IMAGES MATTER: "A Semiotic Visual Discourse Analysis of GENDER POSITIONING in Textbook of Punjab Textbook Board"

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Abstract
The role of textbooks cannot be overlooked as socialization tool for children who spend so much time with books in classrooms. To examine the role of textbooks in conveying gender-biased ideas, the present study explores gender ideologies embedded in the images of the textbooks of Urdu for grade 1 and 2. The following questions which are directed to the present research: In which ways are social roles and gender stereotypes reflected in visual images in the textbooks of Punjab Textbook Boacholarrd of class 1 and 2? And In what ways female are portrayed in the textbook of Punjab Board and what they are depicting through those images? The research made use of qualitative research method by using semiotic analysis of images. The findings of the present study indicates that the images in the textbooks carry concept of gender exploitation that promotes gender stereotypes and complement the ideologically gender biased texts. The conclusion reported that exploration of female and male gender should explicit equal position in society so that children can learn gender ideologies as a tool for socialization instead role of textbooks of Punjab Textbook Board highlighted. The present study recommends not only to rectify this stereotypical situation but also allows society to think rationally through images as illustrations are of fundamental importance in the learning process and shaping the world view of children. The writer suggests the future researchers to explore new findings regarding gender stereotypical behavior that specifically focusing on the differences between men and women with reference to the Text Books.

Keywords: Gender-based ideologies, Punjab Text Book Board, Gender stereotype, Socialization, Textbooks.

1.0 Introduction

Reinforcement of gender stereotypes through textbooks identifies that every system has some particular type of policies regarding curriculum not only for implementation on a state but also to create balance in the recognition of all political and economic rights. It creates questions relating with the production of textbooks. The current study examines the visual images of the textbooks to study the representations of males and females.

When there is no understanding of the written meaning of message verbally, then the message should convet in accordance with images visually. Visual images create an effective impact on someone's behavior or towards dome thinking process and beliefs. The biggest concern of these images is to gain massive attention of children when they are focusing in their textbooks. The images printed in textbooks help students to react in a specific way while looking on those images that are imprinted not only in textbooks but also created a deep impression in their innocent minds.

Pakistan is a country where gender biases phenomenon is quite common not only in adults but also from the schooling of children. And the study is going to focus on the clear cut representation of differences in the looks or the images of the textbooks of Urdu. Through the semiotic analysis of the images for un-veiling the gender biases and exclusion of women projection, the study aims to deconstruct the monolithic version of education for creating awareness among the consumers of these text books. The role of textbooks cannot be overlooked as a tool of socialization for children who spend so much time with books in classroom. To examine the role of textbooks in conveying gender-biased ideologies, the present study explores gender ideologies embedded in the images of the textbooks of Urdu for grade 1 and 2.

Textbooks of any class are the reflection of the combined hardwork of men and women that become the reason of the presence of biased ideologies in them. Both sexes contributed their contents for the development of course and curriculum because this is the curriculum which is necessary for teaching and learning program. Books creates a lifetime impact on minds of the reader and those learning text books which are more rational towards the thinking process for children are more significant because they also

helped to develop not only national recognition but also cultural recognition. That is why both genders represent the biased qualities of their sexes highlighted in form of images and pictures as well as on the basis of their experiences. But representation of women writers is less significant as books reveal the fact that developmental programs of learning are more associated with men. Fahim (2010) stated about learning programs or developmental procedures of textbooks are inclined towards male amongst Eastern countries. Because dominated work are linked with men while low power chores or household routines connected with females. This is what has been shown in textbook for the level 1 and level 2. This factor of visualization helps to develop stereotypical minds for the readers indirectly as there is no representation of household chores done by men. So, Asian countries can regard as the male assertive areas. The major focus of this research area is to highlight the differences of representation of masculinity and femininity in Asian society. More specifically the researcher has going towards the semiotic analysis about the stereotypical representation for both men and women in Punjab Textbooks. As the study aims to interpret the feminine characters who presence is stricktly attached to the works associated inside the house. Due to this school has turned out to be a most important medium of internalizing the gender roles directly and indirectly. To make it short the writer has analyzed through her writing that, because of those stereotypical imagery one cannot even idealize or socialize the things which imprinted in the minds of the reader. These visualization forces children to develop gender ideologies in a specifically way they are observing through textbooks.

As far as, the significance of the current study is concerned, the writer is going to decode the meanings and themes through the exclusion of female gender. The role of textbooks cannot be overlooked as a tool of socialization for children who spend so much time with books in classroom. To examine the role of textbooks in conveying gender-biased ideologies, the present study explores gender ideologies embedded in the images of the textbooks of Urdu for grade 1 and 2. The following question directed the present research: In which ways are social roles and gender stereotypes reflected in visual images in the textbooks of Punjab Textbook Board of class 1 and 2? And In what ways female are portrayed in the textbook of Punjab Board and what they are depicting through those images? The research made use of qualitative research method (semiotic analysis of images). The findings of the present study indicates that the images in the textbooks carry and promote the gender stereotypes and complement the ideologically gender biased texts.

1.1 Research Question

- In which ways are social roles and gender stereotypes reflected in visual images in the textbooks of Punjab Textbook Board of class 1 and 2?
- In what ways female are portrayed in the textbook of Punjab Board and what they are depicting through those images?

2.0 Literature Review

For the purpose of present research, it is mandatory to have different viewpoints and reviews of several writers about the hard work and struggle of females in a male dominance society. The aim of this study is to have various ideas and notions and to have a brief overview about the idea of representation of female in textbooks that are mentioned in the present study.

Traditional gender roles have used to clarify inequalities like exploitation of women, depriving them from position of decision making and leadership and having not equal positioning in the society.

Tyson (1998) opines,

"It is a patriarchal assumption, rather than a fact,

that more women than men suffer from hysteria"(p.86).

Women have always been treated as a lower stratum and their subjugation due to prevalence of several stereotypical factors of society. For example, girls are being told in their childhood that she should remain silent, shy and timid regarding her bodily appearance as compared to boys. Marxism is quite visible in the text. Class is the major factor that precipitates patriarchy and promotes the violation of rights of the women. This work also suggests about the ways in which the presence of capitalistic concepts and the relating consequences over women economic circumstances are quite evident. As Karl Marx in his book Das Kapital (1867) quoted that, "Marxism deals with unequal representation of classes". The present work also suggests about various ways in which, class and cultural factors co relates with gender issues in creating woman's experience.

Juliet Mitchell in her book Psychoanalysis and Feminism (1974) argues that the psyche of men can also effect in the exploitation of women through loss of capitalism, because any change in the status of women should be attained by the loss of capitalism and in male psyche as well. So, the traditional male dominancy with rationality and decisive power whereas females are always regarded as weak, shy, fragile, timid, submissive, nurturing and sentimental.

Sara Mills in her book "Feminist Stylistics" (1997) states that, "The discursive framework of femininity may determine the type of clothes she chooses to wear, the type of bodily stance she adopts and ways of thinking about herself" (p.18).

White feminists planned to marginalize Black females by saying that women are hegemonized due to their physicality.

In a male dominance society, female is always bounded of her duties. After this particular incident, Life is not a bed of roses as it seems to be and the process of her mental and emotional up gradation began which has been showed in the quilts episode in the end. She found emotionality and functionality in her character that are wrapped in the quilt altogether and used them as a struggler in her life. Again this is the story of a woman who is struggling between her moral values and societal pressure.

Dale Spender (1980) in her book "Language and Woman Place" stated that, "Women are homogenized as a group" (p.44).

Virginia Woolf highlighted the same inhibition of mind growth in her famous essay 'A Room of One's Own' states that a woman must have their property by herself in a room which she should own if she wants to write fiction. Because a woman is always occupied with so much responsibilities and household chores and she is always snatches of all funds and resources. This economically lack of finance throws a dreadful effects on her mental and artistic awakening. So an escape from all of these hurdles and drastic effects of patriarchy can trigger her maturity and mental development. For centuries, male dominancy writes misogynistic remarks on females in the manner of inferiority complex while claiming their own superiority. The present study is also discussing the same factor of powerless positioning, being an inferiority complex and a clear cut difference in different fields.

In recent years, two different analytical directions come into being in intermodal communicative analysis. First is critical theoretical program originating from another model. And that is Fairclough's model which integrating the theories Bakhtin and Foucault (Fairclough 1992; Fairclough and Wodak 1997). Second one is research completed by van Leeuwen and Kress (1990, 1996; van Leeuwen 1999) which is becoming authority in text analysis and meaning making. Multimodality is defined as the conjunction of various semiotic features, defined by linguist, such as music and language in a conversive event (Van Leeuwen), 2005:28)

Multimodality is linked with written version of optical conversation that seeks knowledge to interpret the semiotic modes. It is the process of analysis of principles and regulations that provides the seeker to assume or perceive the visual as well as imagery potential. (Baldry and Thibault, 2006). Because it describes the grammar of visual communication which helps researcher to decode the semiotic resources, so each notion of any object either imaginative or visible containing powerful meaning. These all are those complicated signs and symbols that attributed towards the fact of decoding the meaning by the researcher. (Machin, 2007) however this multimodality procedure has been used over the years as it becomes the latest trend in different field of research and it is closely linked with level of discourse.

This term 'discourse analysis' is used to represent the significance of semiotic modes while understanding its sound, color and pictures. Language is linked with social practices. And this terminology aims to enlighten different meanings linked with several symbols and signs. (Iedema, 2003:39) By integrating all these aspects forming meaning intermodality is designed specifically in provision of conversation and gesture so that visual incorporation combines with language to become smooth. (Iedema 2000; Thibault 2000).

Simone de Beauvoir argued in her most famous work that men in this world are capable of creating mystification for woman. (The second Sex,1984). This stereotypical factor is instrumental and functional in patriarchy. Because women in turn accepts these stereotypical instruments and get oppressed. Society has developed double standard for both gender, as males are supposed to independent and dominant whereas, females are obliged to think over their dependency and are always in a wait for some help.

In 2012, Hameed in his essay, "Comparison of gender nature and gender positioning" analysed the differences of the opinions about both sexes in Oxford University Press (OUP) and Punjab textbook Board (PTB). As these books are teaching intensively all around the Pakistan. The result of Hameed' essay about the reflection of femininity in both books producing companies givess ratio of 1:3. And in 2014, Omer, Chaudary and Jabeen, stated about social analysis for both gender by different variables. The result of their study gives only 27% ratio of women depicted in English Texts that are linked with outdoor programs.

To conclude the reviewed literature related to the present study about three different is not study yet, because this study could help the future researchers to work on the point of relationship amongst all the categories in which female are marginalized through different resources; giving it a new dimension and scope. Biased viewpoint in the visual discourse of the textbook of Punjab Textbook Board, the researcher can state that female and male through text and visuals. And the researcher gap is quite evident through detailed exemplifications of differences between men and women, as before this, no one has raised the point on the reflection of gender in Text Books. This section aims to explore the research design which is carried out by detailed analysis techniques of data gathering and analysis as well as sampling. It also explains the frameworks in explanatory form which have been used for the data analysis.

3.0 Research Methodology

Van Leeuwen and Kress (Van Leeuwen 1999) which are becoming authority in text analysis and meaning making giving much significance in the field of semiotics. Multimodality is defined as the conjunction of various semiotic features, defined by linguist, such as music and language in a conversive event (Van Leeuwen), 2005:28). The researcher is analyzing images of textbook with the help of Van Leeuwen model that shows linkage towards the concept of multilodality.

Multimodality is linked with written version of optical conversation that seeks knowledge to interpret the semiotic modes. It is the process of analysis of principles and regulations that provides the seeker to assume or perceive the visual as well as imagery potential. (Baldry and Thibault, 2006). Because it describes the grammar of visual communication which helps researcher to decode the semiotic resources, so each notion of any object either imaginative or visible containing powerful meaning. These all are those complicated signs and symbols that attributed towards the fact of decoding the meaning by the researcher. (Machin, 2007) however this multimodality procedure has been used over the years as it becomes the latest trend in different field of research and it is closely linked with level of discourse.

A qualitative approach is followed for in-detailed analysis of symbols and signs for the proper understanding. The emphasis of qualitative research is to explore the themes that give rise to literary work in relation with multimodality. Ragin (1994) argued that smaller sample size helps to evaluate the hidden meaning and to unveil the reality behind social constructionism. On the other hand, qualitative researchers are of the notion that bigger sample size will misinterpret the social phenomenon. To qualitatively analyze the multimodal and linguistic model, iconography, modality, color, typography and positioning, the result is very much highlighted the different themes. Thus qualitative research helps to evaluate the hidden meaning and their significance.

Pragmatically, this paper will work with conspicuous resources that are primarily used to converse meaning effectively. As everyone can assume that pictures or images can give more meanings and assumptions than words because these are the images that gives more alignment towards effectiveness of arrangements and composition of elements. It helps in producing to interpret meanings through images.

Utilizing the work of Saussure as a precursor, Halliday (1978) worked a step ahead on language signs and symbols. Instead of its surface meaning and merely associations with thoughts he studied language in context and culture and gave it a new dimension of critical linguistics and named it as a theory of social semiotics. Possible interpretations of textual matter or image can be derived by its association with culture and context where language sees the social practices as it comes with a complete package (Halliday, 1978: 2-4). He states language as a semiotic system which is used to as a symbol and a sign to express the society and social meanings. Halliday (1985) modelled three functions of language primarily based on functions it carries out in society and on the basis of their use in a specific circumstance and a particular sense. The functions according to their use were named as three types of following 'metafunctions'

3.1 Interpersonal Metafunction

Interpersonal mertafunction in the discourse relates with the meaning which is deduced on the basis of the personal experience and personal observation. As social relations and social bonds are always formed due to interaction and communication, as a result one comes to know about the rituals, customs, traditions, norms, rules and regulations of a particular society. If language have not been there every one in the world would be dumb perhaps alien for each other.

3.2 Ideational Metafunction
Language always carries some dogma, principle and ideology by which language is shaped and oriented towards a specific direction. Ideational function is shaped by the experience and coherent relation between them. As language is about codes and system to convey thought, meaning, idea and it allows to conceptualize the world according to the needs, thus due to this phenomenon language is mere an expression of culture, norms, patterns and ideologies and this use of language which relates the logical patterns and experience is thus named as ideational function.

3.3 Textual Metafunction
Above mentioned metafunctions into a cohesive semantic form gives textual metafunction. For the flow of discourse that creates the text itself and the context, background of the text which enables it as a piece information which makes sense of coherence. Moreover main concern and core of textual metafunction is language itself. Language in textual metafunction defined by Halliday (2001, p. 276) is a unit which modern uniformity reality is exist. On this basis text is any 'social exchange of meanings' (Halliday, 1985: 11). In Halliday's (1994) SFL is resources for language offers for making ideational, interpersonal, and textual meaning are represented as systems of choices known as system networks.

As Kress opines that "The choice of distance can suggest different relations between represented participants and viewers". Walser (1993, P, 28–9) describes music in terms of communicative functions. He argues that verbal discourse is particularly associated with genre of musicality as verbal discourse gives specific feature about the music. Through discourse analysis, the researcher is able to analyse the particular characteristics that are seen amongst different textbooks for gender discrimantion particularly. "The presence or absence of framing devices (realized by elements which create dividing lines, or by actual frame lines) disconnects or connects elements of the image" (Van Leeuwen, 2006,and Kress p.177).

4.0 Data Analysis
The data of images is taken from the Urdu textbooks of Punjab Textbook Board for the students of grade 1and 2.

Figure 1 extracted from textbook of Urdu on page 18 of Class 2

In figure number 1 the representation of both genders is noteworthy. Males are represented as defenders, physically fit and powerful for the nation. The figure is portraying as doers who carries the subjective rank in the visual. While the other portion of the picture highlighted women as mere spectators and "onlookers" by keeping them absent from the list of defenders or powerful soldiers. The facial expressions of male

defenders are serious and brisk to depict their bravery and fearlessness. Whereas females are shown with big smiles on their faces who are cheering the men and this signifies their role in the society of being supportive .Their role is secondary to men. The *ritualization of subordination* (Goffman 1979) is at display as offering smiles or sitting postures are functioning as approximation for an identity.

Features that are represented in upper image are associated with patriotism and promise making ideology, while the following figure emphasis on reality and facts. The placement of elements in relation to each other offers information values. Elements on the top can be interpreted as ideal or the promise an image makes. The lower section focuses more on the factual and real. "The presence or absence of framing devices (realized by elements which create dividing lines, or by actual frame lines) disconnects or connects elements of the image" (Van Leeuwen and Kress, 2006,). The framing of the picture identifies/ presents women in the background .Whereas the presence of male defenders has been marked and highlighted by using the technique of foregrounding.

The picture conveys the message that the coercive and infrastructural roles are largely masculine and blows the trumpet of patriarchy instead of providing a balanced picture.

Figure number 2: Pictures are taken from the textbook of Urdu of grade 2, page number 75-77.

While teaching about professions, we find zero representation of women in the use of semiotics. Here in this picture five professions have been highlighted and all of them are presented as being practiced by males. In the real Pakistani society, we do have female pilots, washer women and female engineers. The economically productive role played by females has not been given space on the pages of the textbook. Women have always been treated as a lower stratum and their subjugation due to prevalence of several stereotypical factors of society. For example, girls are being told in their childhood that she should remain silent, shy and timid regarding her bodily appearance as compared to boys. The above mentioned image also explore the same vision of power being associated with men over the years.

Figure number 3: Pictures are extracted from the PTB of Urdu of Class 2, Pg. number 104-106.

The pictures representing girls involved in games are emphasizing the *licensed withdrawal of females,* that is, they are regarded as to keep themselves in indoor games only and to play by their own. On the other hand, male members though are more dominated and powerful can fit anywhere even for the outdoor games.(Goffman 1979).

When it comes to sports and games the gender biasness unfolds itself in form of following dichotomies between males and females:

Female	*Male*
Games	Sports
Indoor	Outdoor
Domestic	National/ international
Female Children	Adult Males

Such a biased pictorial representation shapes the distorted world view of the students as girls start thinking that only boys can participate in sports and they themselves are only bound to play games within the four boundaries of school or home. Besides it is inappropriate for adult females to play games but it is quite normal for adult males to participate in sports.
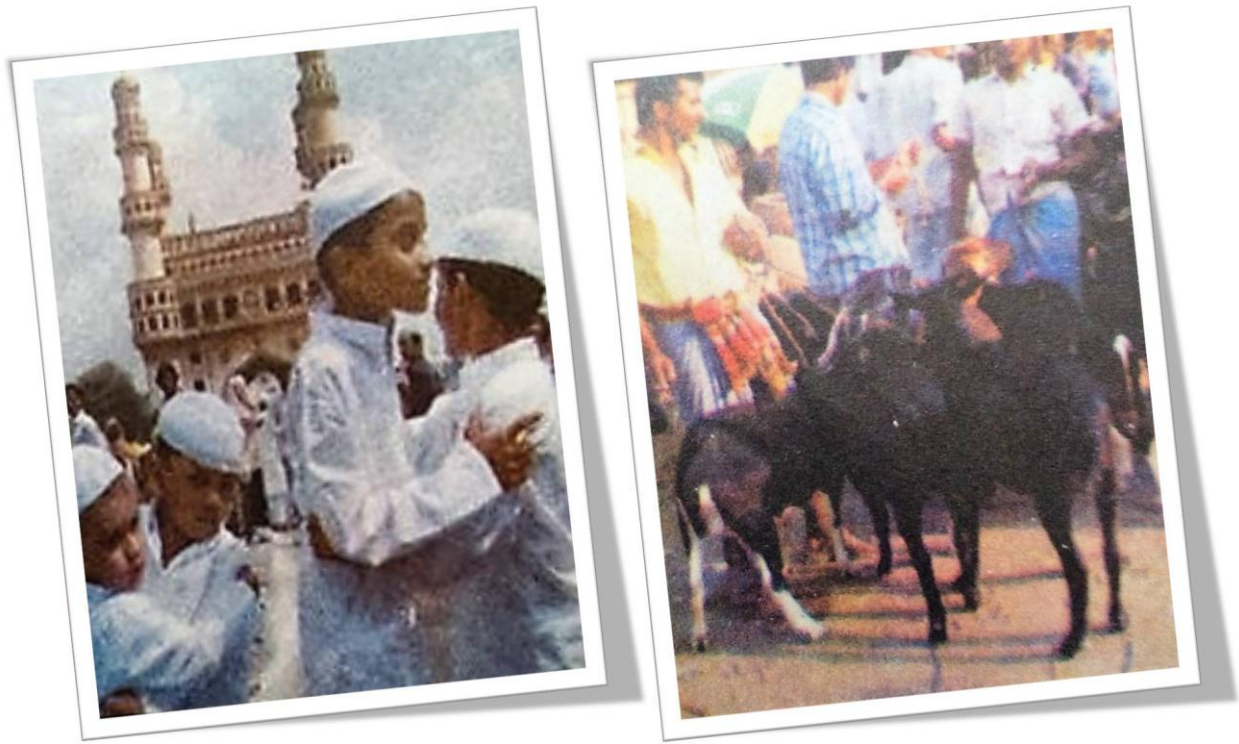
Figure number 4: Pictures are taken from the textbook of Urdu of grade 2, page number 95 and 97.
The pictures are showing the religious festivity of Eid-ul-Azha and we again find the zero representation of women. The males are offering the Eid prayer and are involved in purchasing the animals for sacrifice. The women are secluded again from the religious events.
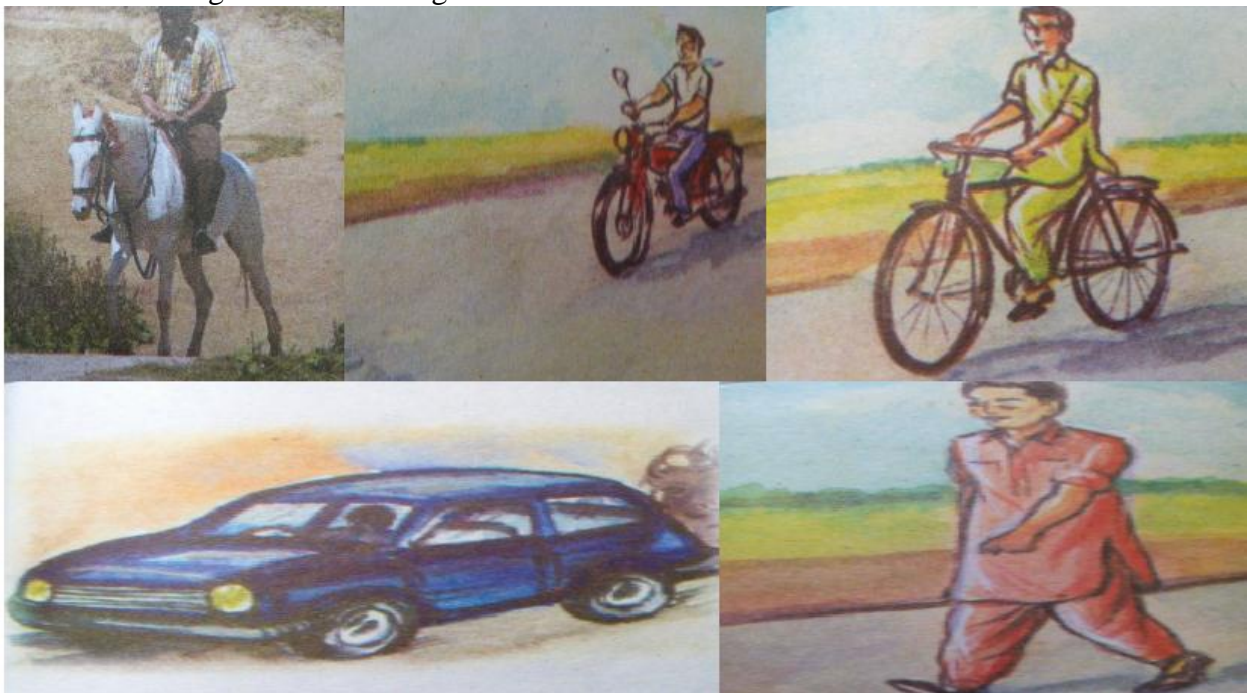

Figure number 5: Pictures are taken from the textbook of Urdu of grade 2, page number 127 and 128.

The way modes of transportation are presented has significance in developing the gender schema of the students as it makes them view males as the users of these transports. Even the person who is depicting the phenomena of covering distance 'by foot" is male is also showing the concept of femininity linked within the house.

Figure no 6: Pictures are taken from the textbook of Urdu of grade 1and 2, page number 23,45 and 25 respectively.

Family portrayals reveal gender roles. The context of the picture represents indoor birthday celebration of a child. The women are larger in number as compared to men and their standing position signifies their role of being active agents in this context, that is, active role is played by women who are managing birthday party. Men on the other hand are passive and this defines the gender role according to which women are supposed to manage homes and take care of their families. In the other picture the woman has been shown as teacher and that is the only role and profession assigned to her as working woman in the both books.

The representation through pictures depicted that the girls who are involved in games are emphasizing the *licensed withdrawal of females,* that is*,* they are regarded as to keep themselves in indoor games only and to play by their own. On the other hand, male members though are more dominated and powerful can fit anywhere even for the outdoor games (Kress & van Leeuwen, 2006). In all the images, women are not looking at the viewer and this symbolizes the cultural expectation from them of being modest, submissive and not demanding at all. This term 'discourse analyses are used to represent the significance of semiotic modes while understanding its sound, color and pictures. Language is linked with social practices. And this terminology aims to enlighten different meanings linked with several symbols and signs.

5.0 Conclusion and Future Recommendations

Based on the analysis above, the writer would like to draw the conclusion that exploration of female and male gender should explicit equal position in society so that children can learn gender ideologies as a tool for socialization instead role of textbooks of Punjab Textbook Board highlighted. The above mentioned research questions are; In which ways social roles and gender stereotypes are reflected in visual images in the textbooks of Punjab Textbook Board of class 1 and 2? And In what ways females are portrayed in the textbook of Punjab Board and what they are depicting through those images? The researcher has analyzed that women are shown as caretakers of the families and children in contrast to men who are portrayed in the leadership role. As both sexes are exploring different as well as opposite activities that reflects the gender biased ideologies. This type of biased presentation strengthens the gender stereotypes. Such a biased pictorial representation shapes the distorted world view of the students as girls start thinking that only boys can participate in sports and they themselves are only bound to play games within the four boundaries of

school or home. Besides it is inappropriate for adult females to play games but it is quite normal for adult males to participate in sports. The writer suggests the future researchers to explore new findings regarding gender stereotypical behavior that specifically focusing on the differences between men and women with reference to the Text Books. The analysis of the images points out the dire need of redressing gender bias to present society more realistically through images as illustrations are of fundamental importance in the learning process and shaping the world view of children.

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