab textbook board has been focused. My research aims to find out the psychological impact of gender construction based on the pictorial depiction and text within the curriculum of primary grade students. My study has been centered around the positioning of females and gender biasness in textbooks used in primary textbooks, and for this, children of class two and three from Punjab, Pakistan has been focused. Current research has also focused on the exploration of psychological impact of the gendered content on students as education has been the primary source of inculcation of various notions, norms, and social construction. Formalization of human psyche has been parallel to what has been fed to one's mind, thus students have been fed with the gendered ideas via content including numerous images that portrays gender-biased ideas. My research has been focused to explore the psychological impact of biased content, taught via Punjab Board textbooks as textbooks have chief role in identity formation of children.

1.4 Research Questions

1. How the female has been portrayed by the content including text and pictorial representation?
2. What is the psychosocial impact of this content on primary grade students from 2 and 3?

1.3 Objectives of the Research

Objective of research are to:

- Review the contents including images from the textbooks, devised by Punjab Textbook Board
- Identify the gender bias contents within the selected textbooks of Punjab Textbook Board
- Investigate psychological impact of contents on students, reflecting female representation and gender construction
- Explore perceptions of students who have been educated through these books

1.6 Theoretical Basis of Analysis

Norman Fairclough (1941) is famous modern linguist based in United States of America. He developed the theory of critical discourse analysis by relying on the long tradition of Foucault among others. As Foucault, was concerned with power at broader level, Fairclough (2001) remain focused and just develop sociolinguistic analytical theory which deals with language and power in society. Fairclough (2001) theory also differs from Chomsky's (2003) universal grammar in a sense that Chomsky did something universal in his theory and developed theory of language. While Fairclough remained on

the question or issue of power and language. How power is exercised through language or text remains primary question for Fairclough. For language, Fairclough (2008a) claims, it can be used in wider context by keeping in mind general audience. Consequently, it brings fruits by uniting the people. However, neo-capitalism destroyed the very modes of daily communication by introducing knowledge-based economy. What prevails unconditionally found its significance from dominant economic discourse (Fairclough, 2002). It should be clear that our era is dominated with capitalist modes of governing and these new modes of governing runs on the principal of differences. This means that these modes are based on difference and not creates or even idealize homogeneousness (Fairclough, 2000).

Operationalization

For the current research, there are several concepts that were loosely defined and needed to be precise for this dissertation. These include textbooks, gender roles, ideology, and students' learning with respect to textbooks. In this research, textbooks are defined as necessary course material, prepared, and developed by the Punjab Textbook Board Lahore, for the class requirements of the students. These textbooks are provided by the government of Punjab to students free of cost. Furthermore, only these books are prescribed and mandatory for teaching in all public schools that fall under the political jurisdiction of Punjab. Furthermore, gender roles are socially approved ways of doing household and everyday societal tasks for men and women in Pakistani society. For instance, a woman is considered disrespectful if she wears a t-shirt in public places in Pakistan. She is expected to wear socially approved clothes i.e., the dress code defined by the culture. Similarly, the ideology for this research is a nationally crafted set of values

and strict norms regarding what ought to be and what ought not to be and is beyond an individual's domain of interference. Ideology is given by national interests and all national subjects are on receiving and practicing end. Finally, but not least, the researcher intended to expose operational concepts through the lens of theory.

Therefore, for the current research, the researcher primarily relied on Fairclough's (2001) critical discourse analysis. The reason behind doing so was that current research deals with students' narratives of gender relations and gender roles in general. In addition, the researcher analyzed textbooks developed by the Punjab Textbook Board, therefore the model developed by Fairclough was most relevant to current research. As Fairclough believed that everyday happening in daily life is highly colored by the higher power system. So, the textbooks under investigation and consequences of textbooks i.e., student narrative are directly relevant with power in this regard. Furthermore, as in our postmodern era, text production is meticulously done by keeping in mind dominant ideology. Similarly, dominant ideally ensure to be aligned with micro-level communication. The researcher applied these techniques to dig out face value or face meaning as well as the hidden meaning of the texts. The text also plays both manifest and latent functions. Fairclough's (2002) lenses help to explain manifest and latent meanings of the text and their consequences in society. The researcher also uses these techniques with the precise goal of explaining gender roles, norms, and their impact on students. Both synthetic process and studying action approach are applied to text and narratives of the students in order to understand the impact and scope of specific text regarding gender culture among students. As language struggles in the race for dominance, CDA yields important theoretical tools to investigate the consequences of the struggle for dominance.

Language cannot be isolated from power structure as vocabulary represents the existing discourse in everyday life. The researcher evaluates these tools and applies them to text for better results.

1.7 Significance of the Study

Curriculum reflects the social construction of a nation that begins right from the early years of schooling of an individual. Likewise, gender construction that has become a major issue of our society has its basis in the curriculum. Current study aimed to, as literature suggests, the fact is established, exploring the significance of textbooks in gender construction and its sustainability. The results of the study will bring in limelight the extent to which the textbooks are presenting a biased image of women. Also, how socio-cultural aspects are employed to strengthen the inferior status of women in the society. Based on these results, policy makers could redefine their policies and come up with more neutral curriculum where gender is equipped with neutral images and discourses.

Additionally, the results of the study would add to our understanding how children perceive a women and what roles and status do they assign her based on their social and educational systems. This would reflect upon the loopholes that have been endorsing the inferior status of the women in our society. Interventions could be planned to target the loopholes and addressing them in a prolific manner.

Furthermore, results of the study could enhance the quality of curriculum that could be less biased and could be used for developing and sustaining a uniform syllabus. Along with this, the social fabric could also be enhanced by addressing the patriarchy

depicted in the young minds through the textbooks. Moreover, the data collection technique such as FGDs would offer a new lens to the respondents for scrutinizing the women position and status in the society. The flaws will be questioned which could be productive in the long run.

Current study is empirical in nature indicating that it has scrutinized the textbooks from a scientific perspective. Thus, results could be replicated and advanced in the future studies. Most importantly, it will reflect how written discourses has been transformed in the social practices over a period pertaining to gender construction. Also, the psychosocial impact of the knowledge that the children attain from their textbooks will also be revealed that could be used to address their psychosocial issues that hinders the healthy growth and development of the young minds. Overall, the study has numerous theoretical and practical implications.

Chapter 2. Literature Review

Knowledge emerges from dominant culture; It is also called paradigm (Kuhn, 1962). For instance, paradigm need to represent culture which affirms norms of stability. Text play crucial role in defining and explaining the existing culture. No doubt that in Pakistan, gender roles and ideologies are hot topic due to cultural sensitivity. Therefore, mainstream discussions and debated end without yielding fruitful results regarding gender equality. Shaheed (2010) argued that, in Pakistan, without eliminating inequality regarding gender, they could not flourish as its button are turned off with the help of school textbooks.

The United Nations Educational, Scientific and Cultural Organization (2016) has declared gender equality as a key to lubricate social cohesion by considering roles and relations of woman and man along with the way they get access to power and resources. The uneven access of women to resources and power was observed and mentioned in Pakistan Vision 2025 with an aim to redress it. Though the government of Pakistan and especially the Punjab Textbook board has been expressing their deep and sincere concern for gender equality in all spheres of life and especially in the sector of education, yet it needs specialized experts to meet this challenge. With this belief that it is better to nip the evil in the bud, special attention is being paid to the primary and secondary system of school education under this research.

Similarly, Bhattacharya (2009) formulated a strong argument regarding South Asian countries' course development methodology. These countries focus on domestic level issues and inculcate discrimination ideologies through text. Examples are wide and found everywhere from textbooks to newspaper. Same is true for Bangladesh and India as

well (Srivastava, 2005). As Edwards (2008) argued that textbooks are very critical objects of knowledge. They are primary bearer of ideology. Whatever the ideology or discourse might be, the textbooks would be driven towards that ideology. In developing countries, the focus of textbook development remains local and domestic issues and often this creates violence at broader level. Mining the text could reveal fruitful resource to analyze the impact of such textbooks at broader level. Nevertheless, international development agenda creates hindrances regarding liberal reformations. Pakistan faces serious issues to tackle this international pressure and we see amendments in textbook syllabus through newspaper.

No doubt that class history matters in learning, nevertheless, liberal course can reduce the chances of possible clash among diverse classes. This practice would be beneficial for both people and country as well. The impact of course and textbooks on students is reported in national and international studies and I have explained it carefully in the following section of the dissertation.

2.1 Construction of Identity Through Syllabus

Identity refers to “abiding qualities that individuate and allow us to recognize individuals, categories, and groups”. It is constituted through an amalgamation of experiences, memories, perceptions, and actions (Marginson, 2014). While identities encompass a “feeling of biographical continuity” (Giddens, 1991, p. 54), they are also malleable over time and negotiated across contexts (Stewart, 2008). Indeed, various researchers, especially sociologists and psychologists, that identity is generated by everyday social interaction between society as well as through processes of self-presentation and perceptions towards others.

Aminah (2018) explained that the identity is constructed in both spatial as well as social process. Various important factors play their role in construction of the identity. In addition, textbooks always remain basic tool for artificial and power-based identity.

The construction of space/place identity in the globalization era is not merely conducted for the sake of tourism promotion and offering economic value-added for a region, but it is also to position it as a representative of an existing and inherent space identity. Identity is constructed based on a space/place's morphology, such as its historical heritage, cultural heritage, education system, and other inherent unique ways.

It is historically testified that textbooks are considered very important for both the teachers and the students in the process of formal education. Textbooks are considered very complex as they symbolically represent communal, ethnic, commercial and political conditions (Aminah, 2018).

It means textbooks will directly affect the student's way of thinking about the society represented in the textbooks and the society around them. As researchers have argued that textbooks provide a framework and a prearranged objective base directive (Gulzar, 2017) to the students, it becomes even crucial to present such contexts and settings where no discrimination or oppression should be traced against any particular gender.

Considering education system as a medium for construction of identity, it could be observed how the gender has been constructed via textbook, mainly Urdu and English. English is the second language in Pakistan, but all official communication is done in English at national and international level. Therefore, English is considered compulsory

along with Urdu, Math, Science, and Islamic Studies from class one till graduation in all four provinces of Pakistan. In most of the schools, especially in private schools, English remains the medium of instruction and interaction among students and teachers not only at all senior levels but at junior level also. English is also considered a status symbol that's why students are encouraged to learn English from the beginning for higher studies and better social status (UNESCO, 2004). The private schools advertise English as their medium of instruction to attract parents as a reason to opt for private schooling of their children. Though Urdu is lingua franca and national language but in Punjab the role of English is strengthened even in state schools. However, Urdu also hold equal significance.

For instance, as we know that, after Baluchistan, Punjab is largest province of Pakistan hosting half of the country's population which is 80 million according to the National censuses (2017). Punjab Textbook Board publishes textbooks for the entire province having a diversified sociocultural dynamic using visuals which promote national policies too. Achieving gender equality by eradicating various forms of gender oppression from the society remained a prime objective of Pakistan Government and for that all the means are utilized including the textbooks. Assuming the images presented in the textbooks express a strong message which might affect the learners' psyche therefore, it becomes important to analyze that either the presented images conveyed a gender biased or neutral message (Yazdanmehr & Shoghi, 2014). They have argued that education is for the holistic development of the students as they get inspired by the gendered role models displayed in their textbooks appropriately reflecting the sense

prevailing in a society. They further argued that textbook images also develop students' self-esteem by reflecting an appropriate gender role.

Assuming the post-structuralism stance under which gender is considered constantly in flux due to change in time and space in a particular society, gender has gained attention of the researchers (Paechter, 2001). This shows that gender is produced and continually being reshaped in a society which required special attention for proper representation of gender in textbooks. The developed content in the textbooks with patriarchal mindset will eventually transfer the similar patriarchal norms in the students' minds which will further perpetuate patriarchal oppression in the society (Mirza, 2004). These books become the effective societal agent either to continue the stereotypical ideology or instruct some novel and transformed ideology. Sometimes, even the gender identities become hurdle among the proper interaction of students, textbooks, teachers, and peers (Rind, 2015). All chairmen and writers had firm belief in considering textbooks as a tool of change in society. Textbooks are facilitator, motivator, and heart of all instructional and academic activities (Mirza, 2004). From this wider scope of curriculum, syllabus is planned to support teachers to perform their academic activities and achieve the supposed tasks. Its contents are finalized by the Education board and then the schools, institution and teachers are made bound to follow them (Gopang, Shaikh, Parveen & Khan, 2012). The effect of education on social issues is multidimensional, with education being both a clash driver and a platform to lessen it (Halai & Durrani, 2018). The idea that a male can perform what a female cannot, can be grounded on their biological situations, but not on their rational, mystical, or intellectual base (Akbar, Malik & Azam, 2018) as Beauvoir (1952) also argues that "one is not born a woman, but becomes one".

School textbooks have been recognized as a major shareholder for the construction of gender identities, to strengthen gender discernment and to build the prime social structures of a culture and society (Skelton & Ullah, 2013). People are practicing gender as an ideology which is presented through signs to work as code (Hus & Sovic, 2015). These signs can be hidden in images, pictures and visuals which are included in the textbooks. Student becomes connected with external world through variety of presented roles, activities, and settings in the visuals of Textbooks. An individual's identity is constructed through various meanings of gender in all spheres of social life which includes family, public and private sphere. Fairclough and Woodak (1997) declared school and the textbooks which are taught there, a source which represent gender in all its positive and negative aspects. These textbooks become the main source of social power and prevailing gender conventions (Kobia, 2009). Halliday (1977) presented visuals in textbooks as a very strong semiotic way through which the constituted meaning of a social structure is swapped. Through these textbooks, images can be shown to portray some specific group in power or as a subordinate stratum of society (Kress & Vanleewan, 2006). These images are basically signs which are composed of signifiers and signified. Through these signifiers, which contain denotative and connotative interpretations, the hidden meanings are revealed. Visuals have effective role to play as a proficient tool for instructional purpose to initiate creativity and motivation of the students (Kasmaienezhadfar, Pourrajab & Rabbani, 2015). Messages are delivered through text and tried to make understandable with images due to which the visuals are considered an indispensable part of the textbooks.

2.2 Ideology and Gender Construction

In textbooks certain ideology is used to display power relations through the usage of presented images (Woodak, 2002). Thus, knowledge inculcated through these visuals of textbooks is replete with the issues of power, culture and gender roles which ultimately generate some gender ideology which is presented through signs and visuals to the people to practice. Through the visuals illustrated in the textbooks students get connected with expanded world via variety of presented roles and settings (Hus & Sovic, 2015). Usually, gender is taken as sex based without realizing that it is based on intellect (Akbar, Malik & Azam, 2018). Presented visuals are processed by the students to articulate social and cultural meanings beside text. This importance has made images, more than the mere decorative purposes, an integral part for educational purposes. Khurshid, Gillani and Hashmi (2010) found during a study of English and Urdu textbooks at secondary level that males were shown in very prestigious and productive activities as compared to women. Truce, Blane and Cambre (2018) commented that this is not a division or separation of information between cognition and visuals which relates to esthetic sense through all spaces and areas of constructed visibility. Multiple and sometimes contrary interpretations are invited through these visuals. Visuals are being involved in the production of indications and evidence due to its ubiquity. Visuals are a source of interpretation and explanation of visibility as an important element of social structure. Images are not only the study of a document but also a product of certain culture (Truce, Blane & Cambre, 2018). That is the reason research find gender representation through visuals believing it portray and produce some certain culture, values, norms, and traditions. The researcher shed light on this phenomenon with the help of “McTighe and

Wiggins’ model. The model explains the relationship between curriculum development and big ideas which are necessary in one or another way in terms of curriculum development.

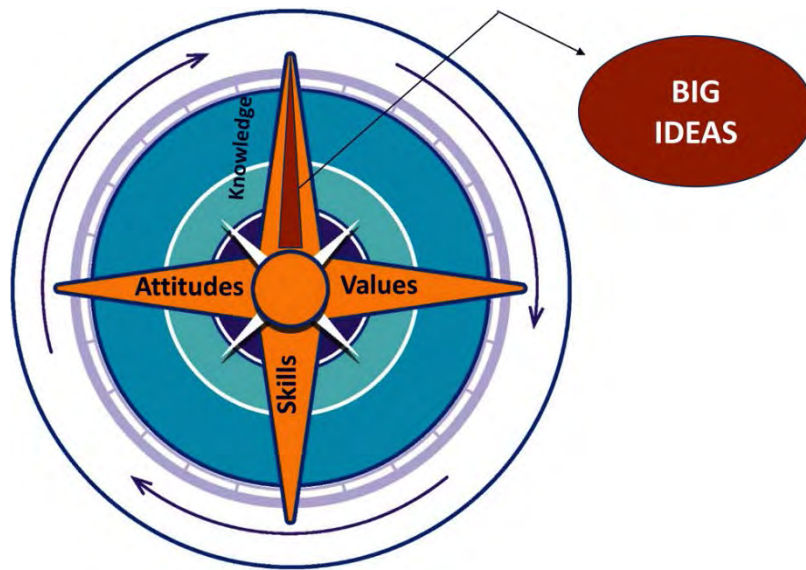


Figure 1: Big Ideas Model by McTighe and Wiggins

In Pakistani curriculum content, particular ideas have been used to propagate and maintain the status quo of social power, authority, political dominance, subjugation of unempowered to rule and direct including capitalistic values and religious ones. Out of these, current research has been intended to seek psychological as well as sociological impact of such a content that incorporates notions related to unequal gender status, roles, and bias in positioning women.

Chapter 3 Research Methodology

Research methodology, broadly, deals with complete procedure along with tools and techniques of carrying out any research. It involves utilizing concepts and strategies which help to conduct research. In the dissertation, specifically, research methodology means to follow clearly formulated established steps to write down new research. Dissertation writing, in an approved scientific way, is the standard norm in academia. Briefly research methodology is all about following and conducting research by relying on established scientific procedure (Neuman, 2015).

3.1 Qualitative Research Design

Qualitative research design is different from quantitative research, basically, due to the nature of data i.e., words, pictures, and ideas. Qualitative research involves inductive reasoning throughout its process, from the beginning till the end (Babbie, 2013). Qualitative research deals with ideas and pictures; narratives and modes of knowing; abstraction and words. As, the current study aimed to understand the young student's psychological position regarding gender, and especially women, in society as per their social, academic, and cognitive development. Only qualitative research was feasible and appropriate to carry out this research, that's why the researcher chose the qualitative method.

3.2 Research Setting

This was multi-stage research, conducted in Rawalpindi City. Due to the specificity of textbooks, Punjab textbook curriculum, only those schools had been accessed who had been included in the territory of Rawalpindi and this syllabus had been in practice. The

reason for taking particular schools into consideration was the social stratification. In schools that normally belong to elite students, teaching had not been done as per Punjab textbook curriculum rather it had been looked down upon, and mainly, the curriculum of Oxford, Cambridge, and Collins have been followed. Due to this reason, primary students of government and primary academic institutes have been considered. Population refers to people, institutions, and objects equipped with some common characteristics that are of interest to a researcher. In this vein, the targeted population for the current study was students of grades 2 and 3 enrolled in educational institutes in Rawalpindi.

3.3 Data Collection Techniques

Gill et al. (2008) explained that in qualitative research, data collection techniques are modes of data collection. These techniques are methods to obtain and extract data from outer social world. For the current research, the researcher utilized the following qualitative research methods to collect the data.

3.3.1 Rapport Building

Rapport building is the first and foremost step, which has prime importance for good anthropological fieldwork. Especially in order to build a friendly relationship with the young children so that they will not feel shy and could not interact comfortably during the interview session. The establishment of good rapport becomes even more necessary when the subject of the study is gender biases and the psychological impact of the biased textbooks' learnings. The researcher introduced herself to teachers and students and introduced them to the purpose of the research. Initially, various meetings were held informally in which personal discussions and drinking teas remained key

features. School administration introduced the researcher to the students and again few informal meetings with students were held over gifts of chocolates and reading poems for students. This practice helped the researcher to be a known person for both teachers i.e., school administration, and students. The same, almost, the practice has been utilized to develop rapport building in all schools selected in this study.

3.3.2 Participant Observation

Participant observation also called field research is a method used in qualitative research in which the researcher takes part in a community or field. The field is a selected area or community in which the researcher conducts her research. Current research involved direct participant observation. The researcher visited field sites and stayed there for a long period of time in order to observe and collect information directly. I observed how teachers were teaching in the classrooms, what were frequently used vocabulary. In addition, how students were engaged in the teaching process; how they behave. This helped me to understand the field thoroughly. I also observed what was happening in the schools in terms of teaching and other activities.

3.3.3 Key Informants

Key informant is a technique used in ethnographic research. The philosophy behind key informants is that in society, generally, not everyone knows everything about his or her society. People are used to living in any community or social setting in which they live (Marshall, 1996). Therefore, key informants work very well for the researcher to understand the research site.

For the current research, two key informants are involved. One of it is researcher's cousin who is serving in school administration. Another one is the school teachers who teach grades 2 and 3. The first key informant is selected because they are part of the particular school system and are more connected to teachers who allows me to interview students. She also identified those students who are more vocal in class and helps me to seek permission from principle to interview because of the time constraint. Second key informant is selected because he is himself a teacher of the grade's researcher needs to interview. Therefore, because of second key informant, researcher is able to conduct FGD and also referred to other school. Because of key informants, objective of accessing students and seeking permission from relevant school authorities are fulfilled.

3.4 Research Tools

Research tools are actually devices of data collection for research. Research tools defines the nature of the data collection process and help to collect relevant data for research. As this research is qualitative, researcher utilized the following research tools for data collection.

3.4.1 Interview Guide

The researcher prepared a valid semi-structured questionnaire prior to going to the field and sought supervisor approval. The questionnaire plays the most important role in every research work, and it helped the researcher a lot in collecting data from young students. The researcher formulated several questions which were related to the topic. The questions were developed after reading extensive literature. There were 43 main questions which included the general opinion of students regarding women's role, in

general terms as well as in reference to their family. With the help of an interview guide, the researcher conducted in-depth interviews with students of both grades 2 and 3. Whereas, approximately 10 sentences and terms along with 11 images from the curriculum books have been asked about, by the researcher, from the students of second grade whereas 20 terms and phrases as well as 25 images have been presented before the students of grade 2 and 3 and have been asked to respond.

Moreover, the researcher has kept a notepad with her during the whole research in which she noted the biodata of students and their non-verbal communication including body language and expressions have been noted. These details had been helpful to remember the interview which assist a lot in understanding the psychological impact of those terms and images on young students.

3.4.2 Focus Group Discussions

Focus Group Discussions are conducted by researchers in Allied School, City Campus, Khanna Pull, and Radiant School, Kurri Road. 15 students were present in a class of the third standard, in Allied School, at the time of FGD and the interview guide was used with slight changes for initiating the discussion among students and few of the pictures from their syllabus were also shown to them to initiate the discussion. This FGD ended in approximately 30 minutes. Whereas, in Radiant School, 30 students were present at the time of FGD, however, the majority of students were silent and were not able to participate in discussion on their own. This FGD continued for 25 minutes.

Although, ideal situation of FGDs involve 5-7 students, research is not able to fulfil this condition because of time constraint. Time of schools was shortened from 7

AM to 11 AM, as it was the period prevalence of Corona pandemic. Student's availability and age group of students are the major constraints which is why current FGDs are different from ideal group for discussion. That's why class of grade students of 2 and 3 was converted into modified FGDs.

3.4.5 In-depth Interviews

This is a widely used method in social as well as psychological anthropology. The researcher had taken in-depth interviews particularly from those students who have been taught as per the Punjab textbook curriculum. Unstructured interviewing is very versatile; the researcher used an unstructured interview guide. The researcher tried to conduct interviews in a friendly environment to provide comfort and flexibility in answering questions which were 43 particularly focused around the role of women in their life and in the textbook by the presentation of images and sentences from books. The researcher conducted ten interviews during the fieldwork to have an insight into the gender biases, women positioning in the Punjab textbooks board, mainly Urdu, English, and general knowledge of grades 2 and 3. The core motive of the researcher has been to figure out the psychological impact of biased content over the young minds of children in their early years of cognitive development.

3.5 Sampling Technique

A convenient sampling technique is employed in the current research sample. To collect data via convenient sampling technique, data was collected from the participants who are at the proximal distance to research and easily approachable. This technique is preferred

as the researcher has limited time and resources. The convenient sampling technique allows the researcher to collect data in a short time.

3.5.1 Sample Size

Normally, the population has a large number of individuals or objects that are often inconvenient for a researcher to reach out for research purposes. Thus, in order to conduct research, a specific set of individuals were selected as a sample of the study, keeping in view that the sample is a true representative of the population under scrutiny (Acharya et.al, 2013). Sample refers to a small group of people or objects selected from targeted institutions as a representative of the entire population (Fox et.al, 2009). The sample of the current study is based upon the student population of grades 2nd and 3rd who were probed to have an insight regarding the psychological impact of books via which they have been educated. The sample size was 36 students. The sample is collected from 6 schools, namely Allied 47 School, Government mission higher secondary school, Government Fazal Islam School, Government Shimla School, Government Muslim School, and Radiant School, Kurri Road. The sample was collected from both government and private educational institutes. Due to Covid-19, no school was authorizing researchers to interview their students as the administrations argued about the unavailability of time as schools have the timing of 7 AM to 11 AM. After multiple efforts, the above-mentioned six schools permitted the researcher to collect data from their students for a very limited time. Thus, the number of students and schools is limited because of the Covid-19 delta-variant third layer that ended up to the closure of educational institutes. The sample size for Study 2 was 36 where 36 participants were interviewees and around 30 took part in the FGD's.

Selected participants were known for their ability to respectfully share their opinions and actively take part in the discussion. Besides this, the researcher has selected respondents by asking a few indirect questions such as what transportation they use to reach school, where they go for vacations, and others to ensure the diversity of socio-economic class within the age group of 7-10. Sample diversity is also ensured by selecting respondents of all ages between 7-10 years. Furthermore, the researcher makes sure that students from almost all categories should be part of the study by remaining within the sample size. For instance, shy students, lazy students, sharp and talkative students. The participation of all was made sure.

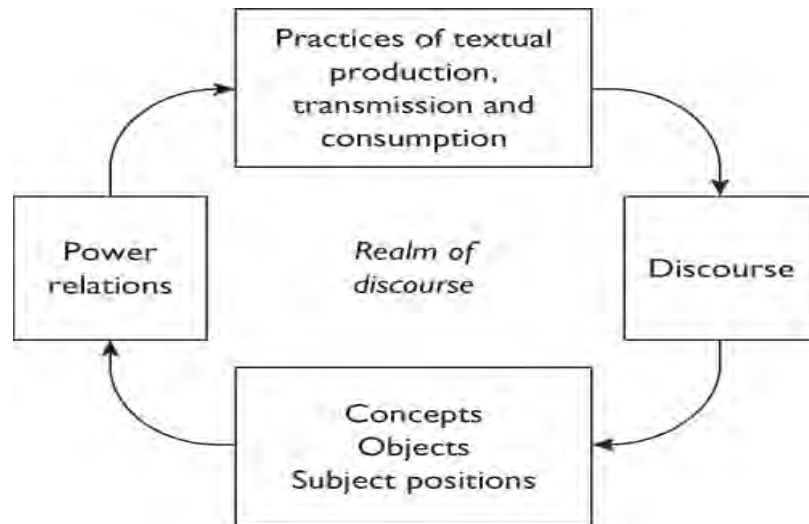
3.6 Data Analysis Techniques

The data were analyzed in the light of various theoretical viewpoints and all procedures were done manually by the researcher. The textbooks of English, Urdu, and General Knowledge are studied thoroughly review. These books are part of the scheme of the 2020-2021 approved syllabus.

3.6.1 Discourse Analysis

The term discourse analysis is associated with French historian, philosopher, and social theorist Michael Foucault 1926-1984. He introduced the concept of episteme and discourse. According to Foucault, discourse creates power relations in society. Power is central to modern societies, and everything is associated with the power structure. Anything which is beyond the scope and interest of power could not survive for a long time. Foucault also emphasized that test is the construction of power. Power produces the

text. That means written knowledge will always be in line with power structure (Miller, 1989).



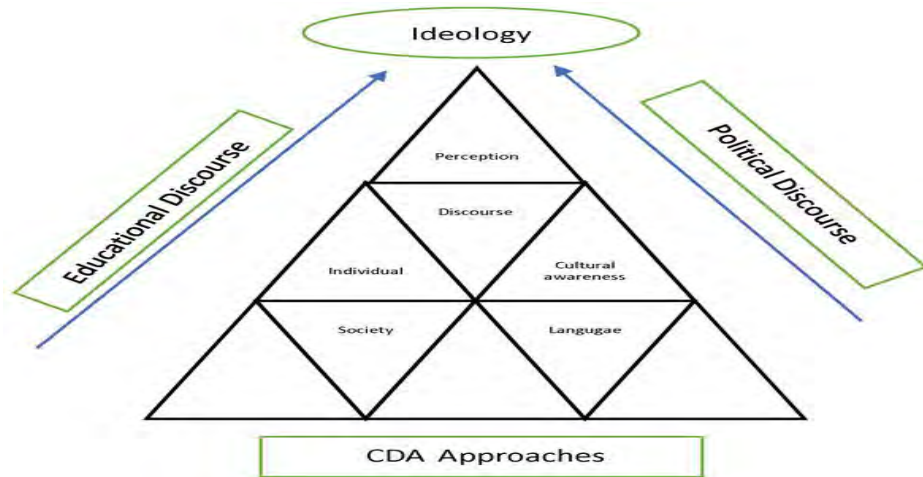
Source: Sage Handbook of Organizational Discourse

The above diagram shows the relationship between power and discourse production. The impact of Foucault is widespread almost all social sciences particularly on sociology, literature, anthropology, and history. For the current research, the researcher incorporated various ideas of Foucault in order to interpret the data.

3.6.2 Critical Discourse Analysis

Critical discourse analysis or CDA is used to analyse and interpret content such as images and phrases. Price (1999) explained that CDA is developed from linguistic analysis regarding power and authority. Nevertheless, it helps to explain textual interpretations and dig out power structure of the language and in society. As it is widely said that power constructs the text; current research aimed to show the relationship between ideology, power and gender in Punjab Pakistan in terms of textbooks construction. The researcher

applied this to acquired from the books for grades 2 and 3. The text in reference to the women positioning and gender bias is analysed to reveal the academic portrayal of biasness in their syllabus books to continue the unequal status of women in society.



CDA Model

Researchers choose the books of Punjab Textbook Board prescribed syllabus for grade 2 and 3 that illustrate the easily comprehensible phrases, clear images, and preferred languages. Mainly to find out and identify the gender bias in phrases and images that portray the women’s position in society, is taken into consideration while choosing the books for content review purposes. The battery of images and phrases identified from books illustrate women’s character defined in reference to their work such as household, office, work, activities, or presentation in the form of image portrayal. Reasons for choosing Punjab Textbook Board’s syllabus books is the usage of these books prevalently throughout Punjab and these three books are more focused upon in class, thus, are influencing the student’s psycho-social and cognitive development in reference to women.

Three textbooks are thoroughly studied from an analytical viewpoint. Various phrases and words are marked and written on separate paper. Phrases reflecting gender biases are noted and counted. Similarly, images that illustrate any gender bias are marked and photographed for further analysis using a phenomenological approach. Written data, in simple terms discourse, that was relevant to research questions were used for further analysis.

3.6.3 Interpretative Phenomenological Approach

The goal of IPA researchers is to examine how people make sense of their lives. This is in order to make sense of the various experiences and learnings that they experience. Through qualitative data, the researchers were able to investigate the various facets of women's lives in Pakistan. This method aims to investigate the lives of individuals through detailed examinations of their experiences. It is focused on the observation of social issues or issues that concern the participant. This approach is usually used to study the participants' personal observations or records. This study aims to explore how children view women in their society and how they offer status based on their socio-cultural upbringing.

IPA was done manually on qualitative data accomplished through FGDs. Every transcript was read and re-read more closely to be able to gain a broader understanding. Transcript was deconstructed into chunks and important lines in those chunks were given interpretative codes. Corresponding codes were subsequently clustered into categories and categories into themes. This process was revised thrice to ensure the right choice of codes into right themes. It was necessary to identify the covert possible meanings of

verbatim. Verbatim with similar meanings clustered into single theme indicate a common underlying meaning (Smith et. al, 1997). Resulting themes were rechecked by two other PhD scholars having good understanding of the socio-cultural dynamics. The acquired themes were then interpreted based on the cultural and social aspects of Pakistan.

3.6.4 Thematic Analysis Techniques

The qualitative data is analyzed through thematic analysis which is widely used in an academic setting. It is a reliable and valid technique to analyze the textual data and bring out meaning full results by identifying the common patterns in the responses of the participants (Joffe, 2012). Based on the commonality, the researcher combines the codes to form categories. The categories are then transformed into major themes. Thematic analysis makes sense of the textual data (Clarke & Braun, 2014). For the current research, data analysis was analysed with the help of thematic analysis. The researcher thoroughly read all material chosen for a sample and prepared codes and themes. Codes constructions occurred from open coding to axial coding as prescribed by qualitative research procedure. After that theme were constructed and categorized according to the objectives of the study. The thematic analysis will follow the six-phase framework of Braun and Clarke (2006). Following are the steps to be followed:

- **Step 1: Familiarity with the data**

This step involves thorough reading and re-reading of the qualitative data in order to get familiar. The researcher is suggested to highlight or jot-down initial impressions and also take notes while going through the data.

- **Step 2: Codes generation**

This step mainly emphasizes on the organization of the data in a systematic manner. The data is coded that reduce the large corpse into smaller meaning chunks of information. Keeping in view the research questions, all the relevant and interesting information in relation to research questions was coded.

- **Step 3: Searching for Themes**

Once the codes are generated, the common response patterns will be identified and those that fit together are merged to form a one theme. Themes describe the patterns in responses in relation to the research question.

- **Step 4: Reviewing Themes**

Themes that have been identified in Step 3 are repeatedly reviewed in order to be sure that they make sense and address the research questions. The data is reviewed and compared if it relates to the theme, it has been fit in. The overlapping is also identified and eliminated.

- **Step 5: Defining Themes**

This is the final step to refine the themes. It aims to identify the more concept or notion of a theme. Most of the time thematic map is constructed to build and depict relationship between themes. Once the core concept of each theme is identified it is defined in terms of it.

- **Step:6 Write-up**

Once the themes are finalized and defined appropriately the write-up begins where each theme is explained considering the context. Sometimes, the themes are supported by the theory or past literature to further validate the findings of the study.

3.7 Fieldwork Experiences

The researcher's interaction in the field includes multiple experiences. Dealing with young children who most of the time do not know their response and perspective was a crucial task. Although the interviewees were not sufficiently organized and smooth, each of respondent passionately as well as shyly cooperated throughout the data collection process. When the researcher revealed the purpose of the research to the school administration, she found that one of school's administrations was not willing to allow for student's interviews during the school timing because school timings were merely four hours, from 7 AM to 11 AM. This change in school timing was because of Covid-19 third wave. However, other schools allowed me to interact and interview students one on one in the waiting room. The exchanges with the respondents broadened the researcher's perspective on the subject. Field research has led the researcher to learn a lot and to better understand dealing with diverse people as well as young children.

3.7.1 Field Notes

Field jotting is an important and reliable method of data collection that is used on the spot because of very short and long notes become difficult to comprehend. Sometimes we forget important information because human memory is poor in memorizing information then field jottings are converted into filed notes. The researcher used this method during

the filed research while taking interviews with the respondents so that the researcher can reduce the chance of mistakes and loss of data.

3.7.2 Audio Recordings

The researcher used the audio recording to preserve the research data with the permission of the respondents while conducting interviews. It was assured to school administration that after the interview, the next step would be to transfer the data immediately from a cell phone to a laptop and would be immediately.

3.7.3 Gatekeeping

In the current study, the researcher must seek permission for interviewing students within the premises of the school.

3.7.4 Ethical Considerations

In addition, for further analysis, three books also approved by Punjab Textbook Board, are included that are used a medium of education for young students in majority of schools in Punjab. These three syllabus books include English, Urdu, and General Knowledge. These books are chosen as a sample because of rich knowledge and imagery illustrating women that seem to be serving research objectives in a more comprehensive manner. For instance, Urdu is the national language, and its book contains phrases and images extraordinarily relevant to what is practiced and expected in society by women. Moreover, English is the most preferred language after Urdu also contains images discussing the women's status, mainly in the form of images. General Knowledge is chosen because mainly students are interested to know many things via this book to

increase their comprehension and knowledge; thus, these books were chosen as sample of the Study 1. Expert opinions were also taken in the selection of the books where it was suggested to include those books for analysis that have more imagery and illustrations showing social practices of the society. Thus, after scrutinizing the range of books in syllabi and approval from the expert's textbooks of English, Urdu, and General knowledge were selected as a sample of the study.

3.7.5 Security of Data

Before the meetings, she guaranteed that PDA recorders and batteries were completely charged, and that accessible memory was adequate to lead important interviews. It was assured to school administration that after the interview, the next step would be to transfer the data immediately from a cell phone to a laptop and would be immediately removed as a precaution from the cell phone. To ensure data security, multiple duplicates were stored on different laptops and passwords were established for each laptop. Given the moral and professional commitment of the researcher not to abuse the data, researchers must take essential data security measures and keep the information under strict supervision to avoid any risk. Any neglect can lead to the dissemination of information that could seriously harm both the researcher and the respondents (Green & Thorogood, 2013).

Chapter 4. Area Profile

Research setting or in other words area profile plays a crucial role in understanding and location the research question and undergoing research phenomenon. Therefore, the following section shed light on the historical and social significance of the selected locale, Rawalpindi. I have explained the historical background of the district and then focus on explaining the educational side of the district/locale. And at last, I explained all selected schools in detail for understanding the nature and importance of the research.

4.1 District Rawalpindi Overview

District Rawalpindi is situated in North Punjab, Pakistan. Main city “Rawalpindi” is major and famous historical city that is why it is district headquarter. Rawalpindi district has enough land to qualify for district. Having 5286 square kilometer area, district Rawalpindi also called, along with Islamabad, twin city. Before 2000 it was part of Rawalpindi division. The district Rawalpindi is rich in natural beauty; Himalaya range is located very near to the city. Murree Hills are also part of district Rawalpindi. Moreover, Murree is notable for its relationship with colonial legacy. British people were used to stay in colder areas of Pakistan (at that time, Subcontinent India). In addition, Rawalpindi was, once, the capital of Pakistan back to 1959 to 1969.

4.2 Demography

According to the 2017 census of Pakistan, its population is 5.406 million while it was 3,363,911, in 1998, and now have 888,765 households. Interestingly, population of Rawalpindi was about 4.5 million in 2010.

4.2.1 Castes or Tribes

The city is still traditional despite the advent of modern institutions. Therefore, various notable castes or lineage of tribes are found in the city. Some are the Syed, Khattar, Rajputs, Dar, Awans, Jats, Abbasi, Gakhars, Gujjars, Janjuas, Sheikh (Caste), Khawaja, Bhatti, Chauhan, Mir, Butt, Sattis, Rawal, Wain, Mughals, Qureshi (Caste), and Arain.

4.2.2 Language

- Punjabi language: 90%
- Other: 10%

Whereas, in the region, the Punjabi language has various dialects, which are:

- Pothohari
- Dhani
- Pahari
- Ghebi
- Majhi or Standard
- Chhachi
- Shapuri

In addition, there are also some other languages which include:

- Urdu and
- Kashmiri

Kashmiri language and Rawalpindi district are in one way, were, and in one way, are mutually correlated. The reason behind this relation is that Rawalpindi was commercial center and Kashmir's trade was linked with Rawalpindi. Besides, after independence, back to 1947, a huge number of Kashmiri migrants settled in Rawalpindi.

In addition, Urdu is national language of Pakistan. Therefore, several people speak Urdu. Similarly, Urdu is also mother tongue of various families in Rawalpindi.

- English

Language of elite families.

- Pashto

Due to Afghan migrated community as well as common visitor workers from KPK, Pashto is also commonly speaking in the region

4.3.1 Sultan Mahmud Ghaznavi

Sultan Mahmud Ghaznavi captured the Ghaznavid empire established by his father in 997 CE. After that Sultan Mahmood conquered the Shahis and various regions of northern Punjab. Sultanate of Delhi also ruled this region. This region become Muslim majority areas due to teachings of Sufi saints if Islam.

4.3.2 Mughals

After Sukatan Mahmud's era, the regions fell into the hands of Mughals. Though various bloody wars were fought for the area over the era of about 300 years. Under Mughal empire, this region flourished lavishly.

4.3.3 Raj of Sikhs

Sikh's raj or empire took the region after the decline of Mughal power.

4.3.4 British Imperialism

During the British Raj, Rawalpindi remained center of power of regional politics. British government established residency areas along with Rawalpindi. It was British government which created the district of Rawalpindi, and it was part of the province of Punjab. Current boundaries of Rawalpindi is result of the establishment of district Attock in 1904. Moreover, the population growth was observed in district Rawalpindi during British Raj.

4.3.5 Emergence of Pakistan

The district was important areas at the time of independence from British Raj. Hindu population migrated toward India and the present district becomes Muslim population dominant region.

4.4 Weather

Weather of Rawalpindi is pleasant due to Himalaya range. It observes swear hot in summers and extreme cold in winters.

RAWALPINDI DISTRICT AT A GLANCE

1	Population- 1981	2121450 persons
2	Sex Ratio	104.9
3	Urban Population	1788273 (53.16 %)
4	Male Population	1722477 (51.20 %)
5	Female Population	1641434 (48.80 %)
6	Total Population	3363911 persons
7	Total Area	5285 Sq.Kms.
8	Population Density	104.9
9	Union Councils	170
10	Housing Units having Electricity	474471 (90.98 %)
11	Rural Population	1575638 (46.84 %)
12	Mauzas	1164

13	Pacca Housing Units	462724 (88.73 %)
14	Average Household Size	6.5
15	Tehsils	06
16	Housing Units having Piped Water	215313 (41.29 %)
17	Total Housing Units	521507
18	Literacy Ratio (10 +)	70.4 %
19	Female	59.18 %
20	Male	81.19 %
21	Average Annual Growth Rate (1981 - 98)	2.75 %

4.5 Agriculture

Present day district Rawalpindi is developing city and marching towards unplanned urbanization. Consequently, agricultural products are declining in the region. Though, the region was production center of seasonal crops in the area.

4.6 Administrative Subdivisions

There are seven tehsils in district Rawalpindi:

- Gujar Khan
- Kahuta
- Kallar Syedan
- Kotli Sattian
- Murree
- Rawalpindi Tehsil
- Taxila

4.7 Educational Institutions in Rawalpindi

Beside primary level educational institutions, various institutions providing higher-level education exist in Rawalpindi. Nevertheless, despite the fact that there are several prestigious institutions in Rawalpindi, the literacy rate of 10 years and above years children, in the area, is as high as 83 percent. In addition, literacy rate of rural population is just 6 percentage points lower than the urban literacy rate which is (86%). Unfortunately, the literacy rate of women, in the area, is lower in both urban and rural areas.

4.8 Significant Educational Institutions

District Rawalpindi, along with its historical background, has several significant and famous educational institutions. Rawalpindi is rich in educational institutions. People of district Rawalpindi are literate and well-educated serving government of Pakistan at different levels. In addition, Rawalpindi has some oldest schools in Pakistan too. Therefore, the educational background of the district is important for situations current

research in relevant context. I shall first explain school having significant historical context and then I shall introduce higher educational institutions.

4.8.1 Govt. Mission Higher Secondary School

It is the oldest school in district Rawalpindi; built under British Raj in Indo-Pakistan. Formally known as Government Christian Higher Secondary School situated at heart of Rawalpindi, old city Raja Bazar. It was built in 1856 by American Presbyterian Mission and was linked with preach of Christianity. Native people still remember it as a missionary school. Moreover, the school was affiliated with Calcutta University. The school was given the status of college in 1893 and then in 1902 the college got separate identity of Gordon College. Now the college is situated near Liaqat Abad Metro Bus Station in Rawalpindi. Nevertheless, the school is still its original position. The school was nationalised in 1960 and currently running under the Govt. of Punjab.

4.8.1.1 Influential Alumni of Govt. Mission Higher Secondary School

Like any other influential educational institute, the school produces various notable alumni serving at top political as well as bureaucratic levels. For example, current minister of Pakistan Railways Sheikh Rashid Ahmed, former prime minister of Pakistan Sir Firoz Khan Noon, former Sindh governor retired Justice Deen Mohammad, Sir Sikander Hayat Khan and, former MNA Malik Shakil Awan are well known public figures who got their early education from this school.

A Picture of the School



Sikandar Hayat Khan

Sir Sikandar Hayat Khan is also known as Khan Bahadur Captain Sir Sikandar Hayat Khan was born in Multan (in the Cheema family) in 1892 and died in 1942. Son of a civil servant, Nawab Muhammad Hayat Khan, and grandson of famous soldier Sardar Karam Khan. He was an Indian politician personal from Punjab and he served as the Premier of Punjab.

He was also elected to Punjab Legislative Council, an historical political body. After that, in 1933, he posted as Knight Commander of the Order of the British Empire in Civil Division. Politically, in Subcontinent, Khan is famous for his narrative of allied India. He opposed quit India movement as well.

A Picture of Khan Bahadur Sikandar Hayat Khan



Shaikh Din Muhammad

A jurist and political leader Sheikh Din Muhammad were the 2nd Governor of Sindh. He was born in the city of Punjab, Jhang on 5 June 1897. He was also studying at Gove. Mission High School Rawalpindi.

Feroz Khan Noon

Seventh Prime Minister of Pakistan Sir Malik Feroz Khan Noon was a Pakistani political leader. He served his services until Iskandar Mirza removed him by imposing Martial Law in Pakistan. He is considered as founding father of Pakistan. He also served as Governorship of East Bengal and Chief Minister of Punjab.



His career is rich and shall remain significant for Pakistan as he succeeds in negotiations of Gwadar with the Sultanate of Muscat and Oman and finally, Gwadar was merged into the Federation of Pakistan.

4.8.2 Fatima Jinnah Women University

Rawalpindi is also rich in education as well as have significant historical educational institutions. Fatima Jinnah Women University is prime example in this regard. Fatima Jinnah Women University Rawalpindi is located in the heart of Rawalpindi with its beautiful building. A Pakistani columnist once called it “a remnant of the colonial era.”



Before the establishment of the university, the building was under government of Pakistan. It was built for Wales's prince during the British Raj in India. Its construction started in 1898 and it took few years to complete. After the British Raj, the building remains in the custody of government of Pakistan.



The building also served as president house for former presidents of Pakistan. It is famous for its whiteness. The architecture of the building is mixture of two civilizations. Now the institution is serving as unique educational place for women in the country.

4.8.3 Govt. Postgraduate College Asghar Mall Rawalpindi

The symbol of history and beautiful architecture Gove. Postgraduate college Asghar Mall, Rawalpindi is almost 116-year-old college. Situated in dense area and along rush roads, the college is famous for its plurality and excellence in education. It was built with the support of a Hindu movement, Sanatan Dharma, back in 1904. The college was built for the purpose of establishing religious plurality. Its current building, also famous for historical beauty, was constructed in 1913 as formerly it was a Hindu School. It was the very first government college in whole Rawalpindi division, in 1948.

The construction of the college is interplay of Mughal as well as British styles of architecture. As the college/school was built by Hindu religious movement, so there was also a Hindu temple. The purpose of the temple was, as said by pioneers, to teach teachers and alumni for religious harmony.

No of Students in Each School

S. No	Name of the School	No of Students
1	Allied School Rawalpindi	983
2	Government Mission Higher Secondary School	2753
3	Government Fazal Islam School	3140
4	Government Shimla School	2485
5	Government Muslim School	1977
6	Radiant School, Kurri Road	624



Therefore, the building shows plural symbols physically. The college walls are also engraved with the Star of David, a symbol of Judaism, reflecting the role of the Jewish community in making the building, while a crucifix can be seen on the main building. In addition, there were also Hindu symbols but after destruction of Babri Masjid, in India,

protestors erased all the symbols. Nevertheless, still the building represents cultural diversity.



As shown in above picture, the college's main building still represents its original crafted name in both Hindi as well as in English language along with construction year.

4.8.3.1 Alumni of Govt. Postgraduate College Asghar Mall

The college produced various significant and influential national personalities as well. Among them are famous guy, Rawalpindi express Fast bowler Shoaib Akhtar, famous actor Rambo (his original name was Mohammad Afzal), MPA Raja Hanif, MNA Malik Abrar, former law minister of Pakistan Babar Awan and former DIG (Punjab) Chaudhry Azhar. These national figures are intellectual outputs of Asghar Mall College.

The above discussion shows that Rawalpindi has long and rich educational background. Similarly, educational institutions in Rawalpindi, especially the school from

where the researcher collected data for current research represents social, cultural and political importance.

4.9 Micro profile Selected Schools for Current Study

The author described various important and historical educational institutes based in Rawalpindi. An historical institution was part of my study too. Now I shall describe the characteristics of selected institution for current research.

Table of Selected Respondents

S. No	Name of the School	Selected Sample/Students	Female	Male
1	Allied School Rawalpindi	6	3	3
2	Government Mission Higher Secondary School	6	3	3
3	Government Fazal Islam School	6	3	3
4	Government Shimla School	6	3	3
5	Government Muslim School	6	3	3
6	Radiant School, Kurri Road	6	3	3

3.7 Demographic Profile of the Respondents

The study deals with students as well as teachers. As, mentioned above, 36 students were selected for interview while only 28 were able to give successful interview. Similarly, 18 respondents were involved in Focus Group Discussions. The following table shows demographic features of the selected sample size.

Demographic Features of Respondents

S. No	Number of Students	Resident of Elite/Substandard area	Ethnicity	Family
1	10	Elite	Pothohari	Single
2	7	Suburban	Urdu	Nuclear
3	8	Urban	Punjabi	Joint
	12	Substandard	Punjabi	Extended

4.9.1 Allied school Rawalpindi

Allied school system is basically a project of Punjab Collages and University of Central Punjab, Lahore. According to official statement of Allied Schools, there are almost 2500000 plus students currently enrolled all over the Punjab, Pakistan. For current research, I collected data from city campus of Allied school, Rawalpindi. The school administration refused to provide sufficient information for research purpose by stating that this is official and confidential, and they cannot outsource it any case in any way. Nevertheless, they assisted the researcher for successful data collection. The school is located in prime location in Rawalpindi and is considered elite school in the city. The principal of the school told the researcher that their school is position holder institute in the area and is famous for providing the quality education at affordable fee structure. Moreover, the school provides scholarship opportunities for talented students as well. There are a number of students getting education free of cost. Similarly, many students receiving 75%, 50% and 25% fee waiver based on their academic achievements. Here

again data could not be obtained due to restrictions. The school is equipped with quality labs for science students. Similarly, computer labs are well prepared along with other necessary facilities like internet. Having a canteen, playground and enough classrooms are standard of excellence.

4.9.2 Radiant School Rawalpindi

Radiant school is located at Shahrah-e-Islamabad, Rawalpindi. The schools is also position holder institute in the area. According to their official website, the school's results for the year 2019 was excellent. In 2019, for SSC exam, twenty-two students got marks between 95% and 100%, forty-four students got marks between 90% and 94.9% and eighty students got marks between 80% and 89.9%. this shows the excellence in education. The school contain more than 1000 students and have almost all educational facilities. Moreover, the school claims to be old institution in the area as well. It was established back in 2001 and for the time of the current research, the school was celebrating its 20th birthday.

4.9.3 Govt. Muslim High School Rawalpindi

Gove. Muslim Higher Secondary school in Rawalpindi was first govt. rum school in Rawalpindi, in 1948. The school was constructed in 1813 by Sikh Community for teaching local Sikh community. It was a small school and colonial administration gave it the title of high school in 1913 and it started welcoming both Sikh as well as Hindu students. Consequently, it became the most famous educational institution in the area at that time. The school's building is beautiful, and its ascetical style is Anglo-Indian having

E shape along with three playgrounds. In addition, there is also a two-hundred-year-old Buddha tree in the school, showing its historical face.



Now the school has more than two thousand students of primary, secondary and higher secondary levels.

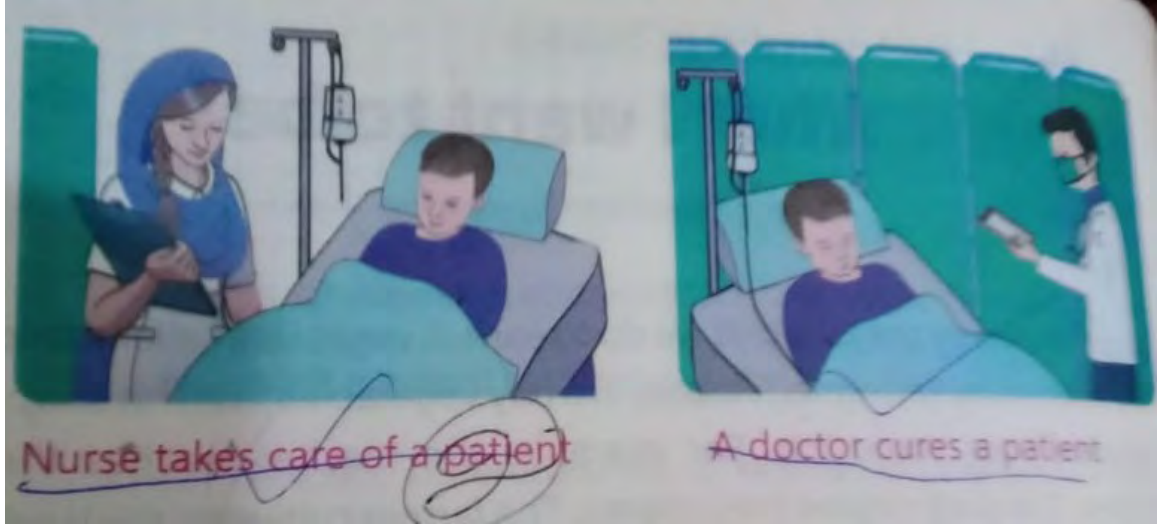
Chapter 5. Construction of Gender identities via Ideology

Understanding the perceptions and sociopsychological impact of the Punjab textbook Board content on the students have been examined. Students of primary classes, grade 2 and 3, have been considered for observing the impact of content. Textbooks of Urdu, English, and General Knowledge has been used for figuring out the points of biases and women positioning, while further interview questions have been formulated based on those biases, biased pictures, and phrases in these books. Core purpose of this research has been to specify the positioning of women by Punjab textbook Board, and its impact in terms of sociocultural and psychological context.

To meet the purposes of the study; in-depth interviews of students of grade 2 and 3 had been conducted who acquire their formal education via these curriculum books. Almost twenty students had been interviewed using interview guide made by the researcher. This section deals with thematic analysis of provided data. Major themes in result of thematic analysis entails discrimination through exclusion or inclusion, stereotypical representation, semantic roles, titular representation, order of appearance, representation in activities, male generic construction, and pictorial representation (Badshah et al., 2021).

5.1 Discrimination through Exclusion or Inclusion

The analysis shows that there is huge difference between the representation of gender in all under observation textbooks. Books are segregated sample regarding gender bias. At initial observation, it seems that everything is OK and normal, but the critical observation yields another picture. How women are portrayed, how they are placed and what they are doing as character becomes serious questions.



Grade 3 Book of General Knowledge

The above picture is taken from the textbook of grade 3. Gender segregation and stereotype construction maintained as doctor is male while female is nurse. In our society we know that which occupation is more valuable, and which is less valuable and less paid. This representation constructs specific ideology regarding segregation of male and female in society. In all books, under investigation, the researcher found such notions. For example, book of Urdu for grade 2 states

Female		Male	
Sentence	Page No	Page No	Sentence
مجھے کتابیں پڑھنا پسند ہے	33	33	مجھے کرکٹ کھیلنا پسند ہے
میں دوسری جماعت میں پڑھتی ہوں۔ میرے پاس گڑیا ہے۔	35	36	ابا آج آملائے۔
No female representation		59	یہ لڑکا ہے۔

امی نے کہا کوئی بات نہیں چیزیں ٹوٹ جاتی ہیں۔	68	67	راشد چھپ کر شہرت پی رہا تھا۔
امی نے حلوہ بنایا۔	71	71	علامہ قبال قومی شاعر ہیں
سارہ نے سبزی کاٹی۔	72	72	احمد نے کتاب پڑھی
حنانے برتن دھوئے	73	73	بچے نے کاغذ پھاڑا
ماریہ سے آم لو	78	78	ساجد درخت پر چڑھا
امی نے پھسل کاٹے سارہ جھولے پر بیٹھی	92	92	مالی نے پودا لگایا
سارہ سلیقے سے کام کرتی ہے۔	100	100	علیٰ خزانے کی تلاش میں ہے۔
آمنہ گڑیا سے کھیلتی ہے۔	111	111	استاد سبق پڑھاتے ہیں عدنان چائے پیتا ہے عمر نظم پڑھتا ہے

The text continuously represents girls with specific toys and tasks while male are doing diverse activities which are hard, physical and masculine too and are aligned with the findings of wider context such as (Bauer 2013).

5.2 Frequency of Gender

Frequency of male and female characters and names shows dangerous picture in all books. A simple reading could be problematic as it seen from occurrence and frequency of characters related with gender. The below table shows results from all books.

No of Male and Female Names

S No	Grade 2	Urdu	English	General Knowledge
1	Male	57	49	34
2	Female	28	31	17

No of Male and Female Names

S No	Grade 3	Urdu	English	General Knowledge
1	Male	51	38	33
2	Female	23	26	17

5.3 Semantic Roles

Moreover, order and proper positioning is important here. Representation 84 of women occurs professionally when it suits to the environment of the ideal structure which is male dominant. Female nurses are shown along with male doctor. Similarly

female teacher is shown along with male headmaster and only with male students. But these representations are much less as compared to those of men. Moreover, order and proper positioning is important here. Representation of women occurs professionally when it suits to the environment of the ideal structure which is male dominant. Female nurses are shown along with male doctor. Similarly female teacher is shown along with male headmaster and only with male students. Furthermore, positioning of female teacher is aligned with children of primary students. Nevertheless, representation of male school going students found with male dominant society. For instances, in the book of English for grade 3, an exercise activity treats male and women according to their social positioning.

“She is walking.

They are singing.

He is reading a book.

She is sleeping,”

These sentences clearly mention specific gender roles with specific patriarchal conditions. Women can also sing a song. But the content doesn't want to show so.

Similarly, the same books make sure that all roles and task should be gender specific. For example, at page 147 of the same book, an activity mention

“The (boy, boys) (run, runs).

The (girls, girls) (jump. Jumps).”

Here too, males are shown doing aggressive and physical activity and females are shown to doing playing indoor household games.

The textbooks, throughout injects male dominated ideology. Urdu books are also part of the project. In Urdu book of grade 2, at page 114 and 115, there are two activities for students. They ask student to figure out female gender against written male gender names.

"نیچے دیئے ہوئے مذکر کے مونث لکھیں۔"

مونث	مذکر
	دادا
	ابو
	نانا
	بھائی
	والد
	حسابو

	چچا
	تایا
	بیٹا
	ماموں

When the researcher read this page, she thinks that on next page this activity would be replicated with female gender given and male missing, but the next page notes

"نیچے دئے ہوئے الفاظ کے مذکر لکھیں۔"

مذکر	مؤنث
	مورنی
	شیرنی
	بلی
	گھوڑی
	سرخی
	حپٹیا

Result is obvious. What they want to teach student is apparent.

5.4 Titular Representation

English and General Knowledge textbooks, different titles have been used for both genders. It uses Mr. for males and Mrs., Miss and Ms. for females that illustrates the marital status of woman. Moreover, third person singular always used as male while no third person singular found associated with gender neutral term. Similarly, male titles are introduced having prestigious positions in the society while female titles, given in the textbooks, are of subordinate positions such as housewife and caretaker. As shown in below picture, all healthy characters are associated with men. Thus, way of representation builds, psychologically, gender biased images among students (Alijah, 2009).



5.5 Order of Appearance

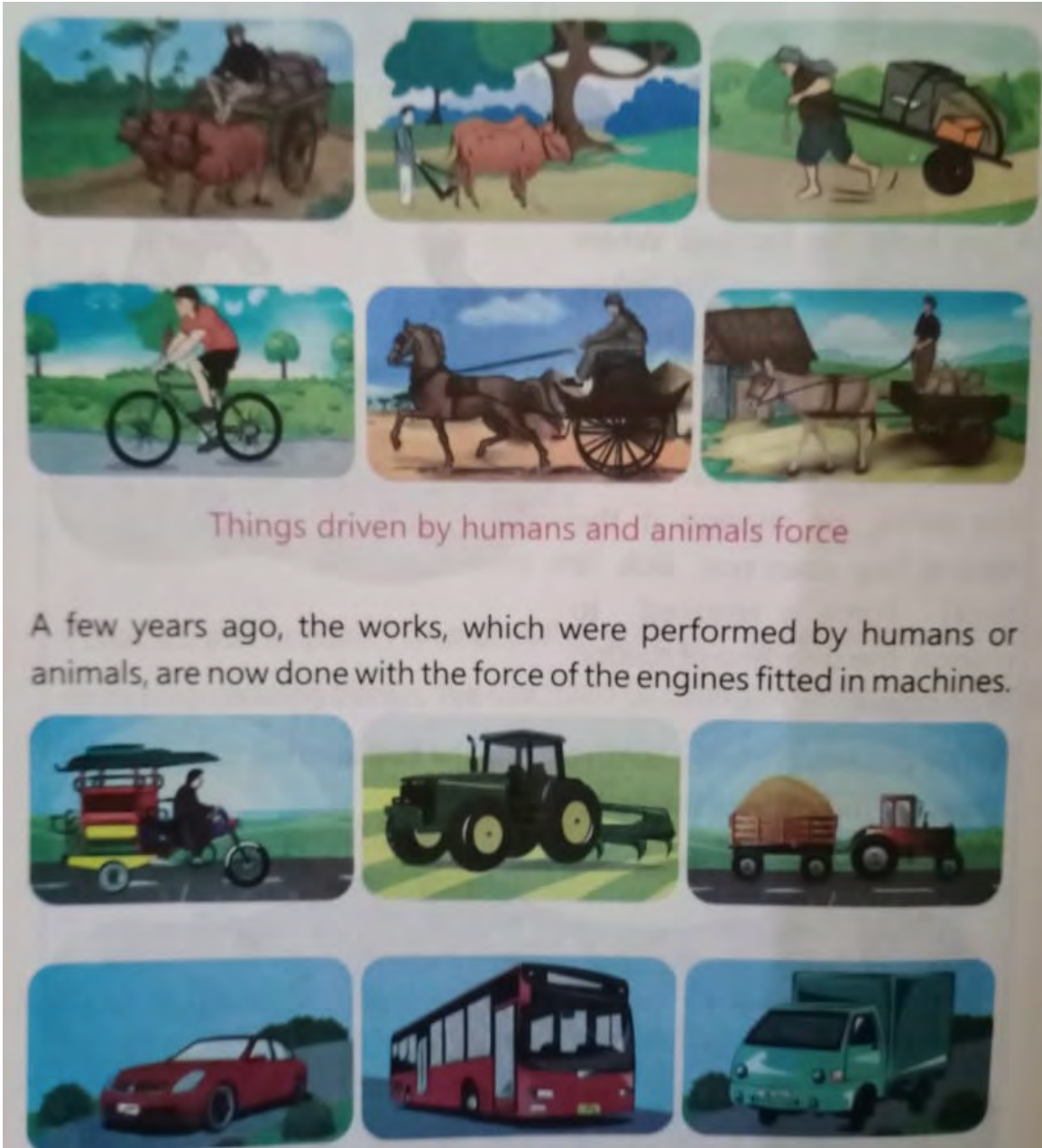
Order is also essential in understanding the status of someone. As we know that the superior positions are always shown at higher level both spatially and mentally. The researcher found disproportionate regarding representation of appearance. Cosmologically, the order determines the importance of things (Sandel, 2020). Upper position represents higher rank hierarchically. For instance, examine the below attached picture and also dialogue written, and associated with, characters. It clearly shows that only men can lead, and women should at any cost follow to men. Even this mentality could be taught through a public service message.



A man, probably with his family, crossing the road. The background thesis is a public service message about road safety. The matter of public message and public health is introduced by keeping in mind gender positioning.

5.6 Representation in Activities or Gender Roles

Gender roles are socially constructed according to the setting of society. There is no clear distinction among all genders, but culture creates differences as the matter of power wills. Fairclough (2001) also emphasized on the issue of power in everyday social representation in this regard. Read the title of below attached picture. It deals with human activities, and it shows activities done by men, only. Are women not humans? The message given by this picture is dangerous for children. They would develop mind according to what they saw.



5.7 Pictorial Representation

Approximately 25 pictures have been pointed out in different lessons of the textbook that indicated biased representation of women. In all of these pictures male dominance is quite visible. Males have been depicted in most pictures as dominant figure whereas females have been depicted in dominance two pictures only, otherwise all other

pictures reflected subordinate position of women. In one of the pictures, elder sister takes cares of her brother while crossing the road while elder brother merely walks without taking care of both siblings. This image refers to the unannounced responsibilities of girl child towards others. Similarly, another picture illustrates the family picnic scene where father has been engaged in discussion with other man while eating while mother take cares of a baby while serving him food.

For example, the below attached picture is from book of English grade 3. The title of the chapter and content seems neutral upon first sight. Nevertheless, this is highly gender biased. It is shown that one should be careful during playing games. But the content is thrown along with pictures. Interestingly there are women in the pictures, but those women are not discussed in written content/text. Women are shown as teacher and look how those teachers are treated:

“The two teachers also arrives as Abid slowly walks towards the bench.” Note that both teachers are discussed in third person singular without mentioning their gender and the picture shows that those teachers are women.

Safety in Sports



Rashid and his friends love sports period at school. Today, they are playing cricket. The match begins and Rashid's team bats first. Rashid hits the ball in the air.

Seconds later, a loud scream is heard. Rashid stops running and looks around. His class-fellow, Abid, seems to have fallen down. Rashid puts his bat down and runs towards Abid.

Abid has been hit by the ball. He was trying to catch the ball when it hit him on his arm.

There is no blood but Abid seems to be in a lot of pain.



Rashid is worried but then he remembers what his father had told him about handling such situations. He helps Abid sit up on the grass. Rashid sends his friend, Ahmed, to call a teacher from the staffroom. At the same time, Rashid takes his handkerchief out of his pocket and gently puts Abid's injured arm in it. Then Rashid ties the two corners of the handkerchief behind Abid's neck.



The two teachers also arrive as Abid slowly walks towards the bench. They look at Abid's arm and are really happy to see it tied with the handkerchief. They tell Abid that his arm is injured but Rashid's timely help has saved Abid from further pain. They take Abid to the nearest Health Centre and appreciate Rashid for his help.

5.8 Patriarchal Structures



Only one of the students responded by recalling Malala as the woman in the history she remembers, others all responded to males including Allam Iqbal, Prophets, Quaid-i-Azam, Father, and one of the Christian students refers to the Pop as the great leader in the history. Almost all the students stated that father is their family's head and decision maker because they are bread earners and boys.

5.9 Religious Women

Because Pakistani society has traditionally been based on gendered regimes and have, these textbooks also reflected the religious component that end up contributing to the bias positioning of women. Various texts included the terms that associate women's sacrifice to divine reward and after-life blessings, serving others to have generousness and kindness, as well as performing religious duties as a symbol of piousness.

5.10 Placement or Location of Gender

The analysis of the textbooks shows that these books are structured according to a specific ideology. The location of gender is represented keeping in mind the dominant ideology. Furthermore, neopatriarchal ideology is expressed in the textbooks. Women are shown in less obvious places in the textbooks. Males are shown in apparent places while women are shown in sides and as supportive roles. Wherever it seems necessary, male dominant ideology induced in the mind of children simultaneously remaining in different with the context. Children have affirmative behavior, so they learn whatever pictures wanted to have taught them psychologically. Analysis of the text shows that female pictures are shown doing domestic work while men are showed doing so called necessary tasks. For example, in textbook of General Knowledge of grade 3, women are shown as doing indoor work such as teachings and housekeeping. While males are presented doing outdoor activities

5.11 Propagation of Aggressive Personality

The textbooks show the presence of highly gendered content which emphasize on aggressive personality. Throughout the books, males are presented as aggressive

personality. They can work hard and do whatever they want. This is dominant theme in the books. Whereas women are presented as patient and subordinated human beings. Wherever they needed to be shown as symbol, they are shown in aggressive behavior. This means that women are subcategory of men in this regard. Male can drive a tractor while female could do only jobs related with picking crops etc. This theme is basic throughout the books. In all books under investigations, women represented as nurses which is equal to caretaker due to her patient personality. The book is designed to psychologically introduce aggressive personality which would always be male.

Similarly, in the book, it is introduced to the children that male are important human beings due to their masculinities. A man is teaching their children, he only cares about his son while his daughters are doing self-study. This type of pictures is dangerous for the children. They are at the stage of learning, and they cannot differentiate what is wrong and what is right.

5.12 Distortion of the History: Historical Male Figures

History should be taught objectively. There is no space for segregated male and female history in history. While during the investigation, I found astonish figures. It is distortion of the history for the sake of dominant ideology. Quaid-I-Azam Muhammad Ali Jinnah is founder of Pakistan. He was a true secular and worked hard for achieving the freedom. Children know this historical personality and also learn that male can do whatever they want to do. While the role of Miss Fatima Jinnah is missing in the books of General Knowledge. For instance, in the book of General Knowledge grade 2nd, the picture of the founder of Pakistan is shown solely. He is shown as greatest man of history. This is true. But the role of Miss Fatima Jinnah could not be neglected in this

regard. She is missing. She is missing due to her biology. Because she was a woman and the dominant ideology do not want to introduce historical female figures to the children. This works too. During the in-depth interviews, I asked students who was Fatima Jinnah. They could not reply because they do not know her. Badshah et al. (2021) also conform the inadequate use of history among the textbooks of students in Punjab.

5.13 Science for Men and Science of Men

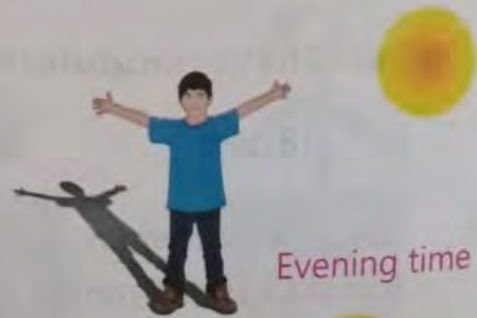
Does science have any gender? The answer is no. But for the children of Punjab, probably the answer is yes. Men do scientific work in laboratory, and they bring chance due to their innovative research. The books show men doing scientific activities. For example, in page 12, General Knowledge book for grade 3, a boy is exploring the nature, sun. For the purpose of work of the sun. with the dawn and dusk of the sun, the image of human rise and decreases. This activity is shown four times, and, in each picture, there is a boy.

Everyday, the sun rises from the same side - the East, and sets in the opposite side - the West. Whenever an object comes in front of sunlight, its shadow is formed. For example, in the picture, Amjad is standing in front of the sun and his shadow is cast on the opposite side. When the sun changes its position, the length of the shadow also changes.

When the sun is at lower height in the morning and evening, the shadow becomes longer.

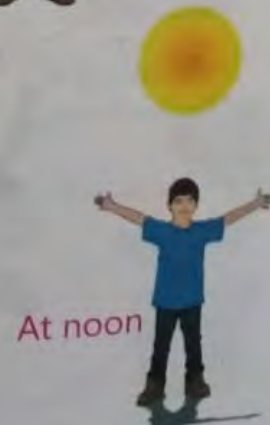


Morning time



Evening time

At noon, when the sun is at the top, smaller shadow is formed.



At noon

Science is an activity done by males only. At least, this type of pictorial representation induces such behavior in the mind of children.

Chapter 6. Children's Narrative

In order to understand the extent of male dominant ideology and the prevalence of patriarchal discourse, the researcher conducted this research in two parts (two studies). Part one was specified for the analysis of text and part two was specified for gaining in-depth understanding of children's world via qualitative interviews as well as focus group discussions (FGDs) with children of grade two and three. The researcher recorded the interviews with the consent of respondents as well as with prior consent of teachers. At 1st stage codes were identified with the help of existing scientific literature and then themes were generated based on the transcriptions. Analysis of the data shows that children have learned the dominant discourse of patriarchy and expressed notions of highly gender biased ideas.

6.1 Honor

In male dominant south Asian societies, honor is associated with men and only men are supposed to be respectable in society (Tapper, 1991). Students express what they learned in schools and what they have been taught by their teachers through textbooks. When I asked who is more respectable in your house? One of my respondents, Ali, expressed his thoughts as:

"ابو اور بھائی سارے کام کرتے ہیں۔ بہنیں کھانا بناتی ہیں۔ اور گھر

میں رہتی ہیں۔ ان کا کام کھانا پکانا اور کپڑے دھونا ہوتا ہے"

Translation: Father and brother do work for home. Sisters cook meal. They stay at home. Their job is to cook meal and was clothes."

The excerpt from interview shows that children are socialized to think in binary oppositions. Similar response came from another student of grade two named Waqas, who said:

"کھانا تو امی اور بہنیں ہی پکاتی ہیں۔ بھائی کھانا نہیں بنا سکتے۔ یہ امی کا کام ہے۔ بھائی اچھے نہیں لگتے کھانا پکاتے۔ محلے میں لڑکے مذاق بنائیں گے ہمارا"

Translation: mother and sisters cook meal. Brother cannot prepare meal. This is the job of mother. Brother are not for preparing meal. Boys will be laugh at us."

Cooking is considered a job only for women and have less honor as compared to other works. Textbooks of students shows this dichotomy that's why students represent this type of response.

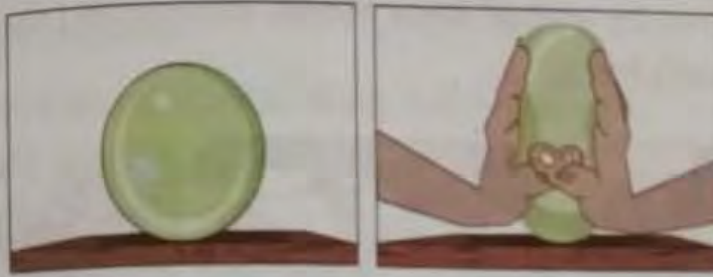
6.2 Sports

In our world sports is form of entertainment. Everyone either she is student of adult or professional worker watches and enjoys sports. The researcher observed different games and sports for different genders. That's why the researcher asked from respondents to express their views regarding sports. It is astonishing that children are well aware about different roles in games and segregation. Nassim, a 9-year-old student told me:

"لڑکیاں گھر سے باہر نہیں جاتی۔ لڑکے کرکٹ اور فٹبال کھیلتے ہیں۔ لڑکیاں پیٹوگرام کھیلتی ہیں۔ وہ گھر میں ہی رہتی ہیں۔ انہیں باہر نہیں نکلنا چاہیے۔"

Translation: Girls do not cross the boundary of household. Boys plays cricket and football. Gils plays petogram. They remain closed in homes. They should not go outside."

Textbooks are source of primary education for children. They inject the ideology of power structure. Mainstream ideology opposes girls' involvement in plays like cricket and football. Respondents expressed similarly. During my discussion with teachers, one teacher also expressed such thoughts. This theme is associated with the textbooks, in the textbooks it is shown that only men play in the playgrounds. Due to this induced behaviour, children could not think out of the box, and they can think whatever they are taught in the schools. Even if women are needed to be represented playing any game, they are represented playing indoor games. This is slow drug. Children could not think what they want to think. Courses are designed to induce such behaviour son they become tradition bound personalities (MESSNER and SUZEL BOZADA-DEAS 2009). The result is also same. Children think what they ate taught to think.

**Activity 2**

A boy kicks the football. When the football reaches the other boy, he kicks it back. Does the direction of football change or remain the same. Does the direction of the football remain the same, or change if the second boy does not kick it back? Force is required to change the direction of motion of an object.



While playing cricket, a batsman hits the ball coming towards him. Does the direction of the ball change?



This picture is taken from the textbooks which are course of these students. The answer of students is expected answer which should be out due to such segregated content.

6.3 Gender in Jobs

It is commonly understood that some jobs are suitable for men while other for women. Textbooks under analysis also affirms this ideology of segregation. When asked about number of women in history, jobs, and sports, one of the respondents stated that:

" لڑکیوں کو گھر سے باہر نوکری اور کھیلنے کے لئے نہیں جانا چاہیے کیونکہ حالات خراب ہیں۔ ان کو لیپ ٹاپ پر کام کرنا چاہیے۔"

Translation: "Girls should not go outside the home for job and games because environment is not good. They should work on laptop."

Similarly, another student told me:

" عورتوں کو گھر سے باہر نہیں جانا چاہیے۔ کیونکہ وہ باہر جائیں گی تو سب دیکھیں گے جو بری بات ہے۔۔۔۔ لڑکیوں کو گھروں سے باہر نہیں جانا چاہیے۔ ورنہ گناہ ہوتا ہوگا۔ کیونکہ لوگ انہیں دیکھیں گے۔ جو لڑکیاں نوکری کے لئے یا کھیلنے کے لئے باہر جائیں گی تو بہت سے لوگ انہیں دیکھیں گے۔"

Translation: "Girls should not go outside the home. If they go outside, then other people will watch them which is not good.....Girls should stay at home because in case of they go outside people will watch them and they will be

Other than content, interviews also revealed similar aspects. Respondents stated that:

"لڑکیاں ڈر جاتی ہیں اسی لئے استانی صاحب کے لئے کوئی نوکری نہیں کرتی۔ لڑکیوں کو ڈاکٹر اور استانی بنانا چاہیے کیونکہ یہ صحیح نوکری ہے۔"

Translation: "Girls get feared that's why except our teacher no one doing job. Girls should be doctor or teacher because these are good jobs."

One student said:

"لڑکیاں ہمیشہ نرس ہوتی ہیں جبکہ ڈاکٹر ہمیشہ مرد ہوتے ہیں کیونکہ ڈاکٹر مشکل کام کرتے ہیں جبکہ نرسیں آسان کام کرتی ہیں۔"

Translation: "Nurses are always girls. And boys are always doctor because doctor perform difficult job/tasks while nurses perform easy tasks."

6.4 Respect

The notion of respect is associated with bravery and courage. That's why only males are considered respectable and have titles. Students explain that because boys need to be respected that is why they must be called with title such as Ali Sahab. One of the respondents stated that:

"میرے ابو کو ہی سب لوگ علی صاحب کہہ کر بلاتے ہیں۔ امی کو تو سب ایسا نہیں

کہتے کیونکہ صرف لڑکوں کو ایسا بولتے ہیں۔"

Translation: "Everyone call my father with Ali Sahib. No one call my mother like this because only males capable for this title."

The above discussion shows that males are ranked at high priorities while female are considered second class persons. Even small children can express such views without knowing the reality behind such claims. Its due to dominant ideology prevalent in our society through textbooks and curriculums.

6.5 Science for Men

As the course material favors men in the domain of science. I asked students about doing scientific activities and they replied according to the prescribed behavior. Science is symbol of progress and human superiority over the animals. Man in thinking being. So, in traditional societies like Pakistan, the role of science is crucial and at the same time male dominance is unquestioned. The solution is simple; science of men is the result in textbooks of children. When I asked from a female child about the role of science in life, she replied as:

" لڑکیاں کھانا بتاتی ہیں۔ سکول میں سر کا کام لیبارٹری میں کرنا ہے جو بہت مشکل کام ہوتا ہے۔ لڑکیوں کو گھر والے کام سکھائے جاتے ہیں۔ سائنس مشکل کام ہے۔ بلب میں بجلی سائنس کی وجہ سے آتی ہے۔"

Translation: "Girls prepares food. Male teachers do research in the laboratory, in the school which is difficult task. Girls are taught household works. Science is difficult. Electric lamp is result of scientific work."

Answer of female girl is significant that the course is working well. All female students are learning gender biased knowledge in the schools. There is no difference among male and female students regarding the learning of science at schools (McQueen 1985). Each gender thinks as textbooks want to induce. One of my respondent Ali, student of 3rd grade told me that:

"سائنس کا کام مشکل ہوتا ہے۔ تجربہ کرنا پڑتا ہے۔ ٹیچر نے بتایا تھا کہ سائنس کی وجہ سے ترقی ہوتی ہے۔ لڑکے بڑے ہو کر سائنسدان بنتے ہیں۔۔۔۔ لڑکیاں گھر کا کام کرنا سیکھتی ہیں۔ کیونکہ سائنس مشکل کام ہے اسلئے لڑکیوں کے لئے نہیں ہے۔"

Translation: the work of science is difficult. One needs to experiment. Teacher said that progress is result if science. Boys become scientist when they become mature... Girls learn doing household works. Because science is difficult, so it is not for girls."

Similarly, majority of respondents revealed such answers which shows that students, especially female think that science is not for them. When I asked this question from teachers during focus group discussion, they replied:

"ہم کوشش کرتے ہیں کہ یکساں تعلیم مہیا کی جائے۔ ہم لڑکیوں اور لڑکوں میں امتیاز نہیں کرنا چاہتے۔ ہماری تربیت لڑکیوں کو اہمیت دیتی ہے۔ جیسے ہم تقریر شروع کرتے وقت کہتے ہیں نا کہ 'خواتین و حضرات' تو آپ غور کریں ہم پہلے لڑکیوں / عورتوں کا ذکر کرتے ہیں۔ لیکن واقعہ یہ ہے کہ سائنس میں مہارت حاصل زیادہ تر لڑکے ہی کرتے ہیں۔ لڑکیاں پڑھائی میں اچھی ہوتی ہیں لیکن سائنس میں لڑکے زیادہ بہتر طریقے سے سیکھتے ہیں۔"

Translation: "We try our best to provide equal education. We do not differentiate in male and female students. Our socialization teaches us to give priority to women. Like when we start speech we say 'ladies and gentlemen' note it, we say women firstly then men. But this is fact that male students learn science well. Girls are well in education, but male students perform better in science."

This discussion is alarming and affirms the hypothesis developed by (Puentes and Gougherty 2013). Teacher are teaching gender biased science to students. Though they proclaim equality but practically they prioritise male students when it come the matter of teaching science.

6.6 Gender Roles and Textbook Vocabulary

The analysis of recordings reveals special vocabulary which is gendered in its nature. Teachers and administration disown such notions, but children's narrative reveals something different. Female students feel inferior as compared with male students. Though they provided equal facilities but still they are treated in special manner. The development of course content is done in male vocabulary. Almost in each book, male vocabulary is written in order to describe everyday roles and third singular. Third singular is mentioned in male tone. Female students don't know how to explain third singular in female vocabulary. They look females doing care of children, narrating stories to the children at night, washing clothes and cleaning kitchen. This learning comes in real life and female students along with male students think that there is clear cut distinguishing regarding the work and vocabulary of male and female. During interview, two students, Fatima and Hassan of grade 2 were debating roles and tasks of male. they were roughly 10-year-old. They told me:

"مائیں اپنے بچوں کو پیار کرتی ہیں۔ لڑکے جب کھیلنے جاتے ہیں تو لڑکیاں اپنی امی کا ہاتھ بٹاتی ہیں۔ وہ گھر کے سارے کام کرتی ہیں۔ کچن صاف کرنا اور کپڑے دھونا ان کے اصل کام ہیں۔ ہمارے گھروں میں بھائی کچن صاف نہیں کرتے۔۔۔۔ لڑکے بڑے ہو کر گھر سنبھالتے ہیں۔ لڑکیوں کی شادی ہو جاتی ہے۔ لڑکیاں گڑیا کے ساتھ کھیلتی ہیں جبکہ لڑکے باہر جا کر کھیلتے ہیں۔"

Translation: “Mothers love their children. When boys go outside to plays games, girls help their mothers. They do all household works. To clean kitchen and wash clothes are their real task. In our home, boys do not clean the kitchen.... Boys maintain house when they become young. Gils got marriage. Gils plays with dolls while boys play by going outside the home.”

Gender is social (Dudwick & Kuehnast, 2016). At least the above discussion shows so. Biological differences of male and female are not taught to the students, but their social positioning is inculcated in their minds by introducing and teaching the special content.

CHAPTER 7: Summary and Conclusion

Syllabus development requires value-free or value-neutral educational material along with meticulously articulated objectives. Current research finds inappropriate utilization of textbooks, in Pakistan, under the umbrella of the dominant ideology. The culture of patriarchy is widely embodied in Pakistani community. Even textbooks are part of the game in this regard. The analysis shows that specific gender ideology, believes and roles are constructed and taught to students at lower grades too. Findings of the current study are aligned and confirms the theoretical concepts developed by Fairclough (2001). Similarly, the current study also discovered the real impact of textbooks upon children. Children are found saying, doing, and believing whatever they have been taught by book of Punjab textbook board.

Boys are not only shown engaging in a wider variety of games but also in sports that are played in group/s which involve complex rules and tough competition. This gives an explicit and implicit message that boys are to be prepared for the complex public domain, which demands competition and complex rules and regulations. On the other hand, girls are depicted playing with dolls, both inside and outside homes, except for two examples in which girls are shown skipping and stretching their bodies. These findings show that gender issues continue to limit females' choices, opportunities, and embodied experiences in sports (Azzarito 2012). These findings also enable the researcher to argue a strong message is communicated whereby not only is sport a masculine activity but that it is also, therefore, a boys' prerogative.

Gender inclusion in the textbooks, especially English language, at the primary (grade 2 and 3) level in Pakistan is almost invisible. The representation and the characters allocated to the females are not proportionate to the male characters. The roles assigned to the females are very orthodox. More than half of Pakistan's population comprises women but their contribution to the national stream of progress has been ignored completely. The female role models in the textbooks are in one way or another related to the religion of Islam. This is an example of the non-inclusion of the aspects discussed above in detail in the findings' section. Textbooks are the focal point of education in Pakistan. They not only deliver the essential skills and knowledge to the students but also inculcate in them values and attitudes, which shape their personalities as an individual and society as a whole. Current research argues that the recognition of the feminine gender in the textbooks will make the students appreciate the contribution and worth of women as a productive and essential part of society. A comprehensive study of all the textbooks taught in Pakistan should be conducted to ensure the inclusion of the feminine gender.

The researcher decodes the notion of gender, quality, and everyday expectations from both male and female and found that Punjab textbook are injecting one sided agenda and not focus on gender equality but merely public speaking. Student's narrative helped to conclude that spatial and gender differences are real in everyday life as territory representation matters (Field, 2003). The wide difference between European educational system (Rupnik, 1998) and Pakistani textbook development is at alarming situation. Teachers' skills and understanding of textbooks are also found pathetic as they are unaware with the importance of textbook's impact. Mitter (1983) warns European and

American governments for not focusing on teachers training. The condition of Pakistani teachers are worse than described by (Mitter, 1983). From this wider scope of curriculum, syllabus is planned to support teachers to perform their academic activities and achieve the supposed tasks. Its contents are finalized by the Education board and then the schools, institution and teachers are made bound to follow them (Gopang, Shaikh, Parveen & Khan, 2012). The effect of education on social issues is multidimensional, with education being both a clash driver and a platform to lessen it (Halai & Durrani, 2018). The idea that a male can perform what a female cannot, can be grounded on their biological situations, but not on their rational, mystical, or intellectual base (Akbar, Malik & Azam, 2018) as Beauvoir (1952) also argues that “one is not born a woman, but becomes one”. School textbooks have been recognized as a major shareholder for the construction of gender identities, to strengthen gender discernment and to build the prime social structures of a culture and society (Skelton & Ullah, 2013). People are practicing gender as an ideology which is presented through signs to work as code (Hus & Sovic, 2015).

7.1 Conclusion

People are practicing gender as an ideology which is presented through signs to work as code (Hus & Sovic, 2015). These signs can be hidden in images, pictures and visuals which are included in the textbooks. Student becomes connected with external world through variety of presented roles, activities, and settings in the visuals of Textbooks. An individual’s identity is constructed through various meanings of gender in all spheres of social life which includes family, public and private sphere. Fairclough and Woodak (1997) declared school and the textbooks which are taught there, a source which represent gender in all its positive and negative aspects. These textbooks become the

main source of social power and prevailing gender conventions (Kobia, 2009). Halliday (1977) presented visuals in textbooks as a very strong semiotic way through which the constituted meaning of a social structure is swapped. Through these textbooks, images can be shown to portray some specific group in power or as a subordinate stratum of society (Kress & Vanleewan, 2006). Current study affirms the existing arguments on gender constriction through ideology. The researcher utilizes mixed methodology to decode the hidden meaning of textbooks taught to lower grade children in Rawalpindi, Pakistan. Both quantitative and qualitative analysis reveals that students learn basically from textbooks, and they also practice whatever they learn from these books. In addition, gender relations and power structure, which shape the mind of current and forthcoming generation colour the textbooks development for sustenance of the system. The study finds highly segregated gender representation, biased presentation and ideologically constructed norms of dominance through textual analysis as well as narratives of the students.

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ANNEXURE

Glossary

Local Word(s), Urdu	English Meaning
Ami	Mother
Abu	Father
Asghar Mall	Local area also College name
Bartan	Utensils
Hath Batana	Helping
Mauza	Colony
Sahib	Mr.
Ustani	Female teacher
Gunnah	Sin
Pithugram	A domestic game
Muhalla	Local colony
Gurria	Doll
Raja Bazar	A commercial market Name

ANNEXURE

Questionnaire

1. What you like in these books?
2. Do you like painting in your Urdu, General Knowledge, and English books?
3. What things your mother should do?
4. What things your father should do?
5. Should your father cook food and clean house?
6. Should your father washes clothes or utensils?
7. Should your father hold a baby or feed a baby?
8. Why should your father not do these things?
9. Who should wash clothes?
10. Who should cook food?
11. Who should take care of baby?
12. Why be kitchen and other household chores managed by mother or girls?
13. Why your mother does all these works?
14. Should your mother work in office?
15. Why should your father only have to go to work?
16. Should mothers be paid?
17. What should mother wear?
18. Who is more emotional and rational?
19. Why your mother is sentimental while father is rational?
20. Why your teacher is a girl or female?
21. Should your teacher be a boy or male?
22. Why girls always stay at home?

23. Why girls more often help others?
24. Why do girls not play as boys such as cricket, football, or volleyball?
25. Why girls wear dupatta?
26. Why do boys not wear dupatta?
27. Can girl wear pant-shirt?
28. Why can girl not wear dress she likes?
29. Why girls must be calm, and boys be aggressive?
30. Why girls play with doll and boys with guns?
31. Who cares more for other? Mother or father?
32. Why your mother care for other?
33. Why only big sister should take care of younger siblings? Why not big brother of same age?
34. Why girls have to be overly responsible?
35. Who should be given property of father?
36. What profession girls or females could join?
37. Why girls have been noisier than boys?
38. Who has been more intelligent? Boys or girls? Why?
39. Who cry more? boy or girl?
40. Why girls cry more often than boys?
41. Do you remember any great men or women of history?
42. Why history have no great women?
43. Who has been hard working? Girls or boys?

