Gender Roles and Social Themes in the Grade Ten English Textbook: A Critical Discourse Analysis

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Abstract

Textbooks play a crucial role in shaping students' perspectives, particularly in language education, where they serve as a primary medium of cultural and social transmission. This study critically examines the Grade Ten Compulsory English Textbook used in Nepal, focusing on gender representation and social orientation. Using Penny Ur's (2009) framework for textbook analysis and Fairclough's (1989) three-dimensional model of discourse analysis, this study explores how males and females are portrayed in dialogues, images, and activities, as well as how social classes and occupations are represented in the textbook. The findings reveal a mixed portrayal of gender, where males dominate certain sections while females have limited representation in leadership roles. The analysis also indicates a lack of diversity in occupational roles and underrepresentation of Nepalese social and cultural realities, highlighting a preference for Western ideals over local perspectives. These disparities raise concerns about the implicit messages students receive regarding gender roles and societal structures. The study concludes with recommendations for a more inclusive and balanced representation of gender and social diversity in English language textbooks, ensuring a fair and equitable learning experience for all students.
Keywords: Textbook analysis, gender representation, social orientation, discourse analysis, Nepalese ELT, Penny Ur, Fairclough

Introduction

Textbooks play a fundamental role in language education by providing structured learning materials, shaping students' knowledge, and influencing their perceptions of society. In contexts where English is taught as a second or foreign language (ESL/EFL), textbooks serve not only as linguistic resources but also as vehicles for cultural transmission, social

values, and ideological perspectives. The way gender roles, occupations, and social classes are portrayed in textbooks significantly impacts students' understanding of their roles in society and their career aspirations (Porreca, 1984; Ur, 2009). Hutchinson and Torres (1994, p. 315) view that "the textbook is an almost universal element of (English language) teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in (various) countries... No teaching-learning situation, it seems, is complete until it has its relevant textbook." Sheldon (1988, p. 237) opines that textbook "represent for both students and teachers the visible heart of any ELT programme." In Nepal, the Grade Ten Compulsory English Textbook is a mandatory learning material prescribed by the Curriculum Development Centre (CDC). While the textbook aims to provide comprehensive linguistic and literary exposure, the implicit messages it conveys through images, dialogues, and texts remain underexplored. Previous studies (Khadka, 2019; Tiwari, 2013) indicate that gender bias and social inequalities are often embedded in educational materials, reinforcing stereotypes rather than promoting equality. A systematic analysis of gender representation and social orientation in this textbook is crucial to ensuring balanced and inclusive learning experiences.

Despite Nepal's growing emphasis on gender equality and social inclusion in education, English textbooks continue to reflect traditional gender norms and occupational stereotypes. Males are often depicted in active, leadership-oriented roles, whereas females are portrayed in passive, supporting roles (Porreca, 1984). Similarly, the representation of social diversity in terms of occupation, ethnicity, and class remains limited or skewed, failing to reflect the cultural richness of Nepalese society. These imbalances may shape students' attitudes towards gender roles, career choices, and social mobility, leading to long-term educational and professional disparities. This study is significant for teachers, curriculum designers, and policymakers in Nepal's education sector. By identifying gender biases and social imbalances in the textbook, the study contributes to the development of more inclusive and equitable learning materials. It also provides insights for English language instructors on how to contextualize textbook content to foster critical thinking among students. Additionally, the findings can inform future textbook revisions, ensuring a more balanced representation of gender and social diversity in educational materials.

Theoretical Framework

This theoretical framework provides a robust structure for analyzing the Grade Ten Compulsory English Textbook. Penny Ur's framework highlights surface-level content biases, while Fairclough's discourse analysis uncovers deeper ideological patterns. Together, these approaches ensure a comprehensive and critical examination of the textbook's role in shaping students' understanding of gender roles and social hierarchies. Pandey (2024) argues, "the concept of discourse in language teaching has evolved to emphasize the role of language as a social tool for interaction, shaped by context, intention, and adaptability, rather than being limited to grammar and vocabulary" (p. 292).

The representation of gender and social orientation in textbooks is a crucial aspect of language education, as it influences students' perceptions of gender roles, occupational choices,

and societal norms. This study employs Penny Ur's (2009) framework for textbook analysis and Fairclough's (1989) three-dimensional model of discourse analysis to critically examine how gender and social class are portrayed in the Grade Ten Compulsory English Textbook. These two theoretical models provide a structured lens to explore both surface-level textual features and deeper ideological meanings within the textbook.

Penny Ur's Framework for Textbook Analysis

Penny Ur (2009) proposed a comprehensive framework for evaluating language textbooks, emphasizing the importance of hidden curricula in shaping learners' attitudes and beliefs. According to Ur, textbooks convey implicit messages through their textual content, illustrations, activities, and dialogues, which may reinforce social inequalities, stereotypes, and biases. This study applies Ur's framework to assess the Grade Ten Compulsory English Textbook based on the following key dimensions:

Sexism and Gender Representation

Gender representation in educational materials can be examined through three major dimensions: visibility of male versus female characters, roles and activities assigned to genders, and language use and gender stereotyping. The first dimension, visibility of male versus female characters, refers to the frequency and prominence with which male and female characters appear in dialogues, illustrations, and reading passages. A significant imbalance in visibility may indicate gender bias, where one gender is more represented than the other. The second dimension, roles and activities assigned to genders, explores whether males and females are shown in traditional roles or presented as participating equally in a variety of tasks and professions. This aspect reveals whether the materials support conventional gender norms or encourage more equitable and diverse representations. The third dimension, language use and gender stereotyping, examines how the choice of words such as pronouns, verbs, and descriptive terms reflects or challenges common gender stereotypes. These three dimensions provide a framework for understanding how gender is constructed and conveyed through educational content.
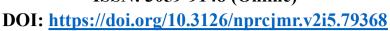
Social Orientation and Occupational Diversity

The analysis of textbook content can also be guided by dimensions such as representation of different social classes, depiction of occupations, and cultural and ethnic representation, as outlined in Ur's framework. The first dimension examines whether the textbook includes characters from a range of economic backgrounds or if it primarily features individuals from upper-class or elite groups, which can reveal underlying class biases. The second dimension focuses on the depiction of occupations and evaluates whether the representation of professions is gender-balanced or reflects traditional gender roles, such as portraying men as doctors and women as nurses. The third dimension addresses cultural and ethnic representation by assessing the extent to which the textbook reflects Nepal's rich cultural diversity, including the visibility of various ethnic groups and marginalized communities. Ur's framework provides a structured approach to uncovering implicit gender biases and social

imbalances in educational materials, encouraging a more inclusive and equitable analysis of textbook content.

Fairclough's Three-Dimensional Model of Discourse Analysis

Norman Fairclough (1989) introduced a three-dimensional model of critical discourse analysis (CDA) that investigates how language constructs social reality and sustains power structures. This study applies Fairclough's model to examine the deeper ideological messages embedded in the Grade Ten English textbook. The model consists of three interrelated dimensions. The Description stage focuses on textual analysis, exploring linguistic features such as word choices, sentence structures, and visual elements, while identifying patterns in gender representation and the construction of social and occupational hierarchies. The Interpretation stage analyzes how meanings are constructed within the textbook and how learners are positioned to interpret gender and social roles, evaluating whether the content reinforces or challenges societal norms and assessing its pedagogical impact on students' beliefs. The Explanation stage situates the textbook within its broader socio-political and cultural context, assessing its alignment with Nepal's national education policies on gender equality and inclusion, and evaluating its role in either perpetuating or resisting dominant ideologies. By integrating Fairclough's CDA with Penny Ur's framework, this study offers a comprehensive approach that moves beyond surface-level analysis to critically explore how textbook discourse influences students' perceptions of gender and social structures.

Integration of Theoretical Frameworks

Penny Ur's framework and Fairclough's critical discourse analysis (CDA) model offer complementary approaches for examining the Grade Ten English textbook. While Ur's framework emphasizes content analysis and the identification of hidden curricula within textual and visual materials, Fairclough's model extends the analysis to the broader social, cultural, and ideological dimensions of discourse. By integrating these two models, the study aims to identify both explicit and implicit biases in the portrayal of gender and social roles, assess how language and discourse practices influence students' understanding of gender equality and social diversity, and offer informed recommendations for revising textbooks to ensure more inclusive and equitable representations in Nepalese English language teaching (ELT) materials.

Research Design

This study adopts a qualitative research approach, specifically focusing on content analysis and critical discourse analysis (CDA) to examine gender representation and social orientation in the Grade Ten Compulsory English Textbook. "Qualitative research bears significant value in English Language Teaching (ELT) and Applied Linguistics because it offers detailed views into how language is taught and learned" (Pandey, 2025, p. 88). These processes are influenced by various social and cultural factors. Since textbooks serve as both pedagogical tools and ideological instruments, a systematic, theory-driven examination is essential to uncover hidden biases, implicit gender hierarchies, and social representations that shape learners' perspectives. A qualitative content analysis allows for an in-depth examination of textbook materials, focusing on how gender and social categories are constructed through text,

images, and discourse patterns. Additionally, critical discourse analysis (CDA), based on Fairclough's (1989) three-dimensional model, provides a framework to explore the underlying power structures embedded in language and visual elements. This combined methodological approach ensures a comprehensive investigation into both surface-level textbook content and deeper ideological influences. The study is interpretive in nature, seeking to uncover implicit messages about gender roles, occupational diversity, and socio-cultural representation rather than relying on quantitative frequency-based analysis alone. By focusing on both linguistic and visual elements, the study aims to explore how the textbook shapes learners' understanding of gender equality, leadership roles, and social diversity in Nepalese education.

Data Source and Selection Criteria

The primary data for this study is the *Grade Ten Compulsory English Textbook* published by the Curriculum Development Centre (CDC), Nepal. As a government-prescribed textbook used widely in both public and private secondary schools, it holds significant relevance in shaping the educational experiences of thousands of students across the country. Its selection is based on three main criteria: its mandated use in classrooms, its diverse content featuring texts, dialogues, illustrations, and exercises, and its potential influence on students' perceptions of gender roles, occupational identity, and social orientation.

To investigate these dimensions, the study adopted a systematic content analysis approach, closely examining both textual and visual components of the textbook. Particular attention was paid to how male and female characters are portrayed, the types of occupations and social roles represented, and the degree to which cultural and social diversity is included. This comprehensive analysis provides critical insights into the implicit messages conveyed through educational content in Nepalese ELT materials.

Research Objectives

This study aims to critically examine the gender representation and social orientation in the Grade Ten Compulsory English Textbook using Penny Ur's (2009) framework for textbook analysis and Fairclough's (1989) three-dimensional model of discourse analysis. The key objectives of the study were:

- To analyze the portrayal of males and females in the dialogues, images, and activities of the textbook.
- To examine the representation of social orientation in terms of occupations, class backgrounds, and cultural diversity.

Results and Discussion

This section presents the findings derived from a critical analysis of the Grade Ten Compulsory English Textbook, focusing on gender representation and social orientation. The discussion follows Penny Ur's (2009) framework and Fairclough's (1989) three-dimensional model of discourse analysis, allowing for both surface-level content examination and a deeper ideological interpretation. The analysis highlights gender visibility, occupational diversity, and cultural inclusivity, providing insights into how these elements shape students' perceptions of society.

Analytical Framework: Integrating Content and Discourse Perspectives

The analysis in this study adopts a two-tier framework that combines Penny Ur's (2009) criteria for textbook analysis with Fairclough's (1989) three-dimensional model of critical discourse analysis. In the first step, Ur's framework is applied to assess gender representation by examining whether males and females are portrayed with equal visibility, agency, and leadership roles, as well as to evaluate the representation of social and occupational diversity, including class, ethnicity, and professional roles. The second step involves applying Fairclough's model, beginning with the description of linguistic and visual patterns in the textbook, followed by the interpretation of how these patterns influence students' understanding of gender and social roles, and concluding with the explanation of how these findings relate to broader educational policies and social norms in Nepal. This is a kind of document analysis which "involves the systematic review and interpretation of written materials to derive meanings, themes, or insights related to research questions" (Pandey, 2025, p.120). This integrated approach allows for a comprehensive examination of both the explicit content and the underlying ideological messages embedded in the textbook.

Textual Analysis

The textual analysis in this study focuses on examining how gender and social roles are constructed through language and narrative in the Grade Ten English textbook. It involves analyzing dialogues and stories to identify how male and female characters are portrayed in conversations and instructional contexts, highlighting any imbalances in representation or agency. The analysis also explores specific linguistic choices, such as the use of pronouns, adjectives, and verbs, to determine whether certain traits or actions are disproportionately associated with one gender or social group. Additionally, the study investigates the depiction of occupational roles, leadership positions, and economic backgrounds, assessing whether the textbook presents a diverse and equitable range of professional identities and social statuses.

Visual Representation

The visual representation component of the analysis focuses on how illustrations and images in the Grade Ten English textbook portray gender and cultural diversity. This involves examining the frequency, positioning, and roles assigned to male and female characters in visuals to determine whether there is a balanced and equitable representation. The analysis also evaluates the extent to which these images reflect Nepal's rich cultural and ethnic diversity, including the visibility of marginalized groups. Particular attention is given to whether the visuals reinforce dominant social narratives or promote inclusive portrayals that acknowledge the multifaceted nature of Nepalese society.

Exercises and Activities

The analysis of exercises and classroom activities, including role-playing tasks, focuses on evaluating whether the textbook reinforces or challenges traditional gender roles and social norms. By examining how students are positioned in various interactive tasks, the study assesses whether these activities promote equitable participation and representation or perpetuate stereotypical roles. This component of the analysis adds a practical dimension to the

study, highlighting how learners are expected to engage with the content. When combined with textual and visual analysis, this multi-layered approach offers a comprehensive understanding of the textbook's treatment of gender and social orientation.

Gender Representation in the Textbook

Visibility of male and female characters

An important aspect of textbook analysis is determining the extent to which male and female characters are equitably represented in textual and visual materials. The analysis of the Grade Ten Compulsory English Textbook reveals a noticeable imbalance in gender visibility, with male characters appearing more frequently than their female counterparts across multiple sections, including reading texts, dialogues, and illustrations. A quantitative review indicates that out of eighteen reading passages, twelve prominently feature male characters, whereas only six contain significant female representation. Similarly, visual representations show that approximately 65% of illustrations depict male figures, while only 35% depict females.

This disparity in gender representation suggests that male characters are granted greater presence and agency in the textbook, positioning them as central figures in the learning materials. The imbalance aligns with previous studies on gender bias in ELT textbooks (Porreca, 1984; Khadka, 2019), which suggest that dominant male representation may unconsciously reinforce traditional gender hierarchies. By presenting males as the default or primary participants in textual interactions, the textbook may inadvertently limit female students' sense of visibility and importance in academic and professional spheres.

Gender roles and stereotyping

Beyond numerical representation, the portrayal of gender roles in educational materials significantly impacts students' understanding of societal expectations. A qualitative examination of the textbook's dialogues, exercises, and reading texts reveals that male characters are consistently positioned in leadership roles, making decisions and providing instructions, while female characters frequently appear in subordinate, supportive, or passive roles.

For instance, in a passage discussing career aspirations, male characters are described as engineers, politicians, and scientists, whereas female characters are often assigned roles such as teachers, caregivers, and assistants. Similarly, in conversational exercises, males are depicted as confident speakers who provide guidance and solutions, while female characters frequently ask for advice or seek validation. This pattern perpetuates traditional gender norms, reinforcing the notion that men are leaders and decision-makers, while women are expected to occupy secondary roles in professional and social contexts.

The implications of such portrayals are significant, as educational materials shape students' cognitive development and career aspirations. By presenting a limited and conventional depiction of gender roles, the textbook fails to challenge societal stereotypes and does not actively promote a progressive, gender-inclusive perspective. This finding is particularly concerning in the context of Nepal's commitment to gender equality in education, as outlined in national curriculum policies (Curriculum Development Centre, 2019).

Gendered language and power dynamics

An analysis of the textbook's linguistic patterns further highlights how language reinforces gendered power dynamics. The word choices, sentence structures, and conversational interactions in the textbook suggest a subtle but persistent gender bias. Males frequently assume active, authoritative roles, while females are more often positioned as passive participants. For example, in many dialogues, male characters initiate conversations, provide instructions, and dominate discussions, while female characters primarily respond, listen, or seek approval. Moreover, the textbook's use of adjectives and descriptors reflects traditional gender perceptions. Male characters are often associated with attributes of strength, intelligence, and leadership, whereas females are described in terms of kindness, gentleness, and helpfulness. Such linguistic patterns reinforce pre-existing gender ideologies, subtly shaping students' perceptions of authority, capability, and social expectations.

Fairclough's critical discourse analysis (CDA) framework emphasizes that language is not neutral; rather, it reflects and reproduces existing power structures in society. The findings suggest that the textbook does not adequately challenge dominant gender norms, instead presenting a linguistic landscape where traditional male-female hierarchies are subtly reinforced.

Social Orientation and Occupational Representation

The representation of different social groups and occupations in textbooks plays a crucial role in shaping students' career aspirations and perceptions of social mobility. A review of occupational references in the Grade Ten Compulsory English Textbook indicates a strong preference for elite professions, such as doctors, engineers, lawyers, and political leaders. These roles are predominantly assigned to male characters, while working-class occupations, such as farmers, laborers, and artisans, receive minimal attention.

The absence of rural and working-class representations suggests a limited acknowledgment of Nepal's socio-economic diversity. Given that a significant portion of Nepalese students come from rural backgrounds, the lack of relatable occupational narratives may alienate them, making them feel disconnected from the learning materials. Additionally, the textbook does not sufficiently challenge existing economic inequalities, as it fails to provide a balanced view of career pathways that include vocational skills, entrepreneurship, and blue-collar professions.

This omission reflects a broader issue in educational discourse, where textbooks often prioritize urban, middle-class perspectives while overlooking the realities of rural and lower-income communities. To foster a more inclusive approach, future textbook revisions should aim to represent a diverse range of occupations, ensuring that all students see their social realities reflected in their learning materials.

Cultural and ethnic representation

A crucial aspect of social orientation in textbooks is the representation of cultural and ethnic diversity. The analysis reveals that the textbook predominantly reflects mainstream Nepalese culture, with minimal representation of ethnic minorities, indigenous traditions, or

linguistic diversity. Stories, historical narratives, and cultural references tend to focus on dominant groups, reinforcing a singular and somewhat exclusionary portrayal of national identity.

For example, discussions of festivals, historical figures, and social values are largely framed from the perspective of Nepal's dominant ethnic communities, while Madhesi, Tharu, Dalit, and other indigenous groups receive little recognition. This limited cultural representation fails to reflect the rich diversity of Nepalese society, which is essential for fostering intercultural understanding and inclusivity.

According to national curriculum policies, textbooks should promote multicultural awareness and social harmony (CDC, 2019). However, the findings suggest that the Grade Ten English textbook does not fully align with these educational goals. By excluding a broad spectrum of ethnic and linguistic identities, the textbook may inadvertently reinforce cultural marginalization rather than encouraging a more inclusive national identity.

The findings reveal that the Grade Ten Compulsory English Textbook exhibits significant gender imbalances, occupational biases, and a lack of cultural inclusivity. These issues contribute to the reinforcement of traditional gender roles, socio-economic hierarchies, and a limited representation of Nepal's diverse social fabric. Given that textbooks serve as powerful instruments of knowledge transmission, it is imperative that future revisions address these biases and promote a more inclusive and equitable learning experience.

By ensuring equal gender representation, occupational diversity, and cultural inclusivity, Nepalese educational materials can contribute to a more progressive and socially aware generation of students. The next section explores policy and pedagogical implications, offering recommendations for curriculum development and instructional strategies.

Summary of Findings

This study critically analyzed the Grade Ten Compulsory English Textbook to examine gender representation and social orientation, applying Penny Ur's (2009) framework and Fairclough's (1989) three-dimensional model of discourse analysis. The findings reveal significant imbalances in the textbook's portrayal of gender roles, occupational diversity, and cultural inclusivity, which contribute to reinforcing traditional gender stereotypes and social hierarchies rather than promoting an inclusive and equitable learning environment.

The study found that male characters significantly outnumber female characters in both text and illustrations, with men consistently depicted as leaders, decision-makers, and professionals, whereas women occupy supporting and passive roles. Similarly, the analysis of occupational representation highlighted a strong urban and elite-class bias, where prestigious careers such as doctors, engineers, and politicians are primarily associated with male figures, while working-class roles and rural livelihoods receive minimal attention. The textbook's cultural representation also lacks diversity, favoring mainstream Nepalese traditions while marginalizing regional and ethnic minorities.

Furthermore, the linguistic and discursive patterns in the textbook reinforce power hierarchies where men dominate conversations, assume leadership roles, and exercise

authority, while women play secondary roles and engage in passive interactions. These hidden biases and implicit messages contribute to shaping students' perceptions of gender roles and social status, potentially influencing their aspirations, career choices, and societal outlooks.

Implications for Policy and Curriculum Development

The findings of this study underscore the urgent need for curriculum designers, textbook authors, and educational policymakers to critically examine how gender and social dynamics are represented in educational materials. Addressing these biases requires a proactive approach in textbook development, ensuring that learning materials promote gender equality, social diversity, and inclusivity.

First, the revision of textbooks should prioritize gender-balanced representation by ensuring equal visibility of male and female characters across texts, dialogues, and illustrations. Women should be portrayed in diverse and leadership roles, including STEM careers, business, and political positions, rather than being confined to traditional caregiving roles. Textbooks should also incorporate gender-sensitive language, eliminating implicit stereotypes that reinforce male dominance in communication and decision-making.

Second, greater occupational diversity should be incorporated to challenge socio-economic biases. Representations of rural livelihoods, skilled trades, entrepreneurship, and community service professions should be included to provide a broader and more relatable perspective on career options. This change would help students from various socio-economic backgrounds feel represented, fostering a sense of empowerment and social mobility.

Third, cultural inclusivity should be expanded to reflect Nepal's ethnic, linguistic, and regional diversity. Including folk stories, traditions, and narratives from underrepresented communities can help students appreciate Nepal's multicultural heritage and promote intercultural understanding.

Implications for Teaching and Classroom Practices

While curriculum changes take time, teachers play a crucial role in mitigating biases present in textbooks by adopting critical pedagogy in classroom instruction. Educators can encourage students to question stereotypical portrayals, engage in critical discussions on gender and social representation, and use supplementary reading materials that highlight diverse perspectives.

Teachers can also create inclusive learning environments by promoting gender-equitable classroom participation, ensuring that both male and female students are equally encouraged to take leadership roles in class discussions, presentations, and group projects. By integrating gender-sensitive teaching strategies, educators can help students develop critical awareness and challenge biased narratives in learning materials.

Implications for Future Research

Textbooks are not merely instructional tools but influential instruments that shape students' identities, perspectives, and social understanding. The Grade Ten Compulsory English Textbook, as a key component of Nepalese secondary education, conveys implicit messages that significantly affect students' views on gender roles and social hierarchies. Without

deliberate revisions, such biases may perpetuate existing inequalities rather than encourage inclusive and progressive learning environments. To align with Nepal's broader educational goals of gender equality, diversity, and social justice, it is essential to critically evaluate and revise textbooks to ensure balanced representation and inclusive narratives. This study lays the groundwork for further research on gender and social representation in educational materials. Future research should examine textbooks across various grade levels and subjects to determine whether similar biases persist. Additionally, classroom-based investigations can reveal how students and teachers interpret textbook content, while comparative analyses between government and private school materials can uncover systemic differences in representation. Including student and teacher interviews in future studies would further illuminate how textbook discourse influences learners' perceptions and classroom experiences, thereby informing more equitable and socially responsive educational practices.

Conclusion

This study critically examined the Grade Ten Compulsory English Textbook prescribed in Nepal to explore how gender roles and social orientations are portrayed, applying Penny Ur's (2009) textbook analysis framework and Fairclough's (1989) three-dimensional model of discourse analysis. The findings revealed a clear imbalance in the visibility and roles of male and female characters, with males occupying leadership and professional roles while females were often depicted in passive or traditional positions. Occupational representation was heavily skewed toward elite, urban-centric careers with minimal inclusion of working-class or rural livelihoods. Similarly, cultural and ethnic diversity was limited, with dominant groups being overrepresented and marginalized communities largely excluded. These portrayals reflect and reinforce existing gender and social hierarchies rather than challenging them, which may shape learners' perceptions of identity, aspiration, and opportunity.

The study contributes to the field of critical textbook analysis by uncovering the hidden curricula embedded in language education materials. Although it focuses solely on one textbook and does not include classroom-based data, it offers valuable insights for curriculum designers, teachers, and policymakers. To ensure equitable learning, the study recommends revising textbooks to include diverse gender roles, occupational representations, and cultural narratives that reflect Nepalese society more inclusively. Teachers are encouraged to adopt critical pedagogy to challenge biased content in classroom discussions. Future research should examine a broader range of textbooks across grades and incorporate empirical classroom data, including student and teacher perspectives, to evaluate how such materials are interpreted and internalized. These steps are vital for creating socially responsive and inclusive education in Nepal.

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