

Gender Discrimination in Curriculum

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Abstract

Even after lot thoughts supporting equal rights, still there is a lot of gender discrimination observable throughout the globe. Even the developed lands are still seems to be at the very initial stage of covering up this gender gap socially. When it comes to developing countries there are many names in the list which can be counted as the land having very high point of gender discrimination, which includes many countries from South Asia. Unfortunately, Pakistan stands in this list prominently. This study opts to observe some obvious gender gap presentation illustrated in different textbooks at primary level. For this Qualitative research method has been adopted and Naturalistic observational approach has been used. For that English and Urdu textbook has been reviewed from primary level. The examples presented explain the clear view of textually presented gender gap. The context supports the statement that how the text in schoolbooks is presenting women in a role of caretaker and responsible for household tasks and in not a prominent place other than that.

Keywords: Gender discrimination, Equal Rights, Curriculum, prominent place, primary level.

INTRODUCTION:

The curriculum's inclusion of gender-responsive learning materials could have a big impact on topics like gender awareness and others. The tasks and responsibilities of the two genders should be presented in a fair and realistic manner. Unfortunately, by ignoring or portraying femininity insufficiently, educational resources in the majority of nations have contributed to the continuation of gender inequality and discrimination. The problem, as scholars have noticed, occurs when the curriculum includes prejudiced societal attitudes, norms, and expectations that mirror gender inequity but are accepted as natural. Ali, Ullah, Ali, Ali, & Zeb (2021).

A crucial period is being experienced by Pakistan. It is struggling greatly. Due to terrorism, the nation is losing its reputation as a peaceful nation. The difficulties of unemployment, cost,

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and lack of protection are also experienced by its citizens. There is only one solution to all of these issues, and that is education. The ability to reason is a feature unique to humans. He is aware of how to navigate life's challenges successfully and safely. He began his existence in a dangerous cave and rose to great heights. He now controls the land, the water, and the air. John Dewey believed that although living things, including as humans and animals, clash with other forces and are often crushed, they still lay the road for improvement and growth. John Dewey believed that even when they clash with other powers and are crushed, living organisms, such as humans and animals, nevertheless work to improve and advance their circumstances in order to strengthen their chances of survival in the future. Hamid, & Iqbal, 2013.

In Pakistan education system is not unanimous throughout the country; it is implemented via different boards, in different regions. Each of them has a different curriculum and textbooks. Hamid, & Iqbal, 2013.

LITERATURE REVIEW:

If we look at world history, it is clear that countries with active women have advanced more quickly than other countries. While countries with inactive women fell far behind in the race, those with active women experienced rapid development. As these countries experience shame and are denigrated in the international community, the industrialized nations govern them. Both sexes in the community must be engaged in the pursuit of advancement in order for development to go quickly. The rapidly increasing demands of development are too much for one sex, specifically for men. Hamid, & Iqbal, 2013(1).

Parity and equality are two factors that together make up gender equality, but parity is defined in qualitative terms. Gender equality refers to the fact that both boys and girls have equal access to education, cutting-edge teaching techniques, and a curriculum devoid of gender bias and preconceptions. In this approach, achieving parity through equality. The duration of education, the applicability of curricula, academic achievement, perceptions of and expectations from stakeholders on the treatment of boys and girls in the educational process are all markers of equality. Mirza, 2004.

The program being considered i.e., Urdu is taught in all of the province's public schools as part of the required curriculum. The curriculum is the same for both kinds of schools for boys and girls. However, it is a reality that this curriculum is predominately male. This curriculum does not adequately represent the feminine gender. Hamid, & Iqbal, 2013.

Men and women were seen as having equal importance in a family. Informants from upper and middle SES believed that both could contribute equally to professional life, but a woman also had the added responsibility of caring for the home and satisfying the husband's sexual requirements. Stress, a sense of helplessness, annoyance, despair, and worry could result from this. Women were required to suppress their feelings, give up their ideals, and compromise with others. Women often experienced a sense of pride when they helped their husband at home. Compared to young boys, young girls had many constraints on their access to education, careers, and marriage. When the pair gets home from work, the woman has a full plate of responsibilities at home, while the male has time to physically unwind and insists on having sex to help him unwind mentally. Even if they wish to, girls are frequently not encouraged in their families to pursue an education. She is coerced into being married at the

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age of 17 or 18, and she soon has a child. Ali, Krantz, Gul, Asad, Johansson, & Mogren, (2011).

1. Gender inequality, which results in discrimination against women and girls and is intricately related to gender-based violence, is a global phenomenon that is also deeply ingrained in many Asian civilizations. Hamid, & Iqbal, 2013, Jabeen, Chaudhary, & Omar, (2014). Asian civilization and its resultant detrimental impacts on mental and physical health Mirza, 2004; Ali, Ullah, Ali, Ali, & Zeb (2021). At all stages of the life cycle, women and girls' general health, particularly reproductive health, is ignored when they are expected to take a position of subordination to men. Jabeen, Chaudhary, & Omar, (2014). Beginning with pre-natal sex selection, Hase provided examples of how gender discrimination may impact a woman's life at all stages of the life cycle. Early in life, young girls may have unequal access to food and medical care. Later, during adolescence, they may experience economically pressured sex or dating violence. Finally, when they reach marriageable age, they may experience intimate partner violence, rape, and dowry abuse. Demir, & Yavuz, (2017). Additionally, women who are reared with permissive attitudes about IPV and traditional gender roles also experience such violence more frequently than women who are intolerant of violence. Demir, Y., & Yavuz, M. (2017), Ali, Krantz, Gul, Asad, Johansson, & Mogren, (2011) In the family, men make the majority of the decisions. He was seen by society as having a robust ego and an abrasive attitude toward his wife and family. When a man is angry, he can vent on his wife without worrying about getting in trouble with the rest of the family. When a man experienced marital difficulties, society didn't offer much assistance. In order to get his wife to honor his parents, the husband also beats her and puts her in misery. He also beats out in times of annoyance. Ali, Krantz, Gul, Asad, Johansson, & Mogren, (2011)

Women with more education had greater chances of getting married, had stronger managerial abilities, and could support their families financially, which was seen as a crucial factor in the power of women.

If a housewife relied on her husband for financial support, this was viewed as a sign of less power. Women with less education were viewed as being helpless, incapable of making important decisions, and uninformed of their rights. The woman's parents made decisions before her marriage, and her husband and in-laws made decisions after her marriage. Ali, Krantz, Gul, Asad, Johansson, & Mogren, (2011)

According to the informants, women frequently try to manage the kids by taking advantage of the father's (i.e., their husband's) dominant position. The children were kept under check and quiet by using threats and father references. The mother may attempt to control the situation by pressuring the father to reprimand the kids and maintain his harsh attitude in front of them. Ali, Krantz, Gul, Asad, Johansson, & Mogren, (2011)

According to the culture, politics, religion, and economic position, gender inequality takes numerous forms. It is also closely related to violence against women. Therefore, the goal was to investigate how gender roles are still in place today, how they are upheld, and how they affect both men and women's conditions in life. Ali, Krantz, Gul, Asad, Johansson, & Mogren, (2011)

PROBLEM STATEMENT:

Dean (2007) (10) made the observation that English textbooks in Pakistan likewise provide a gendered view of the world in this regard. In culture, boys and girls are perceived to have

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different and distinct roles and behaviors. Additionally, models of persons, behaviors, and mental patterns are included in textbooks. To a captive audience, they preach ideology and thought compliance. It is challenging to create a culture that practices and believes in equality of rights for men and women in the absence of a balanced viewpoint in textbooks. Sadia Jabeen Ali, Krantz, Gul, Asad, Johansson, & Mogren. (2011)

METHOD:

For this research qualitative research method has been adopted. Where to get information observations have been done in a natural environment. Being more precise Naturalistic observational method has been used.

Some text books have been observed in this regard but the selection of the books was limited to primary stage education. The name of author, publisher, or institute has not been mentioned due to several concerns regarding them.

ANALYZATION:

Females are primarily shown in the study's textbooks engaged in interior and domestic tasks like cooking and child care. Their mobility is only depicted in terms of grocery buying. (9) Following are some extracts from different schools and classes.

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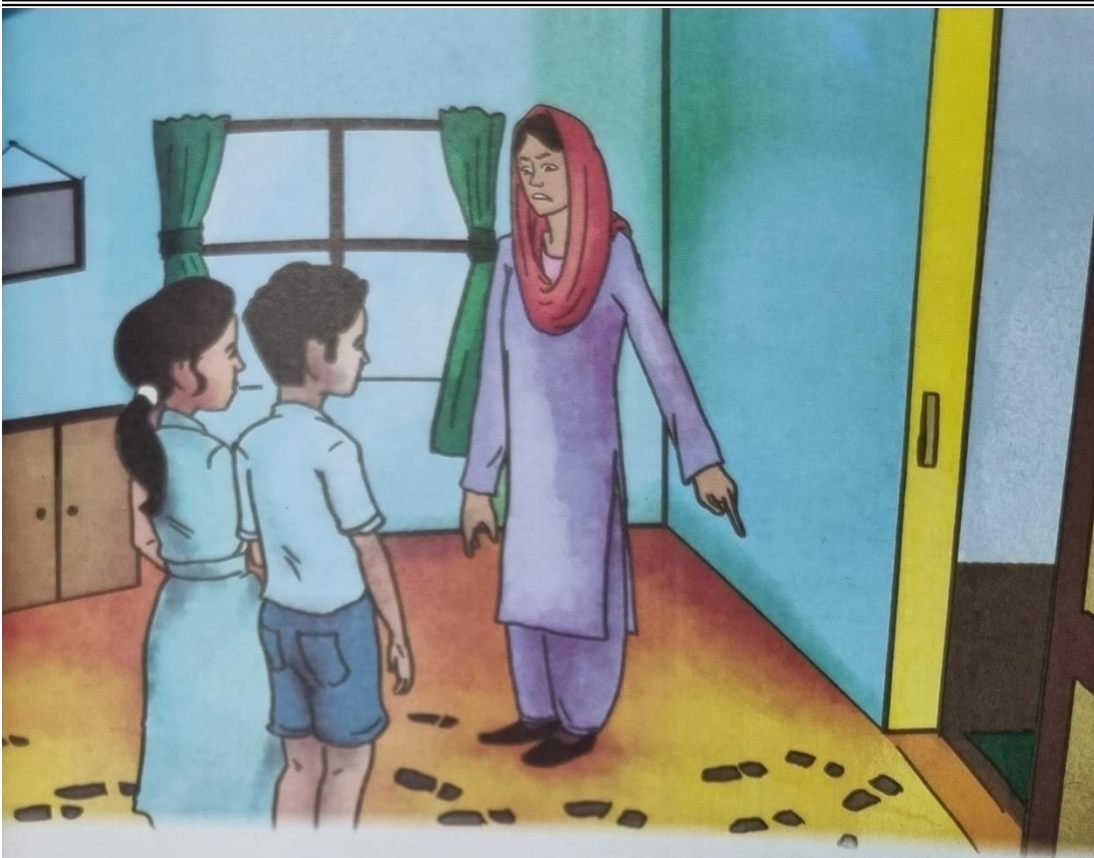
پائندان کو مرت بھولو

نئے الفاظ: مینھ فرش پائندان تمیزدار آنا ہونا ضائع سینکنا بے احتیاطی

(بارش کا موسم تھا۔ صبح سے مینھ برس رہا تھا۔ راستے میں کچھڑ ہو رہی تھی جس پر چلتے ہوئے لوگوں کے جوتے خراب ہو رہے تھے۔ احمد اور اس کی بہن زارا اکتھے مدرسے سے آئے اور اپنے بھیگے ہوئے کپڑے تبدیل کر کے بڑے آرام سے آگ کے سامنے بیٹھ کر ہاتھ پیر سینکنے لگے۔ تھوڑی دیر میں ان کی امی صحن میں گئیں اور ان کے جوتوں کے نشان فرش پر دیکھ کر بہت ناراض ہوئیں۔) دروازے سے لے کر کمرے تک کچھڑ میں اٹے



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جوتوں کے نشان تھے۔ وہ بولیں۔ ”دیکھو احمد اور زارا تم دونوں نے فرش کا کیا حال کر دیا۔ اب یہ مجھے پھر سے دھونا پڑے گا۔ تم لوگ ایسی حرکتیں کیوں کرتے ہو؟“
احمد نے جواب دیا۔ ”امی جان گلیاں اس قدر کیچڑ سے بھری ہوئی ہیں کہ جو گندے ہوئے بغیر نہیں رہ سکتے تھے۔“

ماں نے جواب دیا۔ ”میں جانتی ہوں کہ باہر کیچڑ تھی، میں یہ بھی نہیں کہہ رہی اگر بارش تھی تو تم آئے کیوں، نہ یہ کہ ایسے موسم میں تم اپنے جوتے گھر سے باہر رکھنے میں تو صرف یہ کہتی ہوں کہ پائڈان کو کیوں بھول گئے گھر کے اندر آنے سے پہلے۔ جوتے اچھی طرح پائڈان پر رگڑ کر صاف کر لیتے۔ سب کیچڑ باہر رہ جاتی۔ میں نے آج فرش دھونے میں کئی گھنٹے لگائے اور پائڈان دروازے پہ رکھا، لیکن تم دونوں سید-

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چلے آئے اور میری ساری محنت ضائع کر دی۔ اگر تم ذرا ٹھہر کر پائندان پر اپنے جوتے صاف کر لیتے تو صحن کا فرش ویسا ہی ستھرا رہتا جیسا میں نے دھو کر کیا تھا۔“
دونوں کو نہایت افسوس ہوا کہ ان کی ذرا سی بے احتیاطی (سے اتنی خرابی پیدا ہوئی۔
دونوں نے ماں سے کہا ”ہم وعدہ کرتے ہیں کہ آئندہ پھر کبھی کیلے جوتے لے کر آئیں گے
پائندان کو یاد رکھیں گے۔“

اُن کی ماں نے کہا۔ ”صرف یہی نہیں! اگر تم صرف بارش کے دنوں ہی میں جوتے صاف کرنے کا ارادہ کرو گے تو تمہیں یہ عادت نہ پڑ سکے گی۔ ہمیشہ بھول جایا کرو گے۔“
احمد نے پوچھا! ”تو اور کیا کریں؟“

ماں نے جواب دیا: ”جوتے ہمیشہ صاف کرو۔ خواہ بارش ہو یا نہ ہو۔ تمیز دار آدمی گھر کسی وقت بھی جوتے پائندان پر رگڑے بغیر داخل نہیں ہوتے۔ گھر، مدرسہ، مسجد اور دفتر، بازار اور سڑک سے زیادہ صاف ہوتے ہیں۔ گھر، مدرسہ، مسجد یا دفتر جہاں بھی داخل ہو پائندان پر جوتے رگڑ کر صاف کرو پھر داخل ہو۔“

دونوں نے کہا: ”امی اب ہم ہمیشہ پائندان کو یاد رکھیں گے۔“



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تو بلی کہاں ہے؟

نئے الفاظ: ترکی اتفاقاً دلچسپی شوقین قورما حیران بھانپ لینا

ملا نصرالدین کئی سو سال پہلے ترکی میں پیدا ہوئے۔ وہ پوری زندگی اپنی مزے مزے کی باتوں سے لوگوں کو ہنساتے رہے۔ اب بھی لوگ اُن کے قصے دلچسپی سے سنتے ہیں۔ آج اُن کا ایک مزے دار قصہ پڑھتے ہیں۔



ملا نصرالدین کھانے پینے کے بہت شوقین تھے۔ ایک دن اُن کا دل قورما کھانے کو چاہا۔ انھوں نے جلدی جلدی بازار سے ۲ کلو گوشت لاکر بیوی کو دیا کہ قورما پکالو اور خود کسی کام سے باہر چلے گئے۔

بیوی نے قورما تیار کیا اور ملا کا انتظار کرنے لگی۔ اُسے بہت زور کی بھوک لگ رہی تھی۔ اُس نے ایک بوٹی اٹھا کر کھالی۔ ایک تو بھوک اوپر سے مزے دار سالن، وہ ایک

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Ali's Baji is Maryam. She is his elder sister.

Ali's Bhaijan is Khalid. He is his elder brother.

Baji helps Ammee with her work.

Bhaijan helps Abbu to fix things in the house.

Sometimes, Bhaijan and Ali make models.

Last week, they made an aeroplane.



Saba's family went to Eidgah.

There were lots of people at the Eidgah.

There were lots of children.

They all looked very happy. They all offered Salat-ul-Eid. They all said Eid Mubarak to each other. Mother had made Saba's favourite dishes for breakfast.



They all had sheerkhurma and gulabjamun. Mother gave Saba a story-book. Baji gave her a doll-house. Bhaijan gave her a new school bag. Saba was very happy. The doorbell rang. Saba began to jump.

"It must be Ahmed Mamoo and Mamee," she thought. They were always the first ones



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UNIT 3

FRIENDS

“It’s time to play ! May I go out and play with my friends, Ammee?” asked Ali.

“Yes, but remember to say your prayers in the mosque,” said his mother.

Ali quickly rushed to the house next door. His friend Bilal lived there. Bilal was a tall and thin boy. He had black, curly hair. He had blue eyes.



“Assalamu Alaikum,” said Ali

“Walaikum Assalam, Ali,” said Bilal.

“Would you like to come and play cricket with me?” asked Ali.

“Let’s play football,” said Bilal.

“Well, that’s your favourite game,” replied Ali laughing.


Bilal asked his mother, “Ammee, may I go out and play with my friends?”

“Yes, but please come back soon. I am making your favourite dish today , and Abbu will bring your favourite drink,” replied his mother.

“Oh ! biryani and mango juice,” said Bilal happily.

“Let’s go and ask Usman,” said Bilal on the way.

“Yes,” said Ali.



Usman lived across the street. He was a tall boy. He had straight silky brown hair and green eyes. Carefully, the two friends crossed the street . looking right

The example provided above is a good illustration of this stereotypical role identification; its

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purpose is to raise pupils' awareness of and inculcate a certain role for ladies (and boys) in society. The underlying message is that since men are the only breadwinners in the household, women are therefore dependent on men. If a male family member is not there, an exception may be established, allowing women to leave the house to attend to their needs. Ali, Krantz, Gul, Asad, Johansson, & Mogren, (2011)

DISCUSSION:

Since curricular content is essential for accomplishing specific educational goals, it is important to recognize how it influences students' attitudes about cultural norms in their society. They have a major impact on how pupils see gender and gender equality/inequality. Musty, 2015. Access to all types of knowledge is made possible by textbooks. They develop critical thinking, independence, and imagination while learning how to read and write. Demir, &Yavuz, (2017)

Children can be socialized into the current social order or their brains and thinking may be changed with the aid of textbooks to change the present social order, since textbooks are important agents of change and socialization. Children's decisions on the kinds of people they want to become are influenced by the characters and personalities in textbooks, which act as key role models for them. Therefore, it is crucial that gender balanced content be used in place of the stereotypical images and words that are now offered in textbooks. Jabeen, & Ilyas, (2012)

Why aren't female figures utilized to represent businesswomen or police officers? Male characters who labor in the home are not depicted in textbooks in any way, and books already only allow female characters to do household chores. This is how schools have developed into a key setting for both direct and indirect internalization of gender norms and stereotypes. It has been observed that female characters in stories are frequently shown as carrying out traditional roles. Jabeen, Chaudhary, & Omar, (2014).

Equal content and graphics for both men and women must be included in textbooks created for educational purposes. This is because students' perceptions of gender and gender equality in texts will be greatly impacted. Ali, Ullah, Ali, Ali, & Zeb (2021).

CONCLUSION:

The main goal of education is to raise living conditions and so effect social change. It is also well known for fostering social cohesion and advancing political, social, and economic advancements. Arbache, Kolev, & Filipiak, 2010; Demir, &Yavuz, 2017; Gharbavi & Mousavi, 2012; Suwardi, Anita, Akhyar, & Asrowi, 2017; Worku, 2020). This purpose of education is less likely to be fulfilled if a few key questions are not initially addressed. For instance, if societal issues like racism, prejudice, and gender discrimination are not addressed, education cannot contribute to social reform and economic success. As a result, governments and international organizations—particularly those working in the field of education—have come to view the major reduction of gender inequities as important. Ullah & Skelton, 2013; Worku, 2020. Ali, Ullah, Ali, Ali, & Zeb (2021)

The majority of the terminology employed in the books' text was based more on stereotypes than on fact. Male characters were prominently exhibited and represented, however female identity and self-image have been unfavorably portrayed. In the end, this picture encourages

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people to think positively of powerful men and negatively of oppressed women. Such gender-biased terminology in books must be changed, and textbooks must employ language and base texts that promote gender equality. Hussain & Afsar (2010).

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