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Construction of National Ideologies in the Narratives of National Heroes Portrayed in Higher Secondary English Language Textbooks in Sindh, Pakistan

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Abstract

A textbook is not to read out but to instill values, ethics, and standards of society specified within the educational modules. Essentially, the educational programs of Pakistan are largely constructed on the celebration of history which is instructed in several subjects like Islamiyat, Social Studies, Pakistan Studies, History, and Languages. Such textbooks are being utilized as an instrument to proliferate and propagate national heroes and their works and services. These top-class personalities (heroes) carry certain covered-up and expected philosophies and ideologies. The point of this investigation was to investigate the hidden and covered-up belief systems carried by national heroes of Pakistan who are depicted in English language textbooks taught at Government Higher Secondary Schools of Sindh Pakistan endorsed by the Sindh Textbook Board. Besides this, the paper also examined the distinctive features such as identity, ideology, theme, author's objectivity, and construction of certain ideas which are hidden behind the representation of national heroes. For this research study, the qualitative method was applied. TA (textual analysis) was the method that is applied in such types of research works. We applied Foucault Model as an analytical model to explore the intended and hidden ideologies that have been propagated and promoted by the Pakistani national heroes. The findings showed that the narratives of National Heroes promote the ideologies of Islam, nationalism, the fundamental division between Muslims and Hindus, patriotism, and anti-India which can make young learners nationalist, religious, and militaristic. These themes and ideologies can cause exploitation and manipulation of religion, misrepresentation of reality, misinterpretation of different facts, strengthening of various practices, and so on. Therefore, course designers should avoid constructing ideologies in an aggressive manner that have directly and indirectly influenced language learners.

Keywords: Textbooks, ideology, narratives, indoctrination, Islamization, worldviews.

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Introduction

Textbooks have great importance in education. They are being used as an instrument to socialize the learners and young children while preparing them to be genuine agents of the country. Their subjects, lessons, and texts are based on the stories of heroes that can propagate and promote patriotism (Aliakbari, 2012). Perko (2003) stated that the heroes and their values are being portrayed in an unexpected way, such as in the community, society, mass media, family, friends, and peer bunches as well as in schools. It is schools that play their active parts in instructing values, norms, and competencies of the community, society, and individuals. Yazici (2011) expressed that whatever he says, not as he could do, isn't a great strategy for engendering and educating ethics, values, traditions, and standards. The learners require true personalities whose deeds, activities, and words ought to be exact and reliable which is a sweet case. Despite this fact, Pakistani national heroes and their administrations are specifically associated with a classical strategy of values and competencies. The learner-centered strategies could consider a hero as a part who can demonstrate and instruct competencies, values, and standards. Yazici (2011) views that a major reason behind the representation of a hero in specific instruction reflected that the nostalgic and emotional flanks of standards, values, competencies, and norms utilized as role models and Pakistani national heroes could be successful in promoting and engendering the genuine soul of patriotism (Shahriyar, 2013).

The professionals or scholars of patriotism have stressed the significance of the national heroes in binding together and characterizing the people and particularly the community. In the context of Pakistan, learning of language or teaching a language completely depends on the prescribed textbooks. These are being applied as academic tools for the instructors and the learners as well. They make strong bonds among language, culture, identity, dialect, and legislative issues of the individual and society. Initially English Language learning as well as teaching in Pakistan exclusively was based on educational programs which are completely dependent on history. In Pakistan, the history of Pakistan has been instructed in numerous subjects, especially, social sciences, languages, Islamic studies, and Pakistan studies. This present research emphasizes the ideologies of nationalism, patriotism, Islamization and Muslims, Jihad/War, anti-India, and so on that have been propagated and promoted behind the stories and narratives given in English language textbooks. It has been indicated that the convictions, thoughts, traditions, themes, and attitudes supported by Pakistani National Heroes and normally joined by all the individuals who are living in Pakistan, such as religion, identity, culture, nationalism, patriotism, etc. Such are the subjects and contents that have been discussed under the term of the ideology of nationalism which is being propagated by Pakistani National Heroes in STB English language textbooks taught at Higher Secondary levels of Sindh, Pakistan.

Problem Statement

Islamization and nationalism are exceptionally much-challenged subjects in setting to Pakistan. This

concept makes Pakistani genuine Pakistani. However, these are the factors that make us Pakistanis and enable our citizens to love our country and nation. Broadly, the answers to such questions depend on who is being inquired about and how they are being assessed. A major portion of national identity stems from a sense of culture and history which are profoundly embedded within the origin and the heritage of a region's old civilization. Moreover; religion played a huge role in building Pakistani into what they are nowadays. The issue is within the textbooks that are painted different pictures regarding Pakistani history. They failed to paint for us and also does not depict the different aspects of our character. In its place, they offer very complicated portrayals of who we are. The twisting of verifiable actualities could play a quintessential part in controlling our history and identity. What's unpredictable is which has the bravest mistakes in such textbooks that are almost occasions which still can come in the memory.

We have inclined to examine the depiction of Pakistani National Figures in EL Textbooks which are used in Government Secondary levels of Sindh, Pakistan at which we have been taught between 14 to 18 years old. This research on National Heroes in STB textbooks revealed that the selection of words and language that is used in the narratives are in hyper-national tone, contents are exaggerated, heroes are eulogized and religious hatred is central themes which are based on Islam, nationalism, anti-India, and so on. The educationalists and course designers are specified as they were the National Heroes who had played their roles at the time of partition of the sub-continent and other such heroes who fought in the war with India. But they never bother to incorporate those heroes of national figures who have served the country in different fields. This study helped us to investigate and analyze the contents of the narratives of the national heroes and how different ideologies have been constructed to promote nationalism, Islamization, hatred against India or Hindus, and so on.

Research Questions

This current research aimed to investigate the construction of National Ideologies in the Narratives of National Heroes portrayed in Higher Secondary English Language Textbooks in Sindh, Pakistan. The following research questions have been formulated for this current research study.

- How national ideologies have been constructed in the narratives of National Heroes in STB English textbooks at Higher Secondary levels of Sindh, Pakistan?
- What are hidden ideologies propagated through the narratives of Pakistani National Heroes in STB English language textbooks at Secondary levels of Sindh, Pakistan?

Literature Review

Socio-Political Character of Language

Language plays an important role in society because it has the potential to Language has a great role in a person's foundation, mental slant, and social standing (Pathan et al. 2018). This can be indeed

connected in setting to the textbooks and the materials that are contained in them. It is additionally at that point utilized to reflect, project, portray and strengthen race, culture, sex, character, individuals, religion, and presence. Since, language could be a medium through which societies, standards, conduct, strategy, and morals are transferred from one era to the following era (Khan et al., 2014,). It is additionally a source for transforming and transmitting thoughts, conceptions, subjects, and philosophies. Additionally, Julia T. Wood (2007) viewed that language appears and fortifies values, ceremonies, and social values, counting around sex (p. 114). The nation Pakistan had attempted difficult to re-imagine and to re-invent itself after 1947. An extended colonial period could show their rules in educating Islamic and patriots that might be observed within the shape of educational social cement and curriculum which ties the country in one place.

Qian et Al (2017) studied that in education in China, Chinese senior or middle schools play an important role in creating cooperative memory and nurturing national identities, ideologies, and patriotic feelings among the younger generation. Furthermore, Gao (2017) stated that the main goal of the textbook is to construct social values, norms, and behaviors to ensuring them their popularity, familiarity, and sympathy with socialism and its characteristics in China.

Atkinson, (2011) viewed that learning a language is just not limited to knowledge of learning a language, repossession, and internalization; moreover, the use of linguistic proficiency and accuracy propagates certain forms of knowledge. Such forms are identity, social class, and culture. Because moral values, norms, and customs of the society can be learned along with language learning.

However, as Foster (2011) has rightly said that people should be careful not to integrate diverse pedagogical frameworks and curricular preparations, they should end up with misinterpretations about the various national contexts of language education practices.

Discourse and Ideology

The term discourse is applied to various disciplines of study including philosophy, language, anthropology, psychology, and sociology. Discourse and ideology are used together to propagate certain viewpoints through textbooks. Generally speaking, discourse refers to talks, speeches, texts, conversations, addresses, presentations, sermons, and any other form of writing (Oxford Concise Dictionary, 1976).

The construction of Pakistani National Identity is expressly educating and informing the students through the school's activities of public and social studies. The most courageous, puzzling identities in making a difference and directing to manufacture the countries out showdown to exterior hegemony and oppression is the foremost capable feature of sentimental patriotism (Smith 1999 and Hutchinson, 2004). It is when joined to the rising government instruction framework in both the late 19th and early 20th century, the prime duties in those such frameworks were accepted within an arrangement of patriotism and National character (Weber, 1976 & Richardson, 2002). But the amalgamation of heroic characters and actions with academics served unquestionably to form a genuine stimulus in arranging to help National character or

nationalism. Such components could help to create patriotism and countries distinguishing proof with country and nation.

Rehman (2003) stated that patriotism and country are the different building behaviors that were carried out within the classrooms, whereas bringing authentic or rousing stories, narratives, and writings of National Heroes to the individuals with the name of history, PS reading material or language reading material (texts). Such sorts of writings when watched over time without a doubt reflect appealing accounts of shifting ideas of the country and appeared what researcher Tom Nairn (1999) had properly named the “Janus-faced” patriotism and national personality, they have much transient advancement of images and pictures of the country. If reading material in schools and colleges looks to fortify and motivate patriotism and implies patriotism through affecting depictions of deeds of National Figures, saints, or heroes, they moreover can look to historicize and legitimize driving concepts of the country. National Heroes are such personalities who have solid convictions and ideas of their country and a while later battle for the opportunity of their nation. Countries, concurring (Bhabha (1999), “like accounts and writings to lose their foundations or roots in legends of time but completely search for skylines in one’s mind’s eyes.

Sajda (2017) stated that the painted images or writings may appear unfathomably intemperate allegorical and sentimental, but they took birth from conventional political thoughts and ideas, the scholarly dialects as foremost effective verifiable thought”. Additionally, within allegorical and sentimental settings, fascinating leaders have given mythic and imperative parts within the country building. National Heroes always believe in the stability and integrity of the country. They have strong beliefs, standards, and concepts about the nation. The country is everything to them and they can die on the country’s sovereignty.

Research Methodology

Research Approach

The current research is fundamentally qualitative. This qualitative approach covers a collection of far-reaching story information for picking up the instincts into the marvel of intrigue. It includes the collection of broad story information and knowledge to pick up bits of the knowledge into the wonder of intrigued. Data analysis of this paper incorporates coding of information or data of narratives or depictions. Ian Dey (1993) recommended qualitative research. It is an authentic method of data collection and can be applied in many research studies other than a survey. Furthermore, Dey (1993) proceeded by saying that information that is delivered from such kinds of sources may incorporate interview transcripts, field notes, archives, photos, draws, video or audio recordings, documents, and so on. The current study is qualitative because it is based on qualitative research and its major characteristics. The only logic behind using the qualitative method was an analytical model of Critical Discourse Analysis (CDA) suggested by Fairclough (2003) which is called a research approach. The

investigation of ideological and content messages within the textbooks can require non-numerical data.

Source of Data Collection

For this research paper, the data came from Critical Discourse Analysis (CDA). The contents and samples were selected from the English Language textbooks that are being prescribed and designed for higher secondary levels in Sindh, Pakistan. For this research two English language textbooks were selected: English textbook I and II for grades 9 and 10 as well as HSSC English Textbook I and II respectively. These textbooks are endorsed by STB (Sindh Textbook Board) agreeing to the National Curriculum of Pakistan 2006. English language textbook of Grade 9 contains twenty-one lessons, English 10 twenty-three, and HSSC books one and two each have ten lessons respectively. We selected narratives of Dr. Allama Iqbal (English Textbook I), The Great War Hero (English textbook I), Quaid-i-Azam, Mohammad Ali Jinnah (English Textbook II), and Shaheed-i-Millat, Liaquat Ali Khan for this study as samples. We chose the texts based on the stories of national heroes. We also tried to investigate the ideology of patriotism, nationalism, Islam/jihad, contempt, the influence of patriotism, and fundamental division between the Muslims and Hindus which are being encoded in English language texts, narratives, stories, or lessons to get it how such course readings philosophies influence, affect and shape the young minds of students in context to Pakistani schools. In this study, we applied Critical Discourse Analysis (CDA) an analytical model by Fairclough (2003) for texts and contents which are allied to the ideologies of national heroes constructed in STB (Sindh Textbook Board) EL textbooks. This is a very comprehensive critical discourse analysis (CDA) model. The investigations have been carried out at words, phrases, and sentence levels by selecting sentences words and phrases randomly from stories related to the National Heroes of Pakistan. The main purpose behind the selection of sentence levels is to know each closely because each text contains different hidden ideologies. Therefore, it is very hard for the researcher to critically evaluate every content and passage thoroughly. In this research, only a few explanatory devices of Fairclough's (2003) analytical model have been utilized for the syntactic investigation of the sentences and not completely. In this manner, we have taken after those expository sorts which are utilized for the analysis of the textual issues within over said modular like 'social events', 'intertextuality', 'difference', 'Representation and description of Social events', 'Assumptions' and 'Styles'. The explanatory devices for analysis of the contents incorporated Assumption/Presupposition/Implicature, Representation, Personality, Foregrounding, comparison or differentiation, Contrast, Consideration, Prohibition, Universalization, and Prominence/Reinforcement.

Findings and Discussion

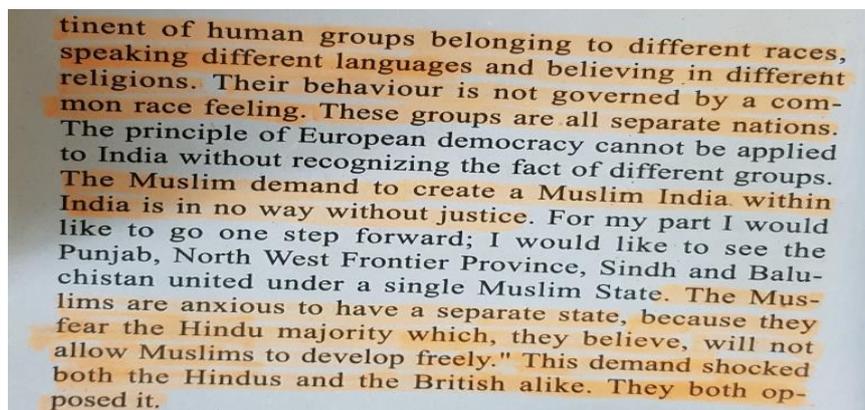
In this present study, we discussed a few selected Pakistani National Heroes who played their parts in Pakistan Movement or fought for Pakistan after the independence in wars with India represented in Sindh Textbook Board, English language textbooks prescribed for higher secondary levels. In addition; the present research is based on the narratives and stories of the national heroes who were selected for critical discourse analysis. After the analysis of texts on National Heroes, the researchers uncovered the intended and hidden ideologies which have been constructed in stories of National Heroes in textbooks in the English language. The details of ideologies have been given below:

Fundamental division between Muslims and Hindus

The current study revealed some ideologies which have been represented through the portrayals and contents of the National Heroes of Pakistan. These are patriotism, Islamization, patriotism, anti-India, and fundamental division of the Hindus and the Muslims. The textbooks of the English language by the Sindh Textbook Board are the driving outlines of such subjects and conviction frameworks that are proliferated or multiplied through accounts and portrayals of the National Heroes of Pakistan.

It can help instruct the students and learners of the country within textbooks that Pakistan was shaped exclusively by a fundamental clash between the Muslims and the Hindus. But this idea originally is based on the idea of the old civilization of Indus civilization that originally divided the Hindus and the Muslims who did not exist. The stretch on religion overlooked other variables which could cut over such characters. This kind of idea can be seen in below image 3.

Figure.3: Image from STB English language for Grade 9



The above-mentioned image talked about Dr. Iqbal and how he widely demanded a separate independent country for the Muslims of India on basis of fundamental divisions. Muslims and Hindus were two different nations. On the occasion of a famous address at Allahabad, he emphasized the

interests of the Muslims and how they were interested to have an independent separate homeland, it is because he knew that the Muslims and Hindus were two distinct religions. Furthermore, he said that they both speak two distinct languages and have certain cultures and traditions. He stated in his Allahabad presidential address:

“India is a continent of human groups belonging to the different races, speaking different languages and believing in different religions”. (STB English for Grade 9th pp. 37-38).

This kind of similar idea is also could be seen in one of the texts of Liaquat Ali Khan, the first Prime Minister of Pakistan. This ideology of fundamental divisions between Muslims and Hindus could be studied in STB English textbook two for grade 12 which is based on the narrative of Shaheed Liaquat Ali Khan.

The lesson “Pakistan and The Modern World” is about the messages of Shaheed –i-Millat and his address to Pakistani students and youth. He stated that,

“...the Muslims were the monotheist and Hindus were polytheists, or that Muslims believed in Prophet of Arabia, whereas Hindus did not. (STB English Textbook Two for grade HSSC, pp. 45)”

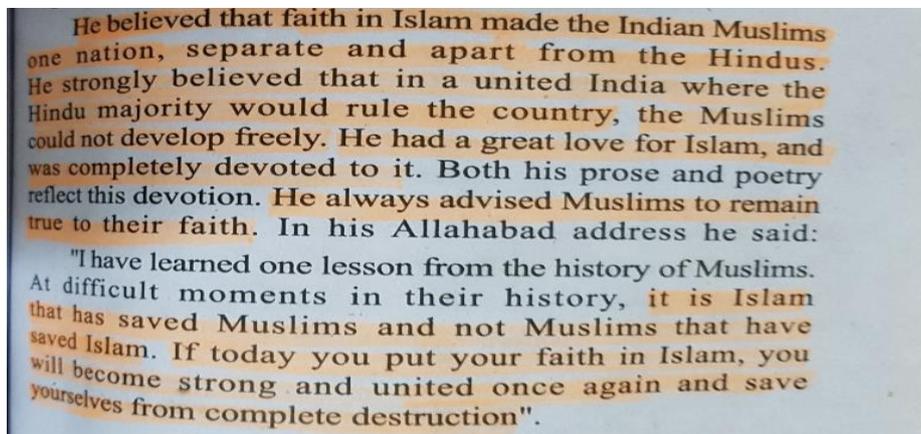
Islamization

The main belief system that covers most of the pages of history, social studies, Islamiyat, Pakistan Studies, and even language textbooks have been reflected that Pakistan was made for Muslims only. Context to Pakistani textbooks, patriotism, national identity, and nationalism are the critical topics hidden in the textbooks. Textbooks are designed and prescribed on certain agendas and also in portraying and characterizing the ideological base of Pakistan. The young learners examined that the Muslims of the sub-continent got an independent state because they might deliver a commonsense shape to last and by and large specialist of Allah Almighty. It could be very much true that Islam is the philosophy of Pakistan since its inception. It has been incorporated sensibly later beginning and no content was composed earlier than the year 1977 said the philosophy of Pakistan (Muhammad, 2014). There by and large appears to be an unmistakable exertion for rulers of the nation to make a history of Pakistan Islamic one and based on Islamic principles. Rahman (2005) composes that amid Zia’s time, “religion, Islam was being utilized to bolster country’s possess battle ready arrangements in such a way that it showed up to the readers of the textbooks that Pakistan’s development is associated with the wars with India and the Kashmir dispute was all associated not as these were with patriotism but with the Islam” (Rahman 2005), p. 27). Alternately, it denies social plummet from India or indeed presents other societies to create social concordance and resilience (Ahmed, 1998).

The language and history textbooks of Pakistan have depicted that a “Two Nation Theory” is the central point from which different ideologies of Islam, patriotism, anti-India, and war/Jihad have been

constructed. Many religious scholars and historians believed that religion was the separating factor and that was the main reason behind the establishment of Pakistan. However, Hoodbhoy (1998) and Jalal (2002) opposed this idea because they argued that the term 'ideology of Pakistan' originally was not part of its plan and the moment of creation of the country, Pakistan. Furthermore, they said that even M. A. Jinnah, the founder of the country, never applied the ideology of Islam but it could be an after-thought because he wanted a secular state where all religions and minorities would have equal rights. The term had never been observed in Jinnah's addresses or Speeches either (Pirzada, 1970). Educationalists and critical minds question the presence of the Islamic belief system of Pakistan at the time of its creation and indeed after for about a quarter of a century (Ahmed, 2001 & 2012, Haider, 2010).

Figure.4: Image from STB EL Textbook-9 (Representation of Islam)



In this picture no.4, Dr. Iqbal unequivocally has been appeared to be a true devotee of Islam. He has dazed confidence in Islam and its teachings. Agreeing with him, Islam may be a religion of confidence and solidarity because it encompasses an awesome control to spare the Muslims from the abominations of Hindus. Dr. Iqbal in his celebrated presidential address stated:

".. faith in Islam made the Muslims one nation, separate and apart from the Hindus p.39"

In another statement, he said:

"...it is Islam that saved the Muslims and not Muslims that have saved Islam. If today you put your faith in Islam, you will become strong and united once again and save yourselves from complete destruction" (p. 39).

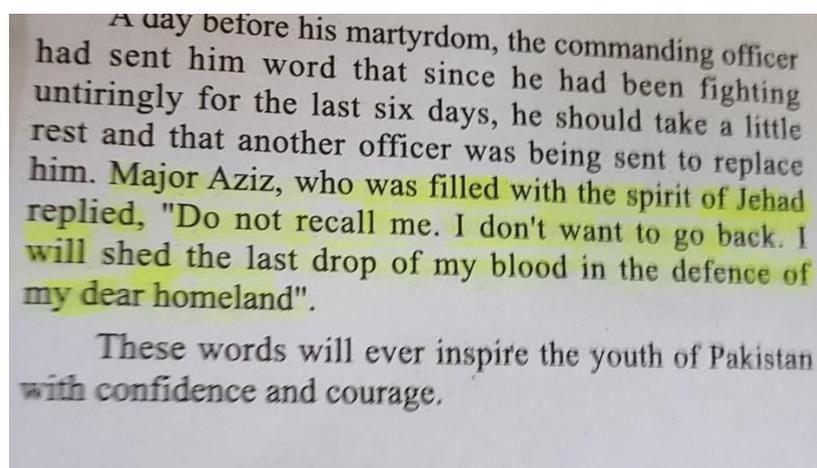
The critics concur on Iqbal is anybody but an intense Muslim, hence opposing the often-quoted popular words as imaginative instead of genuine (Paracha, 2013).

War/Jihad

The ideology of War/ Jihad is additionally being constructed behind the portrayals of Pakistan's National Heroes. They propagated and proliferated certain ideologies of Pakistan through their contents and narratives. This concept can be an exceptionally critical pillar of Islam. It has prodigious significance in Islam. The depiction of Shaheed Aziz Bhatti promotes the theme of War/Jihad in an exceptionally forceful and egotistic way. In the below-given figure no.5, the soul of War/Jihad can be checked.

The ideology of War/Jihad is also being proliferated by Pakistani National Heroes which has great psychological impacts that curriculum designers do not imagine for the future of Pakistan. Jihad is an important pillar of Islam therefore young learners might take it for granted. It has a prominent place in Islam. The theme of ideology has been encouraged through the stories and contents of National Heroes who fought for Islam and Pakistan. A narrative of Major Bhatti is the best example that promotes the theme of War/Jihad. His text proliferates the ideology of Jihad in a very forceful and boastful manner. In bellow figure no.5, the concept of Jihad has been encouraged.

Figure.5: Image from STB EL Textbook-9 (Representation of Jihad)



In the above-given picture, the belief system of Jihad was advanced and proliferated. Major Bhatti was a noticeable figure since he battled for his nation.

Hatred against India

It has been expressed in English language textbooks that India is an extreme foe and danger for the country, conjointly active in arranging the strategies for the disintegration and instability of Pakistan. The wing of curriculum development of Pakistan in this respect seems to be centered on informing young learners of Pakistan to become alert from their enemies. Additionally, the contents of the textbooks also denounce India for the fiascos or incidents that the state has confronted, counting three distinctive wars between rival nations: the division of Bangladesh, the war of 1965, the Kargil strife, and the Kashmir dispute. In the depiction of Sher Khan in the Urdu language textbook, the Indians are called the most exceedingly serious enemy (p. 67). This appears that such sorts of articulations illuminate the young learners how Indians were pitiless and unfaithful to Pakistan. Similar sentiments could be seen within the narratives of Dr. Iqbal in the English textbook 9th level. It is said that Muslims needed an independent country because they had a fear that the Hindu majority would be dominant and could not allow the Muslims to live freely in India. The text expressed that:

“.....Muslims are anxious to have a separate country, because they have a fear of the Hindus majority which, they believe, will not allow them to develop freely” (9 level STB English, pp. 38).

This depiction of Dr. Iqbal advances and engenders anti-India feelings and sentiments. Along with this critical issue, another exceptionally touchy issue was the movement of individuals at the moment of division or autonomy. This is often broadly considered a gigantic movement in the history of the world. More than ten million people were moved to Pakistan. Among them, more than a million were killed due to bloody riots and contentions (Bates, 2011). Earlier in the Lahore Resolution of 1940 Lahore by the All India Muslim League demanded the division of the sub-continent but did not do anything for the common masses. Similarly, it was also ignored about the fate of common people who were supposed to leave the country from both sides of the border in the partition plan after the partition of the sub-continent. But Pakistani textbooks gave one side of the picture of how Muslims were tormented and killed by the Hindus and Sikhs. They provided a gloomy picture to the readers of the tragedies against the Muslims. The curriculum developers had fizzled to deliver a clear picture and clarification on how the people of united India for the most part endured not due to religious contempt and contrasts. Reviewing the past unforgiving occurrences in course contents could not lead the country into advance, it was enjoyed in past occasions and incidents (Bates, 2011).

The publicity of anti-India is straightforwardly associated with the primary topic of Islamization related to a belief system of Pakistan with conviction, confidence, and standard of Islam which are presented through English Textbooks (Nayyar & Salim, 2003). They taught the youth of Pakistan that Indians

and Hindus particularly the Hindus are against Muslims and therefore is no place for them in Pakistan. For the youth of Pakistan, this idea might create anti-Indian feelings and sentiments by giving the negative impact of Pakistan conjointly nullifying a genuine concept of a hail of Pakistan since one-third of it speaks to minorities and their religions.

The narrative of Aziz Bhatti reflected a belief system of anti-India in an exceptionally forceful way. Since it is a war hero, in this manner, his depiction is exceptionally forceful and hatred against India whether he said it or not but the text reflects that:

“The Indians were fully equipped with guns and tanks” (9 level English, pp. 75)

Indoctrinating Patriotism

The overspecified ideologies are exceptionally critical but very important among such ideologies is the ideology of patriotism. Paracha (2013) clarified, “Over the decades, the books that are being instructed frequently at different school levels in Pakistan, have advanced gradually and steadily into providing one side of the manual that one needs to accept, ends up or carries on as a genuine Pakistan”. They do not get to create a sense of correspondence, resistance, or peace. Moreover, Paracha (2013) argued that Pakistan Studies were made a compulsory subject throughout the country at the time of the first elected PM, Zulfikar Ali Bhutto. His government also tried to apply inculcation as an instrument after the separation of Bangladesh (East Pakistan). Be that as it may, after the rule of Z A Bhutto, General Zia-up-Haq, a military ruler put all efforts into the rising radicalism in the individuals, which are the causes of the issues, challenges, and obstacles that the Pakistani country is confronting presently (see Ali, 1998).

Loewen (1995, p. 14-15) argued that “textbooks are for the most part blended up by the disputable and clashing wants to proliferate and advance request. These are to inculcate the dazzle patriotism”. The term “Shaheed” for the hero is an adequate word to advance the energetic soul among the pursuers. Such types of words are not suitable for war heroes rather than other heroes who could emerge as enthusiastic souls. The belief system of patriotism is seen within the depiction of Major Bhatti. The contents of the textbook reflected that:

“Major Bhatti was fired with the true patriotic spirit of a disciplined soldier. With his small company, he not only stopped Indian advance but also pushed them back”. (9th STB English p. 75)

Conclusion

In this present article, we have tried to discuss some new perceptions from English language textbook

research concerning the construction and perpetuation of national narratives. The main purpose behind this choice was to promote national heroes and history which are prospective to remain important not for history but also for language education. What and where can we conclude so far? It is difficult and requires more research because language textbooks are hybrid resources of education, operative in certain national frameworks and regularly accompanied by aggressive political disputes, language textbook inquiry faces a lot of problems, obstacles, and challenges than normally expected.

The current study was essentially based on the assessment of writings on narratives and stories of National Heroes of Pakistan that are being taught in higher secondary levels through the contents of EL textbooks prescribed by STB (Sindh Textbook Board) for public higher secondary Schools of the province Sindh, Pakistan. This was incorporated as it were textbooks of English that have been instructed to the youth of the country about their successes and services for the nation. The narratives of Pakistani National Heroes were examined whether they fought for the division of United-India or wars with India after the establishment of Pakistan in 1947. Narratives and portrayals of these heroes are taught in little and barring occasions and the individuals have a place in a verifiable setting in most cases. This present research explored the ideology and representations of heroes through English language textbooks. The compositions serve a very important reason. This can be all around illuminating stories and stories in a persuading way while enabling the learners to get the story carelessly and sadistically. The narratives are only intended to deliver the message of heroes and their heroism.

Recommendations

The following are the major recommendations of the current study:

- The writings or accounts are expected to engender and advance courage among the students
- The vocabulary, dialect, and choices of contents are centered to emerge Islamic principles, national identities, and indoctrinating patriotism which are aggressively used.
- The words and contents used in textbooks might arise sentiments and emotions among young learners against India which should be avoided.
- The designers of the National Curriculum embedded feelings and estimations for young minds through such course readings which have implied to accentuate the significance of Islam, country, or anti-national strengths additionally to take impressions on young minds of learners.
- The main purpose of language textbooks is to teach and provide linguistics knowledge to learners, not about personalities.

- The stories of National Heroes are being told to students once more and once more almost the battles and inconveniences in the country Pakistan are set up around hardships and penances that numerous individuals give for a cause of flexibility some time recently and after its formation indeed amid the parcel.
- Through such contents and discourses, they only make such supporters instead of dazzle nationalists who don't raise questions concerning the legitimacy and realness of data of present, past, or future.

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