Discursive Analysis of Learner Identity and Diversity in the Single National Curriculum (SNC) of Pakistan: A Discourse-Historical Approach"

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Abstract

The present study investigates the notion of learner identity and its connection with diversity. The objective of this study is to perform a discursive analysis of the Single National Curriculum (SNC). The Standardized National Curriculum (SNC) is a comprehensive educational framework that has been established by the government of Pakistan. Its primary goal is to standardize and unify the curriculum throughout all educational institutions inside the country. The present study aims to analyze the discourses pertaining to the SNC to gain insight into the diverse perspectives surrounding it. Specifically, it explores whether these perspectives adopt a comprehensive approach that addresses social and emotional aspects, or if they exhibit cultural confusion. It investigates whether the identity of learners is undergoing transformation and whether it embraces diversity and multiculturalism. For this, the research utilizes an extensive qualitative methodology. To enhance the analysis's robustness, a purposive sampling technique will be applied by collecting data from secondary sources particularly textbooks. The examination will include nearly ten textbooks mainly of subjects like Pakistan Studies, Urdu and English, specifically tailored for matriculation and intermediate levels. The research uses Ruth Wodak's Discourse Historical Approach to examine specific extracts from curriculum texts, thereby adopting a distinctive perspective that sets it apart from previous research endeavors. These strategies encompass the utilization of language, framing techniques, and the depiction of Pakistani learners' identity and their ability to adjust to a multicultural environment. The interpretation of the findings provides an understanding of how the textbook influences the formation of learners' identities in the context of multiculturalism.

Key terms: Learners' identity, discursive analysis, SNC, discourse historical approach, multiculturalism

Introduction:

There is no ideology-free text, and textbooks are the best resources for the construction of ideologies. Discourses in textbooks build ideologies which spread in a very diplomatic manner. Textbook discourses shape the viewpoint of the younger students. Ideologies ingrained in the audience are enduring and mold students' worldview in that way.

According to Sapir (1921), every act of social interaction, including words, entails talking to people and having communication. The material which appears in textbooks is purposely incorporated that impinges the mind of the young learners.

So, Textbooks build and quietly convey ideas, frequently endorsing religious beliefs, which have a profound impact on and persist in the perspectives of young learners, forming their worldviews (Tayyab et al.2022).

Thus, this study decodes the Single National Curriculum (SNC) brought by the Pakistani government from education year 2021. It highlights that to what extent these textbooks differ

from in the structure and spread of religious beliefs to the target audience. The followings are the research questions designed for the research:

Research objectives

1: Conduct a discursive analysis of the Single National Curriculum to understand the various perspectives surrounding it.
2: Utilize Ruth Wodak's Discourse Historical Approach to analyze excerpts from curriculum texts, focusing on language use, framing techniques, and the depiction of learners' identity.
3: Investigate the transformation of learners' identity in the context of the SNC and its alignment with diversity and multiculturalism.

Literature Review

Saussure, in 1960, pointed out how the way we look at language has changed recently. Instead of just analyzing its features, we now see language as a part of society. Thus, language used in textbooks is of major concern. Today, people study language by connecting it to various other fields like sociology, gender studies, psychology, politics, philosophy, politics, and cultural theory etc. This interdisciplinary approach to studying language has broadened our understanding of language and its associated topics.

Ideological constructions through textbooks: A historical perspective

Pakistan was established grounded inn Islamic ideals, making it a core part of our religious, cultural and national identity. Pakistan's educational system serves as the prime means for shaping these characteristics, and schoolbooks play a vital role in this procedure. Textbooks across subjects like Urdu, English, Islamic Studies, Social Studies and Pakistan Studies Social Studies taught at various educational levels, contribute to the formation of these ideologies. Among these subjects, the English language is a compulsory portion of our curriculum and has a vital role in determining our ideologies (Rahman, 2002).

Textbooks have retained many similarities with their earlier versions, mainly because they convey similar ideological messages (SDPI: 2002-03). Text books of English which are published by the PTB (Punjab Textbook Board), you can still find nationalist and religious content. However, these new textbooks vary from their predecessors by incorporating secular ideologies that emphasize the importance of human rights, fostering friendships with non-Muslims, and endorsing compassion and goodwill toward people of other religious backgrounds. Therefore, the presence of ideological material in textbooks to spread precise messages is a venerable practice that remains in fashion even today.

As pointed out by Sajid (2015), textbooks designed for the schools at various levels aid for a dual aim. On one hand, they help sustain the prevailing economic, cultural and social power constructions. On the contrary, they act as a tool for promoting specific ideological values and disseminating knowledge favored by those in positions of authority.

Additionally, textbooks embed ideology and national identity to foster cultural understanding among learners (Wang, 2016). However, it's worth noting that the ideologies presented in textbooks may raise compatibility concerns for the learners (Alimorad, 2016). Furthermore, textbook designers are well aware of how to use text to enforce desired ideologies (Hamidah, 2017).

Significant influence of textbooks:

Lesson plans and textbooks are the primary tools used to put the official English curriculum into action. Westbury (1990) suggests that this curriculum mainly aims to establish a foundation of

traditional knowledge and cultural heritage for teaching in schools. Textbooks contain authorized knowledge and worldviews while emphasizing specific values that the government wishes to instill in students. Coursebooks have a significant influence on students, guiding their thoughts and ideas. In everyday life, textbooks play a substantial role, particularly in countries like Pakistan, where students heavily rely on them and view them as a trustworthy source of information. Students believe that these textbooks offer accurate and unquestionable information. (Tahir Afzal et al.2021)

During their early education, students tend to accept the information in their textbooks as unquestionably true and are often not equipped to challenge the legitimacy of that knowledge. In Pakistani schools, textbooks are generally regarded as important teaching resources. They are meant to offer wisdom to students and have a positive impact on their mental and spiritual development. Students spend a significant amount of time working through exercises and engaging in various activities within these textbooks. At the end of the academic year, their performance is assessed based on these textbooks (Shah & Pathan, 2016).

Indeed, there exists a significant connection between students and textbooks. Textbooks have the power to shape learners' ideologies, worldviews, and how they perceive the world (Rahman, 2002). They are influential in shaping and potentially transforming society (Mohammed, 2015). Even when students come from diverse cultural backgrounds, textbooks can exert a substantial influence on them. Mohammed (2015) contends that designers of English as a Foreign Language (EFL) textbooks often focus on specific ideological perspectives and cultural agendas when creating these educational materials.

Role of Critical Discourse Analysis (CDA):

Language plays a vital role in the evolution of cultures and societies, fascinating researchers to explore it from various angles. CDA (Critical Discourse Analysis), a notable area of linguistic inquiry, offers theoretical and philosophical foundations provided by scholars like Fairclough (1992), van Dijk (1993), and Wodak & Reisigl (2001). CDA is considered a suitable approach for studying discourse and its influence on the formation of specific social and cultural practices across different societal domains (Jorgensen & Phillips, 2002). Wodak and Reisigl (2001) offer a discursive-historical approach that focuses on political issues, like racial conflict. They propose that each piece of available contextual information on a specific issue is integrated into the analysis to uncover and interpret various dimensions of the given text.

Wodak 's model:

Ruth Wodak's Discourse Historical Approach (DHA) stands as a methodological cornerstone within critical discourse analysis, delving into the intricate connections between language, power dynamics, and societal ideologies. This interdisciplinary framework draws from linguistics, sociology, history, and political science to unravel the complexities embedded in discourse.

Exploring Historical Context:

DHA places a strong emphasis on the historical context, dissecting discursive practices over time to understand how language evolves in response to historical developments. This historical lens provides a nuanced view of how discourse influences and is influenced by socio-political changes.

Micro and Macro Insights:

Operating on both micro and macro levels, DHA scrutinizes language structures while considering broader socio-political and historical landscapes. At its core is the analysis of power

relations and ideological underpinnings, recognizing language as a potent tool for power exertion and ideological dissemination.

Multimodal Dynamics:

Acknowledging the multimodal nature of communication, DHA extends its scope beyond textual elements to encompass written and spoken language, images, and other semiotic resources. This broader perspective enriches the analysis of discourse.

Critical Pragmatics in Action:

Integrating critical pragmatics, DHA unveils the strategic and context-dependent nature of language use. This inclusion aids in uncovering implicit meanings and understanding the communicative strategies employed within discourse.

Social Memory's Role:

DHA highlights the influence of social memory on discourse, emphasizing how collective memories shape and are conveyed through language. This aspect adds depth to the analysis, revealing the intricate interplay between language and societal memory.

Versatile Applications:

DHA finds application across diverse discursive phenomena, ranging from political speeches to media texts and historical documents. Its versatility makes it a valuable framework for researchers aiming to unravel the intricacies of language use in varied contexts.

In our current study, we're looking into the content of textbooks taught as a mandatory subject in government and private elementary schools in Punjab. Therefore, we're using Critical Discourse Analysis as the primary method for our qualitative investigation. It is essential to note that textbooks contain a diverse range of texts that researchers can scrutinize to uncover hidden ideologies. The discourse within textbooks effectively addresses issues related to language, power, and ideology.

In 2008 Taki conducted CDA study on English Textbooks in Iran. Textbooks, whether produced within the country or imported for English language teaching, are often seen as vehicles for promoting specific ideological values. To explore this issue, Taki (2008) conducted an investigation into both international and indigenous textbooks used for teaching English in Iran using the Critical Discourse Analysis (CDA) perspective.

Taki applied Fairclough's (1989) model, examining the selected textbooks across three dimensions of meaning: 1) the social relations of the characters depicted in the textbooks, 2) their subject positions, and 3) the content of the texts they contain.

The study revealed that globally produced English language teaching textbooks tended to promote a discourse closely aligned with Western economic and consumerism values. In contrast, locally produced English as a Foreign Language (EFL) textbooks represented the culture of indigenous people. Scholars worldwide have raised concerns about textbooks serving as instruments for disseminating information with particular political agendas, both in indigenous and international contexts (Apple, 2001; Rahman, 2002). This study prompted the researcher to review similar studies conducted in their own context, shedding light on the broader implications of ideology within educational materials.

According to Rahman (2002), language, power, and ideology are closely intertwined, with language serving as a significant tool for disseminating various ideologies, including political and religious beliefs.

Ideological Messages in Secondary Level Textbooks:

In an investigation into the influence of implied and overt ideological posts connected to culture, Yaqoob (2011) examined textbooks used at the secondary level. The study analyzed two distinct textbook sets: those from the Oxford University Press (OUP) for elite schools and those published by the Punjab Textbook Board (PTB) for government and non-elite schools. In order to disclose the social themes within these textbooks, the researchers used the Critical Discourse Analysis (CDA) perspective and applied Fairclough's (2003) model. The analysis disclosed that cultural ideologies were certainly existing in the textbooks published by the both publishing bodies.

Furthermore, these textbooks offered fluctuating cultural ideologies that affect their readers with varied viewpoints. The research highlights that students from government and non-elite schools usually have almost matching viewpoints, whereas the students in elite schools studying OUP displayed dissimilar viewpoints on most of the cited themes.

Tshe researchers also observed that PTB textbooks rested more towards being nationalistic and religious, and they were closer to native ethos. The research highlighted the significance of important stakeholders, including management administrators tangled in policymaking, textbook writers, and English language teaching experts, to understand the political breadth of textbooks used for English language teaching. It required to start an educational system that is just, reasonable and well-proportioned (Yaqoob, 2011; Wongsantativanich, 2019; Haberman et al., 2020).

Social Construction in English Language Textbooks at the Secondary Level:

Shah et al. (2013) argued that the knowledge presented in textbooks designed for teaching the English language at the secondary level is socially constructed, with influential groups shaping the content to align with their ideological perspective (Afzaal & Xiangyi, 2020; Kanglong and Afzaal, 2020). Their case study, conducted in Punjab, highlighted that Islam is portrayed not only as a belief system in these textbooks but also as a political ideology that should be accepted by all members of society. The study also pointed out that non-Muslim citizens received biased treatment in these textbooks.

The vocabulary items in these textbooks mainly revolved around religious concepts like Hajj, Zakat, and prayers, emphasizing Islamic teachings. The researcher also observed that the textbooks did not encourage critical thinking and civic participation among students. Crucial topics related to democratic values such as freedom of speech, equality, and respect for cultural and religious diversity were not adequately addressed in the textbook contents (Shah et al., 2013).

It's important to note that it's not only English language textbooks but also other academic subjects that contribute to ideological constructs. Textbooks in social studies, history, and Pakistan studies contain numerous instances of ideological constructs (Zaidi, 2011; Afzal, 2015; Muhammad & Brett, 2015; Pandhiani, 2016).

Religious Content in Primary Textbooks: A Comparative Analysis of Khyber Pakhtunkhwa (KPK) and Punjab for 2016-2017:

In 2018, Hussain conducted an analysis of the religious content found in primary textbooks used in Khyber Pakhtunkhwa (KPK) and Punjab for the 2016-2017 academic session. This analysis delved into the linguistic and semiotic aspects, exploring how these elements relate to gender and their role in conveying specific ideologies to the intended audience.

The research emphasized the significance of Primary English textbooks as powerful tools for conveying religious ideologies to young learners.

Primary Level English Textbooks in Punjab and Balochistan:

In 2019, Khan conducted a study focusing on Primary level English textbooks used in Punjab and Balochistan. Her analysis centered on the portrayal of gender and religious symbols. The data for this analysis was gathered from PTB and BTB. The findings of the study revealed that the linguistic and visual elements within these primary textbooks were carefully crafted to establish certain norms regarding religious beliefs, effectively making them appear common place. This approach aimed to influence the mindset of young readers and gain their agreement. As a result, the research shed light on the influence of various socio-political factors in shaping stereotypes related to gender and religion.

English Language Textbooks in Pakistani Schools:

In a study focused on English language textbooks used in different schools in Pakistan, conducted by Afzaal (2020), the researcher delved into the ideological content related to religion, nationalism, culture, and racism present in these textbooks.

The study, which collected data from 300-350 questionnaires for a population of around one hundred and forty million, observed diverse themes related to these ideologies in English language textbooks used in government, non-elite, and elite schools. These themes were found to impact the attitudes and perspectives of students learning the English language through these textbooks.

The questionnaire responses revealed interesting distinctions among students from different types of schools. Students from elite schools appeared to be less religious and nationalistic, while students from government and non-elite schools were perceived as being more inclined toward racism and closer to indigenous languages, values, and norms. The most significant finding of the study is that power seems to be closely linked with the English language and the culture associated with it. Those who possess proficiency in English and are familiar with its culture have an advantage in accessing positions of power, compared to those in the lower and middle classes who do not share this advantage.

Additionally, Ali et al. (2019) conducted research on the dissemination of ideologies through textbooks and identified the portrayal of national and religious ideologies in these educational materials. Textbooks used for teaching the English language in Pakistan are found to contain embedded cultural ideologies.

Comparison of public and private sectors:

Both the government and private sectors are actively involved in providing education in the country. In many private schools, the curriculum, delivered through English textbooks from Oxford University Press, focuses on improving students' English language skills. However, it's important to note that these textbooks may contain certain ideologies. In contrast, English textbooks used in government schools aim to reflect Pakistan's sociolinguistic context and contribute to the formation of religious, political, societal, cultural, and national identities (Government of Pakistan, 2006).

Promoting Tolerance and Critical Thinking: A Case for 'O' Level Textbooks in Pakistan:

The official curriculum in Pakistan has faced significant criticism for being one-sided, presenting a biased narrative of historical events and fostering negative views toward other religions and countries (Afzal, 2015). In a comparison of Pakistan Studies textbooks taught at the secondary level in Pakistan, Afzal (2015) highlighted that attempts to reform the curriculum had not succeeded. The researcher compared the issues, including coverage of other religions, the United States, India, and terrorism, in Cambridge board Pakistan Studies textbooks

with official (Matric) board books. The findings indicated that 'O' level textbooks were more balanced and objective, depicting both sides of the story and encouraging critical thinking. Moreover, 'O' level students were found to be more tolerant towards minorities and had better views on jihad. As a result, the researcher suggested that the government consider switching to Cambridge board Pakistan Studies textbooks as a means to facilitate curriculum reform (Afzal, 2015).

The following are some of the discursive techniques that are used in textbooks:

Intertextuality: Intertextuality plays a vital role in critical discourse studies by identifying references from other texts within a given text. In this case, the analysis focuses on lessons from PTB and OUP textbooks, highlighting intertextual references. Notably, only one lesson from PTB contains instances of intertextuality, while no lessons from OUP do. In the PTB lesson 'Eid-ul-Azha,' intertextual references are incorporated through direct and indirect quotations. For instance, indirect intertextuality is observed when the writer mentions the celebration of two annual festivals upon the Holy Prophet's arrival in Madina after leaving Makkah. This connects back to the first migration in Islam. In another instance, the writer directly quotes the Last Prophet to emphasize the desire for religious festivals, indirectly quoting the significance of Eid-ul-Azha. Additionally, the writer references Allah Almighty's instruction to Hazrat Ibrahim in a dream, linking it to the celebration of Eid-ul-Azha. The use of intertextuality enhances the text's impact, providing credibility and depth by incorporating various references.(Afzal et al.2021)

Foregrounding and Backgrounding: In the text, the authors emphasize certain ideas while downplaying others, a concept referred to as foregrounding and backgrounding. This was observed in one lesson from PTB and two lessons from the OUP textbook.For instance, in the lesson 'The Quaid-i-Azam,' the writer foregrounds the political struggles of Quaid-i-Azam, focusing on the making of Pakistan, while backgrounding his personal life. This choice aligns with the lesson's title but limits the discussion of his personal aspects. Similarly, in the lesson 'A Christmas Story' from the OUP textbook, the writer foregrounds the Christmas festival aspects while backgrounding the letter written by a British soldier during World War-I. The setting begins with war but shifts towards the celebration of Christmas, emphasizing peace during the festivities. In 'Achievement,' another OUP lesson, the writer foregrounds mountaineering expeditions of Nazir Sabir and downplays his involvement in politics and advising a feature film. This approach links everything to mountaineering while backgrounding other aspects of his life.In summary, foregrounding and backgrounding are techniques used to highlight specific concepts while de-emphasizing others in the text.(Afzal et al.2021)

Presupposition: Presupposition is an underlying assumption that provides a basis for the understanding of actions, theories, expressions, or utterances. To demonstrate how presupposition functions in the text, a thorough examination of the selected lessons was conducted, revealing instances of presupposition in one PTB lesson and two OUP textbook lessons. For instance, in the lesson titled 'Quaid-i-Azam,' the reader anticipates a focus on the accomplishments of Muhammad Ali Jinnah in Pakistan's founding. However, the text carries presuppositions, such as the influence of the Congress and the British Government in the partition of India, implying they were in power at that time.

In 'A Christmas Story,' the mention of a white flag as an omen of peace presupposes the soldiers' intentions for peace rather than bloodshed. Introducing himself as a school teacher presupposes the diverse professions of World War I participants, and the term "huddles" presupposes that the soldiers were not professional soldiers but forcibly involved in the war.

In the lesson 'Achievement,' presuppositions link Nazir Sabir's passion for mountaineering to his upbringing in Hunza. References to surviving a night in a snow cave and pushing himself to the limits presuppose his courage, determination, and love for mountaineering. These instances of presupposition convey important background assumptions that enhance the reader's understanding of the text. (Afzal et al.2021)

Representation of societal occurrences: While exploring how social events are portrayed, it was observed that all the chosen lessons (from PTB and OUP) included instances of underlying ideological concepts. The title of the lesson, 'Eid-ul-Azha,' suggests that students will gain insight into the Islamic religious festival. Pakistan, as an Islamic republic, embodies a fusion of religious and societal ideologies rooted in Islamic principles. The lesson conveys these ideologies within the country's geographical confines, emphasizing the interconnectedness of Pakistan and Islam across various aspects of identity. (Afzal et al.2021)

Nurturing Diversity or Deepening Divisions: The national curriculum employs religion (Islam) to serve as the crucial dividing line among Muslim Pakistani "self" and the hostile non-Muslim "other" in an effort to foster national unity among the many different ethnic groups that make up Pakistan. Ironically, this emphasis breeds social division and normalizes violent, military identities, which has major repercussions for social cohesiveness and tolerance of internal as well as external diversity(Durrani, 2009).

In a study conducted by Muhammad Tayyab in 2022, the number of times religious content appeared in the chosen textbooks was counted. The Urdu textbook consists of a total of twenty (20) units, nine (09) of which are entirely or partially devoted to religious material. There are 45% religious elements in the content. In the present study's English textbook, however, this ratio is 50%(Tayyab et al.2022).

The idea of identity is crucial to comprehending conflicts in society because it emphasizes how people construct adversarial identities that concurrently evoke "different and frequently mutually exclusive amalgams of sameness and difference" (Talbot, 2008). These identities serve to organize and understand how people interact in the context of society.

Moreover, the development of hegemonic forms of (national) personalities in the social studies syllabus in Pakistan may contribute to conflict. (Durrani, 2009)

Methodology:

The study employs a thorough qualitative methodology, enhancing the analysis's robustness through purposive sampling from secondary sources, primarily textbooks. Nearly ten subject-specific textbooks, focusing on Pakistan Studies, Urdu, and English for matriculation and intermediate levels, will be examined. Adopting Ruth Wodak's Discourse Historical Approach, the research analyzes specific excerpts from curriculum texts, providing a distinctive perspective that distinguishes it from prior research efforts.

The focus of the current study, which is qualitative in nature, is on how language may be used to make certain things obvious to people and how to persuade people of something by utilizing persuasive language in the English as well as Urdu textbooks produced in 2021 to 2022. The government of Pakistan has developed the Single National Curriculum (SNC), which includes the chosen texts. The pertinent information from the chosen textbooks has been gathered and organized from textbooks, showing how religious views are spread through these textbooks.

Data analysis:

According to Kassarjian (1977), data analysis is a method for drawing conclusions by methodically and impartially identifying distinctive features of a particular text. It displays the

method of content communication. It is employed to keep track of how frequently a specific theme appears in various texts.

Grade	Text	Analysis
English Grade #9 Unit:6 The Quaid 's Vision and Pakistan.	The ideology of Pakistan was based on the fundamental principle that the Muslims are an independent nation. **<u>Any attempt to merge their national and political identity will be strongly resisted.</u>**	**Historical Context:** The statement reflects the post-independence period of Pakistan, likely around the time of its creation in 1947. The historical backdrop includes the partition of British India and the establishment of Pakistan as a separate state for Muslims. **Power Relations:** The use of the term "ideology" suggests a set of beliefs shaping the foundation of Pakistan. The assertion that Muslims are an "independent nation" implies a desire for autonomy. The phrase "Any attempt to merge their national and political identity will be strongly resisted" indicates a stance against assimilation, suggesting a perceived threat to the distinct identity of Muslims in Pakistan. Resistance and Autonomy: The choice of words like "strongly resisted" emphasizes a determined opposition to any efforts to merge national and political identities. This resistance reflects a struggle for autonomy, echoing the historical circumstances that led to the creation of Pakistan. Identity Construction: The text reveals the construction of a specific identity for Muslims in Pakistan—one that is both national and political. This identity is positioned as independent, underscoring the importance of maintaining a separate and unique

		status. However, it can be rephrased to convey a similar sentiment in a more polite manner, in following way, "The foundation of Pakistan rests on the fundamental principle that Muslims constitute an independent nation. The preservation of our distinct national and political identity is of great importance, and we value the autonomy that defines our community." For a young learner, the following content can give rise to multiple interpretations and potentially lead to disastrous conclusions. This ambiguity in the content allows for further elaboration, making it unclear what types of attempts a student can make to resist it. **<u>"Any attempt to merge their national and political identity will be strongly resisted."</u>**
Pakistan studies Grade#9 Ch:1 Ideological basis of Pakistan	**Common Educational Objectives** Common educational objectives are also the source of a nation's ideology. After the occupation of the subcontinent, the British introduced a system of education in which the English language held the central position. The Muslim scholars reacted to it and declared that learning the English language was against Islam. **Most of the Muslims rejected the new system of education.** It all happened on the basis of an ideology and that was the Ideology of Islam.	**Historical Context:** The mention of the "occupation of the subcontinent" refers to the British colonial period. The subsequent introduction of an education system with English as a central language reflects the colonial influence on education policies. **Power Relations:** The text highlights a power dynamic between the British occupiers and Muslim scholars. The resistance to learning English is presented as a reaction by Muslim scholars, suggesting a struggle for control over educational practices. The given text, when analyzed through Wodak 's Critical Discourse Analysis (CDA) model, reveals notable

		ambiguity stemming from the absence of specific details and contextual clarity. The text does not specify whether the British education system was uniform or introduced by specific entities, contributing to ambiguity regarding responsibility. Furthermore, it also represents islam as narrow and restrictive.
Pakistan studies Grade#9 Ch:1 Ideological basis of Pakistan	The Muslims of the subcontinent spoke many languages. Their cultures, traditions, races and social environment were different and their colors were not uniform. Religion Islam was the only force that molded all Muslims into one nation. According to Islam, Muslim is the brother of a Muslim and Muslims always identify themselves with their religion.	In analyzing the provided text through the Wodak model of Critical Discourse Analysis (CDA), the presence of ambiguity can be identified. This ambiguity in the text underscores the importance of examining the nuanced meanings and implications within the discourse, as emphasized by the CDA framework. This message can be conveyed in a more polite way, "The Muslims of the subcontinent, with their rich diversity in languages, cultures, traditions, races, and social environments, found unity through the common bond of Islam. Islam, with its teachings of brotherhood, served as a unifying force, transcending differences and fostering a shared identity among Muslims."

| Pakistan studies Grade#9 Ch:1 Ideological basis of Pakistan | **Conditions of the Muslims of the Subcontinent**

Ideology of Pakistan calls for a particular lifestyle, civilization and culture. Undoubtedly, religion Islam has created a deep impact on the Muslim civilization and Social and Cultural culture of the subcontinent. Traditions also flourished due to the unique ethnicity, civilization, historical heritage and geographical environment of the Muslims of the subcontinent. **All practices that were not against the Islamic teachings were the cultural heritage of the Muslims which continue to be so even today. The Muslims, while coexisting with other nations in the subcontinent, protected the cultural values of Islam.** | In the given text, analyzed through wodak s Critical Discourse Analysis (CDA) model, while the text mentions that "all practices that were not against the Islamic teachings were the cultural heritage of the Muslims," it doesn't specify what these practices are, which introduces ambiguity. This lack of clarity makes it challenging to fully grasp the precise nature and implications of the "Ideology of Pakistan" and the cultural values being discussed, highlighting the need for a more detailed contextual explanation within the discourse.
It can be written as,
"The Ideology of Pakistan encourages a distinctive lifestyle, civilization, and culture, with Islam playing a significant role in shaping the rich tapestry of Muslim civilization in the subcontinent. The unique blend of ethnicity, historical heritage, and geographical environment has fostered traditions that align with Islamic teachings, forming a cherished cultural heritage. In the coexistence with other nations in the subcontinent, Muslims have taken pride in preserving the cultural values of Islam." |

| Pakistan studies Grade#9 Ch:1 Ideological basis of Pakistan | **Common Economic Objectives**

Common economic objectives are also the source of a nation's ideology. After the war of Independence 1857, to gain the sympathy of the British, the Hindus succeeded in convincing them that the role of the Muslims in the War of Independence was greater, and that in the future too, the Muslims might try it again. Consequently, the attitude of the British became harsh towards the Muslims who continued to be economically oppressed and ignored. For all these reasons, the business and trade opportunities for Muslims diminished but they did not abandon their ideology | **Historical Context**: The reference to the "war of Independence 1857" places the text in a historical context, post the Indian Rebellion of 1857. This period marked a significant point in the colonial history of India.

Power Relations: The text suggests power relations between the British and Hindus, with the Hindus successfully influencing British perceptions to the disadvantage of Muslims. The aftermath resulted in harsh treatment and economic oppression of Muslims by the British, indicating a power dynamic influenced by both historical events and discourse.

Economic Impact on Muslims: The statement highlights that economic opportunities for Muslims diminished after the war, contributing to their economic oppression. This suggests a discourse that links economic conditions to the broader ideology of the nation, reflecting the power relations in the economic sphere.

In this text, the mention of Hindus convincing the British about the role of Muslims in the War of Independence 1857 and the subsequent change in British attitude toward Muslims introduces the things in a little harsh manner. |

Limitations:
The study was limited to examining some specific texts from the Punjab Textbook Board. Nevertheless, there is ample opportunity for a more comprehensive analysis, including the exploration of more textbooks from different levels and subjects. While the study employed a critical discourse approach to reveal ideological constructions, there are numerous other educational aspects that could be investigated using alternative educational methods.

Conclusion:

In conclusion, this research employed Ruth Wodak's Discourse Historical Approach to analyze the Single National Curriculum (SNC) in Pakistan, focusing on learner identity and diversity. Through qualitative methods and purposive sampling of ten textbooks, the study explored whether the SNC addresses social and emotional aspects cohesively or exhibits cultural confusion. These books need to be self explanatory conveying a comprehensive information to the students who are going to face the 21st century that is in a dire need of flexibility.

Findings highlight the significant role textbooks play in shaping learner identity within a multicultural context, emphasizing the need for curriculum design that aligns with principles of diversity.

This research contributes insights into language use, framing techniques, and cultural depictions, offering a nuanced understanding of how the SNC influences learners' adaptation to a multicultural environment.

Textbooks play a vital role in shaping ideologies, and this research underscores the importance of addressing these shortcomings to better prepare students for the challenges of the modern world. The study focused on textbooks released in 2021-2022, which adhere to the SNC, and revealed how the SNC utilizes discursive techniques such as intertextuality, presupposition, and the representation of societal occurrences to construct religious, national, and political ideologies within the minds of passive receptive readers. The analysis findings strongly indicate that the chosen textbooks still fall short in providing analytical reasoning, multiple perspectives, and in-depth analysis to students. As the globalized world increasingly emphasizes diversity, inclusivity, and pluralism, there remains a dire need for significant improvements in the SNC to align with these global educational requirements. There is a critical need for continued investigation and improvement in education policies and practices.

Recommendations And suggestions:

- The present study offers valuable suggestions for improving English language textbooks used in schools. It also emphasizes the need to address the influence of stereotypes and misrepresentations on societal and cultural beliefs, especially in the classroom.

- The results of this research provide meaningful guidance for those involved in designing textbooks, authors, and syllabus creators. Specifically, it encourages syllabus designers to consider the ideological impact of the materials.

- We can ensure that all children receive a consistent and equitable education by reconsidering costly policies that do not contribute to excellent education but rather stifle students' creativity. We must be cautious not to suppress analytical and logical thinking in our educational system, as this could lead to strategic failures despite achieving short-term objectives.

- Teachers need to be trained in alignment with the new Single National Curriculum (SNC) to enable them to effectively teach the standardized curriculum.

- This study highlights the importance of both government officials and private school administrators paying attention to the quality of educational content that aligns with their national values. It also provides insights to help students adapt to a globalized world.

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