



A Comparative Analysis of Gender Representation in Sindh Textbook Board's Grade 11 Old and Revised Editions English Textbooks

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Abstract

Gender representation in the textbooks has great influence on the how students perceive gender and societal norms. The present study comparatively analyzes gender representation in the old and revised editions of the Grade 11 English textbook published by the Sindh Textbook Board. By employing the theoretical frameworks of Critical Discourse Analysis (CDA) along with Feminist Critical Pedagogy (FCP), this study investigates how gender roles are constructed and to which extent these constructed identities are either reinforced or challenged in these textbooks. The results shows that, visuals in the old edition mostly feature male figures, but the revised edition reflects some inclusivity with 77.8% males and 22.2% females. As for the occupational roles, in both editions male characters are highly dominated; only a small fraction 16.7% female characters were represented in professional roles. The qualitative analysis reveals that old edition strengthens the stereotypical beliefs by associating adjectives like authoritative, daring etc to males and silent ,lovely to females portraying them submissive, emotional and weak. However, in the revised edition there is an increased female visibility and inclusion in educational and occupational context. Yet, the male dominance in roles of management and authority still persists which impacts learners thinking, career choices, and their understanding of societal norms. The findings highlight the need for textbook revisions that adopt an empowered and diverse gender representation. This research further expands its discussion on broader educational reforms.

Keywords: *Gender Representation, Stereotypes, Male Dominance, English Textbook*



Introduction

Education plays an important role in shaping every individual through knowledge and values. It helps to foster critical thinking, individual development and provides greater opportunity for stronger economic position. However, there is no such thing as neutral education (Freire, 1968). Education often serves the cultural, religious and economic interests of the ruling class (Magsi et.al, 2023). Hence, educational institutions tend to reinforce inherited ideologies that affect students' perceptions of history, identity and social relationships. The curriculum, pedagogy and textbooks play a key role in either perpetuating or challenging these values. Access to quality education often leads to an inclusive learning environment whereas, limited resources tend to strengthen social division and sustain poverty. Thus, when education is not inclusive and does not reflect different voices, it has the potential to marginalize individuals and silence significant stories from the broader conversation. In order to solve these issues, critical pedagogy calls education to become a platform of social justice. Scholars such as Giroux (1988) argue that education should empower the students to examine power structures and act as a key site for resistance against dominant forces. He further argues that education should facilitate democratic principles by promoting active participation of students in classrooms. Similarly, Smith & Seal (2021) suggests that rather than imposing ethics and values, the curriculum should empower teachers to promote critical reflection based on real time experiences.

Since the curriculum that serves specific educational interests is implemented through textbooks, the textbooks serve the primary source of transmitting dominant ideologies. As Chishti et al. (2021) explain that in countries like Pakistan where textbooks are considered as source of accurate information, the textbooks have played the role of manipulating the mind of students. This study further argues that English textbooks have the significant role of influencing attitudes via language, images, and narratives, either affirming social disparities or perpetuating stereotypes. The exclusion or inclusion of different groups based on their gender or ethnicity has significantly contributed to inequality in Pakistan. Furthermore, textbooks often tend to portray historical and social problems from the perspective of the ruling elites, neglecting the hardships and achievements of minority groups. By projecting certain social orders as natural and untouchable, they reproduce regimes of privilege and inequality.

Gender inequality is among the most common social issues presented in textbooks. Textbook perpetuates stereotypes in society where men have dominant positions as compared to women and female are mostly involved in domestic chores which is regarded as less important and less valuable (Ahmad et.al, 2023). This leads to a situation where most of women are deprived of social status, with their identity that remains confined within household. This gap gets deeper when male members of family get access to better educational opportunities while the female members of family receive domestic training to become better spouses and mothers. The main reason for these injustices that prevail in academic textbooks is lack of critical examination. Instead of challenging the gender roles and stereotypes that are created socially, the lack of critical examination of textbooks presents these issues as they are natural and unavoidable. Hence



Feminist critical pedagogy, a subbranch of critical pedagogy, challenges the system of education built around male dominated ideal of reasoning and order, arguing that such approaches actually help keep masculine power in place (Web, Allen & Walker, 2002). One of the pioneers of feminist pedagogy, hooks (1994) stressed that education should dismantle gendered inequalities and empower the marginalized voices. Incorporating feminist pedagogy in educational content not only shifts it from becoming the instruments of oppression to the tool of liberation, it also urges students to question the ideas where gender bias affects the knowledge, identity and power in society (hooks, 1994).

Many textbooks' boards (including Sindh) claim to update the content for inclusivity. The update often reflects a new political or social agenda of Pakistani society. Similarly, inclusion of older edition serves as a necessary baseline for identifying what are the original problems and how deep embedded they are. Hence, the present research contrastively examines the female gender representation in the old and revised edition of 11th-grade English textbooks published by the Sindh Textbook Board. It also analyses the significant changes that occurred in the female representation in the revised edition. It analyses whether the revised version removed the outdated gender stereotypes or if they are persistent. Since patriarchal bias is a major problem in the educational system of Pakistan, this research tries to explore how well the revised version promote gender inequality. Promotion of gender equality is explored in revised edition that will play a crucial role in the development of educational system of Pakistan, specifically Sindh. While other academic studies explore the issues of gender equality at national level, this region-based examination explore the local realities of Sindh. Furthermore, the comparative analysis of revised and old edition helps to identify the underlying discourse that has evolved through editions. The study examines whether updated textbooks challenge stereotypes or reinforce outdated gender roles. This study plays a crucial role in identifying progressive steps towards gender equality.

Problem Statement

Textbooks often serve more than just an educational device. They help scholars to understand how students perceive the world, others and themselves. Research from most of the countries often shows a similar pattern where women are often missing or seen performing supportive roles in educational material. These depictions reinforce well-known gender stereotypes and make it appear natural for power to be unequal. This problem is seen in textbooks across all provinces of Pakistan, where the visibility and the contribution of women is quite low. Sindh Textbook Board update its English Textbook for grade 11 as a part of curriculum revision. However, it's still unclear, whether these improvements actually eliminate gender bias or rather just creates a surface level inclusivity. This question holds a great importance because it helps to understand whether the educational content encourages students to question and think critically about the gender biases existing in their society. Further, this question raises the concern about whether the viewpoint and values of men are still emphasized in textbooks.



Research Questions

1. How is the female gender represented in the old and revised edition of 11th-grade English textbooks published by the Sindh Textbook Board?
2. What are the significant changes occurred in the female representation in the revised edition of 11th-grade English textbook published by the Sindh Textbook Board?

Literature Review

Curriculum and English Textbooks as Ideological Tools

Curriculum refers to specific educational objectives guided by schools along with material that must be achieved till the end of semester or school year, Qassimi (2021). In countries like Pakistan, curriculum also plays an important role in promotion of sociocultural ideologies of a society through the only aid textbooks, used in Pakistan for learning and teaching purposes (Baig et al., 2021). Therefore, these textbooks not only present educational content for students learning but also often works as a tool that turns abstract ideological aim into social practices. Afzal et al. (2021) argued that textbooks of different levels and different subjects like Social Studies, Islamic Studies and Urdu plays a crucial role in development of ideologies. However, introduction of English language as a compulsory subject in curriculum majorly contributes to cultivation of societal identities. Similarly, the study of Begum & Ali (2025) shows that English textbook produced locally often represent Pakistan's culture and helps to shape student's religious, political, traditional and national values. This study further explains that indeed the efforts were made to decolonize ELT textbooks produced locally, yet these ELT textbooks promote conservative Pakistani thinking where gender based discrimination prevails as a dominant culture. This pattern raises concern about how selective depiction reinforce gender disparities within Pakistan and across different countries.

Gender Representation in English Textbooks

Textbook often not only reflect gendered social order but actively maintains it. Studies from various developing countries shows similar patterns shows gender bias in English textbooks as a global issue rather than purely a local issue. Research conducted by Oyebanji (2025) analysed how English textbooks used in primary schools of Ekiti State, Nigeria, presented man as decision makers and leaders whereas, the role of women was confined to supportive positions. A similar pattern was also found out in Iranian second secondary school textbooks. A qualitative content analysis by (Mahdiyar et al., 2024) revealed that traditional females identities such as homemaker, caregiver were emphasized whereas in social roles the female representation was minimal. Similarly, the quantitative analysis by Hia et al. (2025), found out that visuals used in Indonesian English textbooks for grade 10 and 11 favor male visibility by 43.7%. Moreover, (Abbas & Salih, 2023) analysed Iraqi high school textbooks using a mixed methods approach and their findings were that female visibility in illustrations was only limited to 25 to 30%. Similar to that, another study by (W. Asriyama, et al., 2022), using multimodal analysis of Senior High School English textbooks in Indonesia, revealed that male were represented as breadwinners and leaders in social



sphere whereas, females were subjected to subordinate positions with limited range of occupations. Further, it is observed that instead of opposing the existence of biased messages in textbooks, teachers often spread these gender disparities in society (Suchana & Aziz, 2024). These international findings suggest how biased gender portrayals affects student's perception about pursuing careers in certain fields.

In Pakistan, similar patterns were observed while countless women have performed well in fields like politics, science, education and arts, the role of women remained confined to household (Afzal, 2021). As discussed earlier, education became a provincial subject in 2009 (Government of Sindh, 2024, p.1) hence, each province develops textbooks based on their respective curriculum. Research papers on various textbooks of different levels across all provinces of Pakistan consistently show similar trends of gender inequality. Most of the literature explores the problem of gender discrimination at primary and secondary level. (Malik et al.,2021) studied English textbooks of grade 6,7 and 8 used in public schools of Punjab. Applying mixed method approach, the findings revealed that despite all policy claims, the textbooks used in Punjab promoted patriarchy and marginalisation of women. Similarly, using Anti Oppressive Education as a framework, Siddiqua and Sohail (2023) found out that the textbooks published by Khyber Pakhtunkhwa Board and Federal Board perpetuate gender stereotypes through gender specific behaviors, activities and roles. This study further highlights that the absence of progressive content reinforces partial knowledge continue to oppose "the Other". Even in Sindh, the textual analysis of secondary level English textbooks, under the framework of Critical Discourse Analysis highlights the way women are marginalized in textbooks it affects the development of children ideas regarding gender roles

The quantitative research conducted by Saher, Mehmood and Farhad (2023) reports that women compromise only 23.4% of characters in higher secondary textbooks of Pakistan. While these studies provide a national and international overview, they often overlook regional variations in curriculum of each province and how gender disparities patterns exist in specific provinces. This study specifically addresses the key issues of gender discrimination in English textbooks of Sindh. The revised English Language Curriculum of 2023-2024 for grade 9-12 serves as a guiding tool for textbooks. The curriculum explicitly lists Gender Equality as one the important ethical and social attributes promoted in classrooms (Government of Sindh, 2024, p.13). Similarly, introduction of Theme: Gender Equality promotes equality, awareness of women rights and balanced participation in decision making (p. 61). However, existing content in local textbooks of Sindh shows little evidence of implementation. Research conducted by Bhutto et al. (2024) observed that English textbooks locally produced in Sindh for grade 6, 7 and 8 described national heroes as solitary figures while famous female personalities were affiliated with male family members. Such portrayals raise the question about how the content that seems neutral can subtly leads to marginalization could be examined deeply.

Critical Discourse Analysis (CDA) and Feminist Critical Pedagogy (FCP)



By using Critical Discourse Analysis and Feminist Critical Pedagogy, this research investigates how gender roles are represented in English textbooks of Sindh. Both theoretical frameworks help us to understand that how the old and revised edition of Grade 11 reinforce or challenge gender bias in English textbook through language and visuals.

Critical Discourse Analysis (CDA)

Critical Discourse Analysis is a sub branch of Discourse Analysis that explores how power relations are constructed, controlled or threatened through use of language. Norman Fairclough, the founder of Critical Discourse Analysis developed the “Three dimensional model of CDA”. This model contains three components such as textual analysis, discursive practice and social practice. In his influential book, *Language and Power* (1989) argues that discourse is never neutral, it is shaped by how society functions in reality. Using CDA as a framework for this study highlights the hidden gender bias existing in textbooks of Sindh. Previous study conducted by Mahmood, Kaur & Daghigh (2021) used Fairclough’s framework to analyses the frequency of men and women occurrences, gender activity, pictorial representation and the social/domestic roles associated with men and women in ELT Textbook of Balochistan for Grade 9 & 10.

Feminist Critical Pedagogy (FCP)

Feminist Critical Pedagogy or Feminist Pedagogy is a combination of two approaches, Feminist Theory and Critical Pedagogy. This approach focuses on challenging the existing power relations systems by combining the elements of intersectionality. Feminist educators question the hierarchical structure of educational institutions and reject the traditional model of teacher as authority. (Kirsch, 1995). It seeks to connect classroom and learning experiences with social equality.

Using Feminist Critical Pedagogy as an additional framework goes beyond by emphasizing on how gender disparities can be addressed. Feminist Pedagogy challenges male dominated nature of textbooks and advocates for inclusive and biased free approach by including women’s voices and their stories in textbooks. CDA remains a widely used framework for gender analysis whereas, according to (Shoaib et.al, 2025) Feminists Pedagogy remains an under theorized concept in higher education discourse of Pakistan. Most of the researches include concepts of Feminist Pedagogy under different names as inclusive teaching, gender sensitive approaches and student centered learning (Shoaib, 2024). As a result, this study explores gender representation under Feminists Pedagogy as established framework.

Research Gap

Gender disparity is an alarming issue which is persistent across textbooks of all provinces. While earlier studies analyzed the content of different levels of all provinces, a gap has been found in studies that does not address the revised textbooks of higher secondary level of Sindh Textbook Board. Using CDA and FCP, this study identifies and compare the old and the revised edition of Grade 11 English Textbook. The aim of this study is to fill the gap of finding either the revised



edition has shown progress in terms of gender representation or persist the outdated stereotypes. Finally, it suggests changes to make Sindh's Curriculum more inclusive.

Research Methodology

Research Design

This study adopts a mixed-method research design, integrating both qualitative and quantitative approaches. The research conducts a comparative analysis of gender representation in the old and revised editions of the Class 11 English textbook published by the Sindh Textbook Board. By comparing both editions, it aims to examine the significant changes that have occurred in the revised edition. Using a quantitative approach, the study identifies the frequency of male-dominated role models, professions, and gendered expressions appearing in these textbooks. In addition, it employs qualitative discourse analysis to uncover the patriarchal ideologies and gender-biased themes embedded within the texts. By combining quantitative and qualitative analyses, this mixed-method approach provides an in-depth understanding of gender portrayals and reveals the underlying discourses that sustain conservative, male-dominant ideologies. The overall goal is to foster critical awareness and encourage conscious efforts toward promoting gender equity in educational content.

Data Collection

Old and revised edition of 11 Grade English Textbooks published by Sindh Textbook Board are used as data of this research. A variety of literature such as prose, poetry, essays and role play activities was found in both books. The revised edition includes 10 reading comprehension each chapter addresses a different theme and promotes soft skills. The old edition consisted of 14 reading comprehension that promoted rote learning and traditional academic activities. The visual as well as the textual content of both books was examined deeply to determine either the revision of textbook promotes inclusivity or sustains gender discrimination.

Data Analysis Procedure

Qualitative Analysis

The study uses the theoretical framework of Critical Discourse Analysis and Feminist Critical Pedagogy by adopting the qualitative research approach to so the analysis of gender portrayals in the textbooks. By using qualitative analysis, it focuses on the themes, the language used to address both genders and the characters mentioned in the book to examine how effectively revised edition has addressed the issue of gender biasness or it still lacks in promoting the equity in the educational material. It also does the analysis on word level that how words are used and how stories reflect the themes of power dynamics and whether the stereotypes are reinforced or challenged in these stories. This approach offers a holistic understanding of the text to see the influence of textbooks in building the perception of students about society and gender.

Quantitative Analysis



By using quantitative content analysis, this study identifies the patterns and frequency of themes of gender representation. The analysis classifies the data into role models, professional roles, societal roles, and textual attributions, gender personality attributes, textbook penalists and pictorial representation of gender in the book. This analysis clearly examines the significant changes that occur in the material to identify whether the revised content promote gender equity by balancing the themes of male and female and the frequency of how often they appear in the textbook. The numerical findings and graphs also provide a basis for evaluating gender portrayal in textbooks.

Data Analysis

This study presents comparison of old and revised edition of 11 Grade English Textbooks of province Sindh. Textual and visual content of 10 reading comprehension of revised edition and 14 reading comprehension of old edition was examined deeply. Using the established framework like Critical Discourse Analysis along with Feminist Critical .

Analysis of grade 11 old and revised edition of English Textbook

Role Models

English Language Curriculum of 2023-2024 for grade 9-12 suggests a theme of “role models”, it is proposed for the revised edition to include role models with major contributions across the globe. The revised edition includes famous male political and social figures like Quaid-e-Azam and Robbert Goddard, it demonstrates alarming absence of female figures with major contributions. Similar pattern was found out in old edition, where the old edition included chapters like The Miracle of Radio and Air Travel, that highly emphasize male contributions as inventors and pioneers. The old edition heavily relied on men’s contributions and excluded women. While the revised edition removed most of these male-centered stories, it still fails to include female voices. In order to address this problem, the book should balance the representation of both genders and the teacher should prepare critically to promote inclusiveness in classroom.

Table 1
Role Models

Element	Old Edition	Revised Edition
Male Role Model	Quaid e Azam James Clerk Maxwell Heinrich Hertz Guglielmo Marconi Pilatre de Rozier Wright Brothers (Orville and Wilbur) Louis Blériot Count Ferdinand von Zeppelin	Quaid e Azam Robert Goddard
Female Role Model	Nil	Nil



Gender Personality Attributes

Women are often portrayed in the textbooks as personalities who are weaker and passive. Feminists Critical Pedagogy highlights such issues. It challenges the system where masculine traits are seen as norm and voice of female stays limited. The analysis of personality attributes in these different editions reveals reinforcement of traditional values. Using positive qualifiers was quite common for men that shows strength, leadership and intelligence. On the other hand, it was observed that the attributes used to define women were in terms of their appearance and emotions. These stereotypes that are found in text reflects broader societal biases. The revised edition shows some slight improvement in terms of using positive qualifiers for women yet the deeper stereotypes still remain unchallenged.

Table 2
Gender Personality Attributes

Element	Old Edition	Revised Edition
Personality Attributes for Male	stern, serious, authoritative, pragmatic, daring	frightened, colorful, cool, trustworthy, hardworking
Personality Attributes for Female	lonely, much-too-well-dressed, superficial, silent, pretentious	systematic, pretty, smiling, stylish, rich

Professional Roles

Sindh's professional culture often reflects both progress and persistence of traditional practices. This could be seen as promotion of occupational gender stereotypes was common. Table 3 highlights that men hold the key decision making positions throughout both editions whereas, the revised edition shows slight larger inclusion of female in different professions. Following the sub theme (Career and Growth) of revised English Language Curriculum, the inclusion of chapters like "Choosing Career" shows a noticeable shift in revised edition. While, the women are often seen in pink jobs even in revised edition, this chapter encourages all students to pursue their dreams regardless of their gender. This change still remains limited to one chapter hence, Feminist Critical Pedagogy (FCP) emphasizes the need of more gender aware reform across all chapters in revised edition.

Table 3
Professional Roles

Elements	Old Edition	Revised Edition
Male Profession	Banker, Viceroy, Scientist, Manager, Engineer	Owner of Coal Mine, Captain, Clerk, Labour
Female Profession	Governess	Household Manager, Teacher

Societal Roles

The societal roles in both books reflect traditional gender norms, with men depicted as leaders, authority figures, and intellectual pioneers, occupying roles like managers and historical figures.



Women, however, are largely confined to domestic or supportive roles, such as educators or household managers. Even in the revised textbook, women are extended roles as educators but remain absent from leadership or authoritative positions. By normalising patriarchal systems, these gendered portrayals teach learners to unwittingly accept male domination in public settings and female subjugation in private ones. As a result of denying students alternative models of gender relations that could promote critical consciousness and social reform, this systematic exclusion of women from leadership positions perpetuates generational injustices.

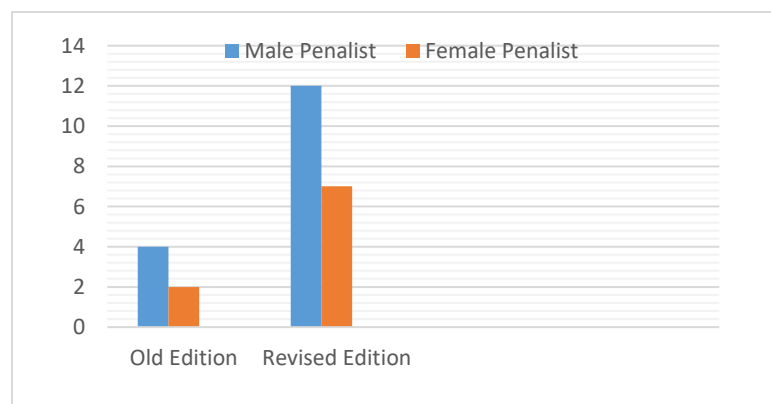
Table 4
Societal Roles

Element	Old Edition	Revised Edition
Societal Role For Male	Provider, Leader, Protector, Disciplinary	Provider, Leader, Labour
Societal Role For Female	Caretaker, Homemaker	Educator, Nurturer, Homemaker, Supporter

Textbook Penalists

The composition of the textbook development panels shows significant evolution between editions, with the revised version demonstrating marked progress in both size and gender representation. The revised edition committee composed of 20 members. The members of this committee performed various roles such as editors, proofreaders, designers etc. This committee has 12 male members and 7 female professionals. The increased number of female members in revised edition from 2 to 7 shows improvement in terms of representation and leadership positions. Indeed, most important leadership positions such as patron in chief, with decision making power are held by male. Women's participation was visible in crucial positions like proofreading, section oversight shows meaningful step towards inclusive textbook production. The expansion of committee from 6 to 20 member brings diverse perspectives and balanced opinion from both genders.

Figure 1
Textbook Panelist

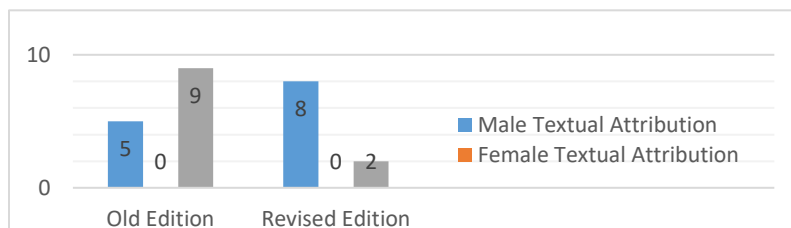




Textual Attribution

The old edition consisted of 14 reading comprehension while the revised edition contains 10 passages. Existence of uncredited material in old edition fails to acknowledge authors while the revised edition shows progress by properly including references for content from websites, magazines, etc. However, this progress is a superficial change because both editions reveals a significant gender gap. Comparison of both edition shows lack of any passages written by women, while the ratio of male writers was quite high. Domination of men in written literature despite textbook revision highlights how the perspective, voice and ideas of great women creates a void for future generation.

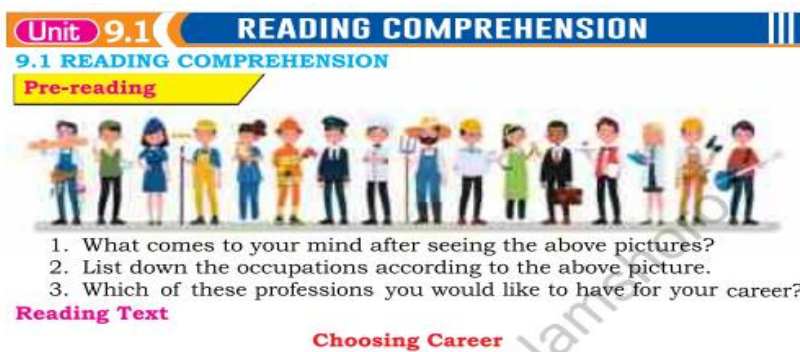
Figure 2
Textual Attribution



Pictorial Representation

While the reading comprehension (Choosing Career) encourages students to pursue their path regardless of their gender, it introduced the first gender specific illustration in revised edition. This image illustrates a clear imbalance. The old edition contained no gendered image however, this image introduced female in traditional roles (nurse, veterinarian, teacher). A noticeable contrast found in this particular image was that men were not only seen in traditional roles (firefighters, policemen), they were also seen in non-traditional roles (chefs). This reinforces a narrative where men are seen performing well across any domain and limits the growth of women for particular professions. The inconsistency between the written content that remains linguistically neutral and the image creates a contradictory message. The inclusion of gendered images with small representation of women yet noticeable, marks progress from the old gender insensitive edition.

Figure 3
Pictorial representation of gender roles in revised English Textbook

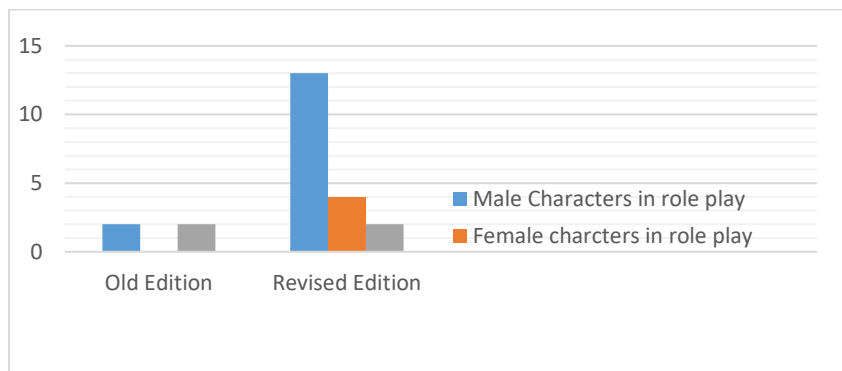




Role Play Exercises

The evolution of role-play exercises between the two editions reveals progress as well as persistent gaps in gender representation. The old textbook contained merely two role-play activities, each problematic in their gender portrayals. The first used fully anonymous "A/B" characters, avoiding gender altogether, while the second reinforced customary gender norms through a father-son dialogue which promoted toxic masculinity, representing men as dominant authority figures of authority. In contrast, the revised edition expands this component considerably. There are seven role-play exercises with it. The evolution of role-play exercises between the two editions reveals progress as well as persistent gaps in gender representation. The old textbook contained merely two role-play activities, each problematic in their gender portrayals. The first used fully anonymous "A/B" characters, avoiding gender altogether, while the second reinforced customary gender norms through a father-son dialogue which promoted toxic masculinity, representing men as dominant authority figures of authority. In contrast, the revised edition expands this component considerably. There are seven role-play exercises with it. Although, the quantity of female representation has improved, the quality of that advancement is still uneven. While certain activities still have casts that are exclusively men, continuing the previous edition's male-dominated tendency. Others feature female characters, although they play a variety of roles. Some play passive, stereotypically feminine roles, while others depict women helping male characters in more active, supportive positions. This inconsistency suggests an incomplete transition toward equitable gender representation.

Figure 4
Characters in Role Play



Findings and Discussion

The analysis of old and revised edition of the Sindh Textbook Board's Grade 11 English textbooks shows some noticeable changes. Yet, these changes remain superficial and continued historical sexism. The analysis of both editions portrayed patriarchy, where men were depicted as superior and women were seen performing dependent roles. Many women have played a huge role in various academic and professional fields however, none of them have been mentioned in updated edition. Whereas, the contributions of male role models such as Quaid e Azam and Robert Goddard



were glorified in both books. Similarly, female characters in both editions were described on the basis of their appearance and emotions such as pretty, lonely, silent, etc. While male characters were described on the basis of physical abilities and their qualities such as hardworking, daring, trustworthy etc. This imbalance creates an unfair notion about how everyone sees themselves and distorts reality. Using solid theoretical framework like Critical Discourse Analysis (CDA) enabled us to understand the hidden gender biases in both editions. Critical Discourse Analysis (CDA) helped us to identify how societal roles such as nurturer, homemaker, caretaker are often associated with women, while the societal roles for male were of provider, leader, protector. It reflects that how inequality remains intact in subtle ways. This framework further justifies the study's findings that, even after the integration of engaging visual content, females continued to appear in nurturing roles while men appeared in non-traditional roles (chefs) alongside the traditional roles. The close examination of both editions through the CDA enabled us to understand while males are free to explore and grow in any field (traditional or non-traditional), the growth of females remains confined to traditional roles. Previous studies also found the similar pattern recurring where textbooks from different provinces and different levels produced gender inequality. Study by Malik et al. (2021) found out that the textbooks used in public schools for Grade 6, 7 and 8 not only under represent, but also misrepresent the women in Punjab. Similarly, the study conducted by Siddiqa and Sohail (2023) also found that even the updated edition of textbooks of Federal Board (FBISE) and Khyber Pakhtunkhwa restricted the role of women to household. Hence, using Feminist Critical Pedagogy (FCP) as an additional framework for this study broadens the perspective and empowers marginalized groups such as women. Feminist Critical Pedagogy promotes inclusive and transformative education by drawing attention to unequal power structure existing in curriculum. It also promotes awareness about whose perspectives are highlighted and entitled in curriculum. The findings highlight that the revised edition shows some progress where the number of female panelist in textbook developmental committee increased from 2 to 7 members. However, analysis under FCP reveal this progress as a shallow change, because the key position in developmental committee is held by male members undermining the status of women. This framework helped to interpret the findings beyond simple descriptions. Overall, this study proves that despite publishing the revised edition after a long period of time, the English textbook for Grade 11 still reflects a failure towards inclusive society. While the educational system is supposed to reflect equality, this study signals institutional negligence. The examination of role models, professional representation, authorship and visuals reflects partial improvement without challenging the hidden patriarchal ideologies.

Conclusion

This study has explored approach through which both gender (men and women) are represented in English Textbook of Sindh Textbook Board. The findings reveal the continuation of traditional gender norms through gender specific roles, behavior and personalities. The way in which these genders are presented in textbooks plays a significant role in how students perceive gender roles. Males are frequently depicted in privileged situations, roles and responsibilities. Whereas women are often seen performing pink jobs (teacher, nurse) and portrayed in traditional roles (mother,



wife) that are regarded as respectable within patriarchal Pakistani society. However, inclusion of chapter 9 “Choosing Career” in revised edition promotes gender equality by encouraging students to do whatever they like irrespective of their gender, race or background. Fairclough’s Three Dimensional Model of CDA and Feminist Critical Pedagogy not only helped us to uncover the hidden discourse but also proposed solutions like rewriting such narratives where the voice of women is marginalized. This study emphasises educators and policymakers to include the narratives of marginalised groups and use critical approaches that will help to identify and diminish gender biases in textbooks. Textbooks should be agent of social change rather than representation of outdated stereotypes.

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