

# An Androcentric Analysis Of Gender-Stereo Types In Pakistani Language Textbooks

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**Abstract:** Prescribed textbooks and students are closely connected. Textbooks are main learning resources as they present the world view and construct learners' perspectives. They not only reflect local culture but also disseminate ideological values through set discursive practices and thereby aid in maintaining the status quo. Pakistani society is essentially a male-dominating society. Male hegemony is naturalized through manifested or non-manifested techniques. In pre and early teens, male and female adolescents do not have any clear world view. Textbooks are absolute truth for them. In language text books, the content and characters become their role models and a source of inspiration. Selection of content in textbooks is crucial. This study investigates how male dominance in Pakistan is perpetuated through textbooks. It also explores how females are either presented as submissive, stereo-typed creatures or there is an absolute non-representation of female role models. Fairclough's model of Critical Discourse Analysis has been used as the theoretical framework for evaluating the selection of authors and content in the language textbooks of Matric prescribed by Punjab textbook board. Textual analysis is used as the main analytical tool by incorporating some concepts from pragmatics including presuppositions, implicatures, assumptions, foregrounding, representation, inclusion, exclusion, comparison and contrast. The analyses reveal naturalization of androcentrism through selection of male authors and male-centered content. Punjab Textbooks have thus been used as hegemonic devices for forming the mindset of younger generation and transforming their personalities according to the male-centric hidden agenda.

**Keywords:** hegemony, male-centrism, non-representation of female role models,

**Introduction:** Formal education transforms learners. Textbooks are the most significant learning resource and catalyzing agent used in every formal institutional context for transforming learners' personalities by presenting ideological values either manifest or otherwise in front of learners. They are taken as source of authentic knowledge and absolute truth by the learners which can neither be questioned nor challenged (Shah & Pathan, 2016). Adolescents as learners do not have any individual or developed world view. Their personalities have not been fully groomed. These textbooks influence children and adolescents in one way or another, since they

are in their formative years. In Pakistan's primary Sindi textbooks there is no critical questioning about the gender roles, hence teachers simply teach that the leaders and heroes in Pakistan are always male, and the children write and memorize the same (Channa,2020). Female role models that can inspire female students to select a particular profession are missing in the textbooks (Khokhar,2020). Children spend many hours in school learning from the textbooks. They are receptive to the ideological values, customs, traditions, norms and role models which are presented in front of them. Male and female ideological representation of textbooks

becomes their inspiration. In the eastern societies, hegemony of males and compliance to authority are considered desirable human characteristics which are inculcated among the youngsters through various social institutions. According to Channa, 2020), in Pakistani textbooks women are not shown in the leadership rolls, their representation is as docile bodies, who are either doing domestic chores, cleaning houses, nurturing children, cooking meals, and sitting and standing still, while the male characters are doing the main action. Men are holding the powerful position, and females are confined in homes. This is being taught to female and male children.

In Pakistan women make half of the population, their contribution in literature, politics or other fields of life has not been given enough representation in the language textbooks which are taught at various levels. At matric level in Punjab, Pakistani language teachers mainly rely on the prescribed textbooks for teaching. Additionally in public and government schools, learners are usually neither trained nor encouraged to question the legitimate knowledge presented in the textbooks. Hence, the textbook content forms their world views and transforms them individually as well as collectively.

### **Literature Review:**

Textbooks construct learners' world view (Rehman, 2002) so these books are capable of changing, transforming and constructing the society (Mohamad, 2015). Textbook are compiled by selecting works of various authors. They are collections of the knowledge, concepts and principles of a selected topic or course. According to Jabberwocky (n.d.), textbooks are usually authored by one or more teachers, college professors, or education experts who are authorities in a specific field. So, they are very significant in creating and maintaining the existing power relations in society by presenting specific world views in front of the learners and language plays an important role in achieving this objective.

Language is an integral part of every culture. It is instrumental, influential and transforms individuals without any coercion. Through language, culture is infused among the younger generation. Use of language or discourse is always political as power relations are created and maintained through discourse. Critical Discourse Analysis examines how various social problems such as discrimination, distribution and use of power, maintenance of social relationships, and hegemony of male gender is created and maintained through production and consumption of various types of text. According to the critical discourse analysts, hegemony is not merely dominating the subordinating groups, it is integrating them with their consent to the moral, political and cultural values of the dominant groups (Gramsci in 1971 as cited in Fairclough, 1992).

Pakistani society is essentially a male dominating society and language is used to maintain the hegemony of males' perspectives in Pakistan. Critical discourse analysis (CDA) can explore how language is used to maintain existing status quo in Pakistani society. CDA analyses the texts and describes social structure of that society (Fairclough, 2003). Fairclough has given three stages of CDA: description, interpretation and explanation. His model of CDA has been used as the theoretical framework in this study for evaluating the selection of authors and content in the language textbooks of Matric prescribed by Punjab textbook board and textual analysis has been used as the main analytical tool.

Androcentrism describes behaviors, societies, or situations that focus, empathize and are controlled by a male perspective. Androcentric societies don't include female perspectives and place nominal importance on females' contributions in society, female efforts are not acknowledged. Androcentrism can be conscious (when the individuals are aware that they are behaving this way) or unconscious. Males' perspective monopolizes and females' perspective is excluded or minimized. Women are not encouraged to share their experiences

and point of views with others as males' perspective is taken as the norm (Gale, 2005 in Encyclopedia of Religion). Gender parity is gender equality among males and females in society. It is a numerical concept which refers to numbers and proportions of women and men in the society. It refers to the equal contribution of women and men in various fields of life (Swenson, 2017).

The prescribed textbooks of Urdu and English present a specific world view in front of the Pakistani learners. At matric level (in Pakistan), teachers use prescribed textbooks which have been provided by the provisional textbook boards to them. Urdu and English are two major institutional languages in Pakistan which are taught as compulsory languages. The textbook writers of Urdu select works from available collection of Urdu literature. Likewise, for English textbooks, works of various native English authors (primarily British or American) are selected which are appropriate for Pakistani culture and do not reflect or expose western culture in front of the Pakistani learners. The works included in the textbooks of Urdu expose local cultures, traditions, customs and stereotypical images of males and females. These books are compiled to inculcate desirable social values, human traits and ideological values among the learners. Major works included in these textbooks are predominantly authored by male writers. Moreover, the female authors of these textbooks have also selected works of male writers in both textbooks of English and Urdu. Female authors, females' characters and role models are not a part of these textbooks. This phenomenon has been explored through this study. It is guided by the following objectives:

#### **Objectives:**

- To investigate male and female stereo type characters in the textbooks of Punjab Board

- To explore male dominance and hegemony in the language textbooks of Punjab Board
- To analyze contribution of female authors and the presence of female role models in the language textbooks of Punjab Text Board (PTB)

#### **Research questions:**

1. How have gender-stereo types been presented in the textbooks printed by PTB?
2. How has male dominance been naturalized through the portrayal of gender-stereo types in books by PTB?
3. Which female authors and female role models have been included in the language textbook by PTB?

**Research Methodology:** This study is qualitative in nature. Data analysis includes description, interpretation and explanation of textual data obtained from the content of the textbooks. Content analysis is a form of qualitative research which explores the meaning given to the text in a certain context, which helps in studying social phenomenon such as gender discrimination, abuse of power and prejudice (Shah & Pathan, 2016). The researcher has used CDA as the analytical framework for unleashing stereo typical gender representation specifically representation of males as the role models, marginalization of female authors and lack of female role models in the language textbooks taught at matric level in the province of Punjab in Pakistan.

**Data Collection Source:** For this study text books of English and Urdu prescribed by the Punjab textbook board were studied. Details of the content included in the textbooks have been tabulated form as under:

**Table 1: A Content Description of Textbooks**

S.No	Book	Grade	Sections	Sec 1	Sec 2	Sec 3	Sec 4
1	Urdu	9	3	Hamad (1) & Naat (1)	Prose Lessons (12)	Gazals (4)	
2	Urdu	10	4	Hamad (1) & Naat (1)	Prose Lessons (13)	Poetry Poems (7)	Gazals (4)
			<b>Units</b>	<b>Prose</b>	<b>Poetry</b>		
3	English	9	12	Lessons (10)	Poems (2)		
4	English	10	13	Lessons (10)	Poems (3)		

Androcentric analyses have been performed on four textbooks of English and Urdu for uncovering how male perspective and dominance is naturalized through inclusion of male role models and exclusion of female authors and role models. Main analytical devices were presuppositions, implicatures, assumptions, foregrounding, representation, inclusion, exclusion, comparison and contrast. Examples have been taken from the content of

the textbooks. Apart from finding the examples of male and female stereo type characters, a comparison has also been made between their representations.

**Stage One:** A quantitative comparison has been made between the males and females authors/poets whose work have been included in the textbooks.

**Table 2: A Comparative Analysis of Males and Females Authors & Poets**

	Male Authors	Female Authors	Male Poets	Female Poets
Textbook Urdu Grade 9	11	None	8	None
Textbook Urdu Grade 10	11	One	12	One
Textbook English Grade 9	None (Anonymous)	None (Anonymous)	2	None
Textbook English Grade 10	None (Anonymous)	None (Anonymous)	3	None

Quantitative analysis reveals the dominance of male authors and poets in both of the textbooks of English and Urdu. In English literature female authors and poetesses started making notably valuable contributions since 20<sup>th</sup>

century nonetheless there is almost non-representation of any female author in English prose and poetry included in these textbooks. In Urdu textbooks, the situation is not very different. Urdu literature has a different history

both in prose and in poetry. In sub-continent before the emergence of Pakistan when male poets started composing ghazals, they primarily wrote about their unrequited love and beauty of their beloveds. Poets like Galib got immense popularity. However, females were not allowed or encouraged to be vocal about their feelings and problems so their contributions were not

public. Hiding of personal feelings and problems was considered to be a desirable female virtues, which is still stereotypical commendable feminine quality in Pakistan.

**Stage Two:** Contents of textbooks are analyzed for finding out the inclusion and exclusion of male and female representation.

**Table 3: A Comparative Analysis of Gender Representation in Textbooks**

Textbook	Male Representation	Female Representation
Urdu Grade 9	<ul style="list-style-type: none"> <li>• Character sketch of Mirza Galib. His hospitality, generosity and sense of humor are highlighted.</li> <li>• A Dialogue between a father and a son. The father inquires about the study habits of his son. He is authoritative and is sitting on the roof, which symbolically shows his elevated status in the family.</li> <li>• PUNCHAIT is a story about two friends who are confederates but develop some resentment over some dispute as members of punchait.</li> <li>• A dialogue between a sick husband and his wife. The husband is unwell and trying to have some rest at home.</li> <li>• A dialogue between an artist and a businessman who has been minting money by selling the art of this artist on commercial basis.</li> <li>• A male character is sharing his experience of examination and also <u>reminiscing</u> his conversation with his father.</li> <li>• A short story about Saleem, his servant Muhammad Bakhsh and his father, a retired army officer. They talk about some teacher who paid a visit to his pupil's village.</li> </ul>	<ul style="list-style-type: none"> <li>• There is no female character sketch included.</li> <li>• The mother is taking care of children.</li> <li>• An old female character called Amma Bi is presented as a guiding spirit for her grandchildren.</li> <li>• An elderly female character 'Khala' becomes the cause of enmity between the two friends. Then there is Saithanie who is always shouting, crying, beating her breasts and scolding Chaudry for selling a sick ox to them, which dies before its payment mainly due to the maltreatment of Saith and Saithanie.</li> <li>• The wife is loud, senseless and talkative, who aggravates her husband's illness and headache through her argumentation and none sense talk.</li> <li>• There is no female character in the story.</li> <li>• The character of Amma Bi is an embodiment of patience, valor and sensibility, she organizes the town people, teaches them how to protect themselves and their surroundings against terrorism.</li> </ul>

Urdu Grade 10	<ul style="list-style-type: none"> <li>• Character sketch of Mirza Muhammad Saeed. His social persona and qualities of interpersonal relationships are highlighted.</li> <li>• A male author is sharing his experiences (in first person) about how he is bothered by his friends, acquaintances at home, whenever he tries to do some creative literary work.</li> <li>• There is one male character in the short story, who seems to be from the upper class but in the end it is revealed that the boy was also pretending and actually he belongs to a lower middle class family.</li> <li>• A short story which revolves around a male character who has the habit of backbiting and he enjoys backbiting. He becomes a servant at a farmer's place and creates misunderstanding between the husband and wife, which leads to a fierce fight between their families.</li> <li>• A short story about a humble gardener, who is passionately in love with his work. He is highly dedicated and devoted towards his work and dies while performing his duties</li> <li>• Character sketch of a male servant who served national poet Dr. Allama Iqbal. He shares some personal qualities of the poet with the author.</li> </ul>	<ul style="list-style-type: none"> <li>• A very brief reference to Mirza Muhammad Saeed's wife, she has authored two novels but she is mainly appreciated to be a home maker.</li> <li>• Character sketch of an imaginary female character named Sayiadnee Be, who became a widow in a very young, she did not remarry, trailered clothes for her living. She is kind and generous. She is given shelter by a rich man, where she tells stories to his children.</li> <li>• A short story which revolves around a young female character who is travelling alone by train. She pretends to be a member of upper class (though actually she is from lower middle class family). She belittles people around her. She is impressed by a young passenger on board thinking he belongs to upper class.</li> <li>• There is one female character, who is the farmer's wife. She is easily trapped by the servant that her husband is suffering from leprosy.</li> <li>• There is no female representation in the story.</li> <li>• There is no female character sketch.</li> </ul>
English Grade 9	<ul style="list-style-type: none"> <li>• There is brief discussion about some male Islamic characters but their individual characteristics have not been presented.</li> </ul>	<ul style="list-style-type: none"> <li>• A character sketch of a female religious personality. Her intelligence, sensibility and generosity have been appreciated.</li> </ul>

	<ul style="list-style-type: none"> <li>• A male doctor who criticizes the nurse for spending a lot of time only on one patient.</li> </ul>	<ul style="list-style-type: none"> <li>• A short story about a female nurse, whose dedication, professional commitment and compassion play a key role in the recovery of a severely injured female patient.</li> </ul>
English Grade 10	<ul style="list-style-type: none"> <li>• A short summary of an English novel which revolves around a male character's personal growth, who becomes successful and independent mainly due to his hard work and determination.</li> <li>• A short story which is based upon a dispute among a murderer and the sons of the man being murdered. The qualities of manliness, chivalry and faithfulness have been highlighted.</li> </ul>	<ul style="list-style-type: none"> <li>• No female character has been included in the summary.</li> <li>• There is no female representation in the story.</li> </ul>

**Discussion:** According to the analysis in all of the text books male representation dominates the female representation. There are majority of male characters who are possessing exemplary virtues. On the contrary, there are less number of female characters. There are no female role models and specifically in Urdu textbooks females' negative traits have been highlighted. According to Siddique (2014), research performed on the Pakistani textbook on representation of female characters have showed them as weak, dependent, stereotypical

shy and confined to home whereas male characters are shown as strong, independent, innovative, outgoing and responsible for the world.

**Stage Three:** The male and female characters have been further analyzed through analytical devices of presuppositions, implicatures, assumptions, foregrounding, representation, inclusion, exclusion, comparison and contrast. The qualitative analysis is tabulated as under:

**Table 4: A Qualitative of Analysis of Gender Parity**

Textbooks	Presuppositions	Foregrounding	Implicatures
Urdu Grade 9	<ul style="list-style-type: none"> <li>• Mirza Galib a renowned poet of Urdu, his generosity, hospitality and gregarious personality are appreciated. These</li> </ul>	<ul style="list-style-type: none"> <li>• The male character is presented as a symbol of desirable virtues.</li> <li>• A father and his son talk about</li> </ul>	<ul style="list-style-type: none"> <li>• The dominance of male role models portrays a male social world out there. Through the dialogue between a father and his son, the father is</li> </ul>

	<p>traits are presented as the most desirable traits of human behavior. His charity work is appreciated.</p> <ul style="list-style-type: none"> <li>• There is a dialogue between Saleem and his father, before the actual conversation Saleem expresses his concern in front of his mother regarding why he has been called by his father. The mother advises Saleem to answer his father sensibly. Saleem tells his father about his neighboring Amma Bi's advice to always greet his elders.</li> <li>• The short story 'Punchiat' is about the positive transformation of two friends Jumman Sheikh and Algo Chaudry from selfishness and resentment to mutual trust and respect. There are three female characters. Khala Bi, who is dependent upon Jumman (a trustee and heir of her property), Mrs. Jumman, who maltreats Amma Bi. Third one is</li> </ul>	<p>the game of chess. They praise the behavior of four neighboring boys.</p> <ul style="list-style-type: none"> <li>• The male characters are in the foreground and female are implicitly shown responsible for instigating dispute among males.</li> <li>• Thoughtless and insensible behavior of the female character has been foregrounded.</li> <li>• Through male characters, hypocrisy is foregrounded.</li> </ul>	<p>presented as a didactic knowledgeable figure, the mother is shown as the care-taker of babies who is playing no active role in the character building of her son.</p> <ul style="list-style-type: none"> <li>• The wife is garrulous and fails to provide a comfortable home environment to her sick husband so he decides to go to his office to relax.</li> <li>• Two of the female characters in the Punchiat, Jumman Sheikh's wife and Siadhanie are held responsible for creating main rift among the major male characters. As Jumman's wife does not give enough food to Khala Bi, that leads to a dispute, which is taken to the Punchiat. Siadhanie is aggressive and abusive, she provokes her husband for not making any payment to Aglou Mian for the oxen, which dies due to the maltreatment of its new owners.</li> </ul>
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	<p>Siadhanie who provokes her husband against Aglou. Female characters show no remarkable traits or transformation. They are flat characters.</p> <ul style="list-style-type: none"> <li>• A dialogue among a sick husband his talkative wife and a doctor. The wife's senseless talk irritates her sick husband and he leaves for office.</li> <li>• Next dialogue is between a rich man Sardar Tajmal Hussain and an artist Mr. Akhter. Saith Sardar. The rich man is making money by selling Akhter's art work. Finally the artist refuses to work for him. They represent hypocrisy of the society.</li> <li>• Salim scolds his servant for lacking basic manners due to his rural background. Then Salim's father shared a story about a boy from a small village who was visited by his teacher unexpectedly. The villagers did not know how to</li> </ul>		<ul style="list-style-type: none"> <li>• 'Exam' is about a boy, who is bluffing and cheating his parents. He is utilizing their resources and is not even sorry when he ultimately fails in his exams.</li> </ul>
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	<p>entertain and oblige their urban guest. The same boy later joined army, became an officer and turned out to be Salim's father. A simple village boy is transformed into a successful, groomed army officer. It presupposes that Salim will also be positively transformed and will also be successful like his father.</p>		
Urdu Grade 10	<ul style="list-style-type: none"> <li>• Mirza Muhammad Saeed's character sketch portrays desirable social traits of a true gentleman. He used to write literature to satisfy his aesthetic and artistic sensibilities.</li> <li>• Syiadani Bi becomes a widow in a young age and she did not remarry because it was against the social norms, so it is presupposed that she was a pious lady because she did not go against the accepted social norms.</li> <li>• An author shares his experiences how he is bothered by his friends and he</li> </ul>	<ul style="list-style-type: none"> <li>• Mirza Saeed's intellect and creative work are foregrounded but his wife who has also authored two novels is in the background and is only appreciated for providing a peaceful home environment to her scholarly husband.</li> </ul>	<ul style="list-style-type: none"> <li>• The literal contributions of Mirza Saeed is highlighted, which reflects the overall attitude of society where males are given more appreciation and females are trained to be humble and to remain in low profiles.</li> <li>• Through a pretentious young girl hypocritical behavior of society has been highlighted, the boy is also pretending and suffering from the inferiority complex. He too hides his social class by wearing an expensive coat.</li> </ul>

	<p>cannot write anything.</p> <ul style="list-style-type: none"> <li>• A young girl who is travelling alone pretends to be from the upper class and belittles poor people around her. She is impressed by a rich young man, who is later found to be from a lower middle class like her.</li> <li>• A Gardner named 'Namdeomalie' does his job with dedication and sincerity. He symbolizes simplicity dedication.</li> </ul>		
English Grade 9	<ul style="list-style-type: none"> <li>• Miss Aisha is liked by her students. It is presupposed that female teachers are liked by their pupils.</li> <li>• A male doctor is presented in an authoritative role, he behaves rudely when a female nurse gives some special attention to a young crippled patient. It is pre-supposed that females are soft hearted and do better in helping professions.</li> </ul>	<ul style="list-style-type: none"> <li>• There is short story about a nurse who does her job with kindness and devotion and helps a young paralyzed girl in becoming a normal and healthy. Kindness of female nurse is foregrounded.</li> <li>• Kindness, sensibility and generosity of Hazrat Asma (R.A.) has been foregrounded.</li> </ul>	
English Grade 10	<ul style="list-style-type: none"> <li>• Pip positively transforms through the hard</li> </ul>	<ul style="list-style-type: none"> <li>• Pip goes through hard phases of life</li> </ul>	

	<p>circumstances of his life and achieves success without depending upon the any inherited fortune.</p> <ul style="list-style-type: none"> <li>• A murderer nominates a trustee to Hazrat _____ as he has to appoint a guardian for his younger brother after his death sentence. The sons of the person murdered pardoned the killer due to his truthfulness and he shows true strength of character by keeping his promise and appearing in time for his death sentence.</li> </ul>	<p>and becomes a successful person. His hard work and determination are highlighted.</p> <ul style="list-style-type: none"> <li>• Chivalry, honesty and commitment are foregrounded as male attributes which are highly appreciated in the society.</li> </ul>	
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**Table 5: Qualitative Analysis through Analytical Devices**

Textbooks	Representation	Inclusion& Exclusion	Comparison & Contrast
Urdu Grade 9	<ul style="list-style-type: none"> <li>• Male Characters: (16)</li> <li>• Female Characters: (08)</li> </ul>	<ul style="list-style-type: none"> <li>• Scholarship of male authors and poets has been added.</li> <li>• None representation of female author and poets.</li> </ul>	<ul style="list-style-type: none"> <li>• Male characters are shown in authoritative positions. Females are dependent on the males for their financial sustenance.</li> </ul>
Urdu Grade 10	<ul style="list-style-type: none"> <li>• Male characters (12)</li> <li>• Female characters (06)</li> </ul>	<ul style="list-style-type: none"> <li>• Reference to various renowned male political leaders' contribution in the making of Pakistan. There is no representation of any female political worker.</li> </ul>	<ul style="list-style-type: none"> <li>• Historical references are made to kings, princes and male political leaders. Letters by two male writers are included which are about their social relationships with their friends.</li> </ul>

		<ul style="list-style-type: none"> <li>• Inclusion of letters by Mirza Ghalib &amp; Rasid Ahmed Siddique.</li> <li>• Pictorial illustration of a male child who is advising others to follow traffic rules.</li> </ul>	Females' social relationships are excluded.
English Grade 9	<ul style="list-style-type: none"> <li>• Male characters (06)</li> <li>• Female characters (04)</li> </ul>	<ul style="list-style-type: none"> <li>• Two poems composed by male poets are included. Female poets' work is not included.</li> </ul>	
English Grade 10	<ul style="list-style-type: none"> <li>• Male characters (06)</li> <li>• Female characters (01)</li> </ul>	<ul style="list-style-type: none"> <li>• Pictorial illustration on the final page consists of father and his son. Mother and daughter are excluded.</li> </ul>	

### Findings & Discussions:

The study explored the dominance of male writers and male characters in the prescribed textbooks. The data analysis revealed that male authors and poets are dominant in Punjab textbooks. There are 22 male authors and 25 male poets whose works have been included. Contrarily, the works of one female author and one poetess have been included. There are 40 male characters and 19 female characters represented in these texts. Male role models have been represented through the characters of Mirza Galib, Mirza Muhammad Saeed, Namdeomalie the gardener. They are embodiment of exemplary and desirable virtues. There is no representation of female role models. Similarly, works of female authors have not been given any representation in these textbooks. Although females have always been writing rigorously in both English and Urdu literature, their works have not been included in these textbooks. The study has also explored

how male dominance is naturalized through these academic textbooks. Data analysis revealed that through abundance of male characters, males' problems, their dominance and hegemony in the Pakistani society has been projected in an implicit manner. It has also been discovered that there is no female role models representation in the textbooks. Hence, male hegemony and superiority is naturalized.

The basic purpose of this study was to raise awareness about gender parity in Pakistan and highlight the importance of incorporation of the works by female authors and female role models.

### Conclusion/ Suggestions/Recommendations:

Women make half of the population in Pakistan, without women empowerment we cannot positively transform Pakistani society into a developed one. While educating female adolescents, it is significant to present female role models in front of them which can aspire

them for developing those desirable exemplary virtues among them as we are presenting the male role models in front of them. Inclusion of female authorship can be significant to enhance critical and analytical abilities among the females. The basic purpose of this study was raise awareness about this sensitive issue that there is non representation of female authorship in the textbooks is one way of marginalization of females' work and naturalization of male authorship hegemony which is a set practice in the Pakistani society.

There has been a lot of discussion about new teaching methodologies, skills development, etc. but selection of text content has almost always been a neglected area. Content of textbooks has a direct impact on the personalities of learners as the characters have a strong impact on learners' personalities and they become their role models. Therefore, it is very important to carefully select the contents of teaching for transforming youngsters.

After conducting this study, it is recommended to the authorities to update the contents of school syllabi by giving proper representation to female characters and by including works of female authors in textbooks for promoting gender equality and women empowerment in the Islamic Republic of Pakistan.

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