



GENDER REPRESENTATION(S) IN A 9TH GRADE OXFORD ENGLISH TEXTBOOK: A CORPUS-BASED ANALYSIS

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Abstract

Language is crucial in generating gender-specific distinctiveness and arrangement. Within the textbook, language also generates gender ideology. The sections of certain textbooks are constructed either considerably or inaccurately. This study will investigate gender participation within the Oxford 9th grade curriculum released by Oxford University Press. Such research will indeed be carried out to determine the proportion of male and female participants within the 9th-level course book. The data has been analyzed quantitatively as well as qualitatively. Such findings were investigated by utilizing a Corpus tool Antconc 3.5.8 (2019) and a content evaluation approach. The current study is useful, as it includes both students and instructors in raising awareness regarding gender issues inside curriculums. The whole research will indeed aid in the creation of curricula as well as the elimination of gender prejudice in the minds of students and instructors.

Keywords: Gender representations, Corpus-Based, Textbook, Language, gender roles

INTRODUCTION

Language seems to be a technique that is utilized to construct and comprehend the layout of gender projection and its organization, as well as the debate regarding actual identity. People have developed their gender ideas with the help of rational arguments. Certain gender beliefs are created, whether coherently or incorrectly, through the use of words. The purpose of such analysis aims to identify the dominant group of opinions. The great Quaid-e-Azam Muhammad Ali Jinnah, the originator of Pakistan has said that both masculine and feminine are equal in status. Quaid believes that both males and females have the same chance of getting an education. He said this thing during his first education session in 1947. He stressed the issue of gender consistency in the case of education during his education conference.

Concerning gender depiction within textbooks, Pakistani books did not have a good image throughout the initial stages of the country's formation. There have been numerous inquiries that have been carried out in the world. But there is somehow little research that has been conducted in Pakistan too. Such investigations revealed that certain man and women's gender differences were frequent in Pakistani curricula. Following that, this current situation requires extra measurements within that domain. The investigator has examined the blatant favoritism across the genders throughout various stages of textbooks in various countries using the wording of courses. Various research has found that females are assigned lower prominence in textbooks than men. The number of vocabularies, as well as their standing in the texts, shows that masculine characters predominate. The majority of females stayed tethered to particular familial environments. Almost the majority of guys were advised to perform their jobs while also looking after their families.

English also deals as a necessary subject in Pakistan at all levels of education. In Pakistan, English is also taken as a second language. Standard textbooks were considered a



material of study. For this reason, these books play a vital role in the educational curriculum. As a result, such textbooks play an important part in instructional curricula. Such textbooks are usually regarded being the finest collection of information or viewpoints that might have an impact on almost any regional or cultural resemblance in developing countries. Vocabulary is regarded as the most effective means of communication. The language might well be deployed to disseminate ideas or concepts so language might even be utilized for sociopolitical reasons. Textbooks had an active part in the transition from formations to discursive dispositions. Gender biases are a sort of sociological idea or attitude that challenges the orthodoxy in contemporary culture. This phenomenon is very common around the world. No growing country or a modernized nation can miss its usage or the public structure. Language also gives us the world's opinion about the agendas that were kept hidden in the thoughts of individuals. This kind of inequality has an effect on the economic growth of books which is a well-known truth.

Even though both males and females face racial prejudice in specific settings, prejudice against women is an established, worldwide epidemic. It is rooted in societal systems that legitimize gender disparities and women having subjugation. These societal generalizations are embedded through both females and males, and they serve as the framework for the disparities in daily existence situations that females and males encounter. Racial bias manifestations, on the other hand, vary significantly among societies or nations becoming more explicit in certain societies and far fewer thus in others.

Gender categories in Pakistan were built on a foundation of conventional borders and societal norms, principally centered on the principles of perpetuation, which are interpreted to reflect a person's male and female features. Well over half of the females across Pakistan lack fundamental education while only about a third make a wage, yet so many females in Pakistan remain relegated to their households to do chores for such a wider community and therefore are marginalized from major strategic thinking.

The Pakistani government is actively focused as well as making significant attempts to create initiatives to eliminate the imbalance in the field of academics. Pakistan's 1973 laws also stated that certain individuals have the same rights that there is no discrimination based on sexual orientation, and that measures are being taken to ensure the full participation of women throughout all areas and sectors of society. To that end, a public education program was developed from 1998 to 2010 to ensure females' full participation in all disciplines and areas of life. It is, therefore, necessary and a component of the strategy to construct female universities throughout all regions. A target date of 2015 has also been set for achieving comprehensive learning. This strategy also fails to take a gender-sensitive approach. The academic program changes from 2001 to 2004 increased equal opportunity and reduced gender inequalities throughout all stages of schooling. This also implements curricular reforms and involves a wide range of initiatives and texts to promote equity.

A theory for implementing compulsory learning and eradicating gender disparities at certain stages by enhancing curriculum and rejecting gender preconceptions was likewise entrenched, as did the nationwide long-term plan. Within that regard, significant emphasis was placed on developing a favorable image of females and women. The National Strategy was primarily focused on reducing gender discrimination in learning. The Strategic Plan included certain initiatives to eliminate gender inequality. It is also necessary to urge the modification of printed curricula. This was emphasized within the national program of strategy to evaluate books making specific allusions to the topic of gender disparities and to adapt the present syllabus to reflect international trends to eliminate gender discrepancies. The Punjab academic



development initiative from 2003 to 2005, as well as the provincial academic action plan from 2004 to 2016, focused on gender equivalency. However, such adjustments were not carried out properly. It is deficient in terms of encouraging women to have equal treatment and gender equality. The major factor for current gender conventions within those courses is a deficiency of implementation of these initiatives and a deficiency of adequate criteria for textbook production. A purposeful strategy in the realm of academic achievement has been centered on encouraging equitable education for females and establishing gender equality. Within that regard, the Department of Education revised the texts in 2004 with a focus on gender equity. However, there is indeed a shortage of gender balance within Pakistan's curricula.

Throughout this analysis, we began with the premise a certain male/female bias displays significantly depending on geography, ideology, faith, and financial status and is also significantly connected to aggression towards females. Our goal was to investigate contemporary traditional gender structures and how they are replicated and perpetuated, as well as how they impact male and female lives. Being a component of a wider investigation on discrimination against children and its harmful effects, this was investigated amongst female respondents living in Pakistan.

Based on such disparity, respectively men or women students may develop a complex attitude about a certain individual, thing, as well as gender only as a result of its inaccurate portrayals within those instructional materials. The problem of gender inequality may have a severe influence on the sensitive and behavioral progress of young beginners. This is a certain truth that in Pakistan these books are used as a single and reachable resource for education in most of the schools. Largely, textbooks are being employed to modify fundamental concepts or beliefs that might be founded on equity. Therefore, such investigations have been created with the context of gender disparity in the textbooks of Oxford by keeping in mind the need for the study. That investigation was created therefore hence such a topic was chosen for that analysis.

Research Questions:

- How is the concept of gender reflected in secondary-level English language textbooks?
- What was the gender ratio in the 9th-grade English language textbook?

LITERATURE REVIEW

Throughout Pakistan, the subject of gender representation in curricula did not receive much attention within the initial period. There have been limited studies conducted in such a field. Based on prior studies, the investigator discovered that there are differences regarding the representations of gender across textbooks. Similarly, within the Urdu curriculum, historical role models are usually drawn from a masculine perspective. There have been relatively few feminine concepts presented in English curricula, and many females were limited to spiritual tenets. Most females in the books were presented as inferior and the males were presented as highly superior. There is a much smaller number of female pronouns and nouns and there is a smaller number of female names used as compared to males. These books were comprehensively acknowledged as teaching material that can't be ignored.

Curriculums are widely acknowledged as valuable educational resources that should not be overlooked. It is an undeniable fact that teaching materials are the sole available educational content in the vast majority of schools. School books were used in Pakistan to transform beliefs and ideologies that must be founded on equity. Because books are written to transform hidden beliefs into learners, they are written with the hidden beliefs in mind. They



notably welcome particular gender standing in the community through these materials. It is indeed a big challenge for Pakistani educational organizations because the studying curricula are not prepared by student and teacher necessities.

Ilyas and Jabeen (2012), studied the issue of gender roles in textbooks. What is the role that has been given to both males and females in these books? Throughout this analysis, researchers investigate the topic of gender consequences in the Pakistani curriculum. A primary goal of this analysis was to expose the hidden representation of women characters across larger systems. Researchers acquired information through the Urdu curriculum of levels 1 to 5 from 2011 to 2012. This research utilizes a textual evaluation approach in collaboration with a quantitative inquiry approach. Following a result of this investigation, it was discovered that there might be significant difficulties in allocating roles to various genders. Therefore, the curriculum designer needs to concentrate on improving such textbooks, as well as the notion of fairness and equity must be included while creating the courses.

Brusokait (2013) worked on gender illustration in English textbooks from the perspective of a foreign language. Such texts were circulated inside the United Kingdom, Lithuanian, as well as throughout England to discover linguistic characteristics related to gender disparity. The investigator employs quantitative and qualitative textual assessment techniques According to the overall outcomes of, such investigation women's images were portrayed in a traditional way. That text demonstrates that perhaps the authors of such materials were unaware of such issues of gender portrayal in texts.

Iram Gillani, Aamir Hashmi, and Khurshid'sd (2010), this study was carried out to look at the female pictures in the books of Urdu and English at the Secondary level. Women are often seen as lesser significant than men in countries such as Pakistan Apart from housework, females are assigned little significance in almost any aspect of society. Because we live inside an educational culture, such school books play a significant part in enhancing our perceptions. However, throughout Pakistan, female identities are projected negatively, which has a detrimental impact on the community. According to the findings of this study, females remained solely participating in religious rituals.

Mahmood et al. (2013) conducted research, using the Corpus method through Antconc, research was undertaken to examine men and women's characterization in Britain and Pakistani fiction. Both qualitative, as well as quantitative frameworks, are used by the investigator. Their major aim was just to seek differences as well as parallels among both groups. Using the corpus analysis technique, this study examined the usage of verbs and adjectives among men and women characters. According to the findings of, this research males appear to be dominant in Pakistani fiction. And female characters have less representation. In British fiction, both male and female characters have equal representations.

Jabeen et al. (2014) conducted the research in which the authors evaluated "Gender Discrimination in Curriculum: A Reflection from Punjab Textbook Board." The authors concentrate on proceeding with state vernacular textbooks for conversation inquiry. The present investigators have looked into the aspects of gender imbalance in current primary school curriculums. For that study, the investigators employed a basic content analysis approach. For that kind of study, the investigator employed both a quantitative and qualitative technique. The present research goal or aim was to identify the realm of gender stereotype formation. According to the findings of this research, the present study revealed that such literature demonstrates male supremacy, whereas female roles seemed to be restricted.

Saira Farooq (2012) investigated "Gender Inclusion: A Neglected Aspect of English Textbooks in Pakistan." The goal of this study is to determine gender inclusiveness in



curriculums used to educate English just at the matriculation stage within Pakistan. It is a significant problem since curricula played a significant part in Pakistan's educational sector. The books that have been approved are regarded as excellent cornerstones. Yet these books have been issued by authorities, and they are required reading for children. The content analysis approach was applied in this investigation. For this study, the researcher employed both quantitative and qualitative methods. Secondary education instructors believe that these texts are gender friendly. Teaching materials will need to include accessible components of learning. These textbook elements shape students' attitudes in an enigmatic manner. Gender equity will contribute to the growth of society. Gender inequality will be eradicated from schoolbooks.

RESEARCH METHODOLOGY

The present study used a 9th-class textbook published by Oxford University Press. As a result, in order to meet the requirements as well as objectives of the current study a corpus-based assessment was performed by utilizing Antconc (2019) variant 3.5.8. In order to meet the needs of a current study, mixed-method quantitative, as well as qualitative data assessments, were performed. In this research quantitative results were carried out to find the occurrence of both characters males and females in the given corpora. Whereas second-hand qualitative analysis is used for the interpretations and to elaborate on the hidden aspects of these words. For this purpose, the researcher used both quantitative and qualitative types of analysis. There are two types of sampling random and non-random sampling technique. But according to the requirements of that research, the researcher used the Non-Random sampling method. In the Non-Random sampling method, the researcher utilized purposive convenient random sampling techniques.

Table No 3.1

Course modules for the 9th grade Oxford English Textbook

Serial Number	Lessons Name	Serial Number	Lessons Name
1	Writing Letters	2	Books
3	At Sea	4	For better or worse
5	Journeys	6	Holidays
7	Snakes	8	Adversity
9	A Day in My Life	10	Taxi

That textbook comprises ten chapters, so each section is centered upon a distinct topic or material. Each of these chapters and associated activities has been considered into view in this study. That inquiry focuses on investigating the usage of men and women markers inside the 9th grade English Oxford Textbook. The investigator creates a corpus of ninth-grade Oxford English textbook corpora with the utilization of a corpus tool which is named as Ant Conc 3.5.8 version (2019) to identify the indicators featured in that syllabus book. The investigator employs a quantitative analytic approach for this purpose. The primary goal of this research is to determine overall gender inequalities within that textbook. And on the other hand, the researcher used qualitative data technique for its interpretation. One main reason for choosing this textbook was because this featured throughout the starting of almost any student's education therefore their ideas and beliefs are usually set upon perusing such types of textbooks Initial periods of education have an important role in forming social ideas and changing individuals' mindsets.



- 1: Numerical numbers of Male Attributes in the 9th class of the Oxford English Textbook
 2: Numerical numbers of Female Attributes in the 9th class of the Oxford English Textbook

RESULTS AND DISCUSSION

Table

4.1

Numerical numbers of Male Attributes in the 9th class of the Oxford English Textbook

Textbook of Oxford English							
Ninth Level Textbook							
Male Pointers							
Quantity... of Total Word Kinds: 21.							
Quantity... of Collection pointers: 904							
Sr. No.	Male Indicators	Type	No. Of Occurrence	Sr. No.	Male Indicators	Type	No. Of Occurrence
1	He	01	390	2	Man	01	46
3	Men	01	17	4	His	01	259
5	Him	01	70	6	Brother	01	16
7	Husband	01	04	8	Father	01	18
9	Boy	01	16	10	Boys	01	09
11	Male	01	05	12	Grandfathers	01	04
13	Grandfather	01	15	14	Fathers	01	02
15	Brothers	01	03	16	Sons	01	03
17	Nephews	01	04	18	Sir	01	02
19	Himself	01	11	20	Nephew	01	01
21	Son	01	09				

Table 4.2

Numerical numbers of Female Attributes in the 9th class of the Oxford English Text Book

Textbook of Oxford English							
Ninth Level Textbook							
Female Pointers							
Quantity... of Total Word Kinds: 16.							
Quantity... of Collection pointers : 508							
Sr. No.	Female Indicators	Type	No. Of Occurrence	Sr. No.	Female Indicators	Type	No. Of Occurrence
1	She	01	170	2	Her	01	169
3	Woman	01	33	4	Sisters	01	14
5	Mother	01	47	6	Wife	01	05
7	Female	01	04	8	Grandmother	01	03
9	Aunt	01	02	10	Madam	01	02
11	Girl	01	12	12	Daughter	01	01
13	Women	01	13	14	Sister	01	23
15	Herself	01	07	16	Girls	01	02



There are ten chapters within that book, as well as twenty-one different types of utterances were used, totaling 904 used for male characters. Throughout this book, sixteen women indicators were used, and also the overall amount of cluster signs is 508, demonstrating huge differences throughout the portrayal of both men and women genders. It, therefore, demonstrates that gender distinctions in language are present in such textbooks. The whole book has a 65 percent men indicator as well as a 35 percent women indicator, indicating a unique difference. There has been language curriculum that were monopolized by men. Several of the sections and actions inside the course book were geared toward men, and men were regarded as more influential in their use of vocabulary.

Inside these textbooks, males worked whereas females were restricted to housework like as cooking, feeding about their children caring for their own residences, and caring for their partner. The textbook's utilization of language includes very important constructions of pronouns and proper nouns at both the language and vernacular levels. These books mainly consist of words that illustrate males. Such books have been widely panned for their lack of portrayal of women characters. Such books have been utilized to fulfill various purposes for various communities and they were utilized to change their attitudes against various genders.

The prevalence of women characters is considerably fewer than those of men characters, this indicates a derogatory picture of women in learning environments. Men and women participate equitably throughout all aspects of society but women have not received the representation that is commensurate with an actual fight on the behalf of the community.

Within that textbook, the researcher discovers a large number of male standardized lexes. The investigator discovered a huge number of words indicating men's personalities and a smaller quantity of words indicating women's genders. Words such as He, his, husband, father, and man are used to describe men's characters. The words such as man and woman are associated with lexes. Male characters embody their prestige and legitimacy in such words, whereas women characters would not retain control and legitimacy in comparison to men's characters. Female characters were portrayed as being less valuable and inadequate in their own social standing. Throughout this book, a huge proportion of pessimistic gestures were associated with the women's personality.

In the above-mentioned table, a word like Mr., Son, and men are associated with men, and males measured themselves as superior entity in social living. In countries like Pakistan, these books were considered a very necessary thing for the purpose of learning. In Pakistan, the English language has the status of 2nd language, and this is the language of officials. The overall majority of vocabulary terms were drawn from the masculine end and so these vocabularies have such a significant impact on the minds and thoughts of young students. Through certain types, of materials most people have power over a student's thinking and can shape the attitude of a fresh young student. It's indeed evident from the preceding explanation that these textbooks are primarily occupied by masculine characters and used male-dominated terminology. Most learners build their minds according to their status shown in the textbook and they behave in the same way as they were represented. so, it can be said that when the author was preparing these sort they need to look out for the equal representation of both male and female gender.

Table No 4.3

Different Gender Roles

Sr. No	Male Characters	Female Characters
01	Hard worker	Passive



02	Creative	Reactive
03	Successful	Dull
04	Productive	No tasks
05	Independent	Doing errors
06	Policeman	Indecisive
07	Farmer	Praised for beauty
08	Businessman	Quite
09	Governor	Less talkative
10	Authors	Tidy always
11	Successful planers	Nurse
12	Eagerness in working	Sister
13	Decisive in nature	Mother
14	Working outsides	Care taker
15	Adventurous	Need to be generous
16	Scientists	Follower
17	President	Prepared food
17	Officer	Kept in integrity
19	Barber	
20	Courageous	
21	Forceful	
22	National hero	
23	Martyred	
24	Rider	
25	Furious	

As outcomes of such curriculum study show that, particularly in terms of such actions and functions of men and women characters, women were almost completely absent from the curricula. Most English syllabus lessons depicted females in the characters of mom, sibling, child, instructor, and caregiver. Females are likely in household roles like cooking and doing housework. Women’s exhibition as daughters and women exhibiting as mothers in textbooks highlight the fact that females have no existence over their self her portrayal of a female stemmed from their relationship with a man parent.

Certain personality qualities obviously differentiate between the males and females hence legitimizing various personas depicted in curricula. As a result, the investigator examined all attributes by evaluating data acquired from that kind of course. All benevolent and slightly elevated characteristics are connected with masculine citizens of the community whereas all low-class characteristics are connected with feminine participants indicating a significant gender inequality in texts. Teaching materials ought to be devoid of bias since they play a crucial part in the acquisition of second language learners since the background and other variables might impede persons' education. When it comes to careers, we find that all top hierarchical jobs are connected with masculine characteristics, whilst all lower fields of work in civilization are connected with women. A quick scan through these materials reveals that ladies are hardly encountered anywhere in such materials.

In Pakistan, the personality of males was closely connected to their standing in the public sphere, according to the findings of English textbooks. Gender as well as earning status were utilized to construct males’ roles and positions in the community. This curriculum



explicitly states as the main males are indeed the rulers, so men were performing work. These were depicted as rulers, important figures, and country builders at upper levels. A man supervisor, including a designer or a well-known author, was depicted in the power seat. There were numerous tasks at the bottom range for females. Their profession as well as the type of their labor were utilized to demonstrate their social status. Males were often associated with excellent characteristics including courageous warrior, rider, rescuer, and confronting adversary. The male / female work division implies that males were seen to be better rational, competent to ponder, and capable to view faraway items extremely carefully, which is why they maintained the position of control and domination.

As per the statistics in chart number 2, women are assigned just 36% of the overall occupations. Women are usually shown in the roles of parent, child, sister, caregiver, instructor, as well as a nurse. All across the textbook, males predominated. Women remained active inside the housework because they had to make meals for their children. The overall content of the courses reveals that the majority of the positive examples depicted throughout the courses were of men. These ideas were presented in a highly different manner, with exceptional attributes and specific masculine features. Intellectuals, particularly in textbooks are masculine characters, usually portrayed as an ideal one.

Male's positions and abilities have been defined as diligence, with strong attributes such as courageous fighter, confronting adversaries, and popular figure. Their characteristics of compassion, perseverance, and dedication were described in an enthralling way. There's also a discussion of such great leadership in this curriculum, as well as their attributes of daring and heroism were portrayed in a quite intriguing fashion, however, no females from society were given a room in the syllabus. Male figures were present could save humans from diverse situations. They have been rescuing individuals from terrible situations, yet female characters are absent again from the curriculum. In general, females are underrepresented among positive examples. Men were seen as the country's most significant component while females were represented as a dependent. The man was prominently executed throughout Sub-Continent and Arab civilization. Past proved that numerous Muslim intellectuals guided the inhabitants of the Sub-continent in the proper direction, with no women present.

Women in the secondary stage English curriculum are depicted as inconsequential creature that is neglected and also ridiculed by their lack of presence in curriculum content. Educational textbook content is essential for studying diverse cultural and social responsibilities, with a concentration on gender responsibilities there. Gender discrimination prevails in curricula as the dominant class of the community explicitly or implicitly keeps its norms by establishing socioeconomic supremacy on societal aspects.

Inaccurate gender depictions in curricula has a harmful impact. Because it aids in the construction of beliefs and the transformation of gender identities in students. Misinterpretations through one species become rampant, projecting a bad picture of it on the community. Students pick up on what they are seeing around them. If we claim that women's disappearance is a frontal threat to her presence, denial of their positions in the community and insecurity, we are correct. This technique will provoke unfavorable sentiments inside one gender against the other, as well as incite hostility and discrimination. These views enrage society, and the repercussions will be amusing.

CONCLUSION

The present curriculum study reveals how various genders were portrayed in syllabus contents. Gender proportion is skewed, according to corpus-based research with the help of Antconc. Two genders remained constrained to separate fields of livelihood. This study's



outcomes vividly demonstrate a lack of women's inclusion. Women characters have fewer proportions than male ones. This demonstrates the gender disparities inside Pakistan's educational structure. Women's roles within Pakistani textbooks seemed clearly insufficient. Over textbooks was not much competition because of the unequal representation of gender. It is the need of time that both genders have an equal chance of representation. It is necessary for a country like Pakistan that gender biases will vanish from textbooks. There will be proper checks and balance on these kinds of textbooks.

The curriculum analysis demonstrates how curriculum teaching perpetuated gender prejudice. The analysis of subjective data reveals the representation of sexual partiality by restricting women and men in many aspects of living. The findings of the study clearly show that women's life experiences are underrepresented in Pakistan's educational infrastructure. Men were shown to be inherently stronger whereas women were shown to be inherently weaker. They imposed strict limitations on women, and their responsibilities were constrained. The issue of gender diversity in textbooks was not addressed. Teaching materials are still available to maintain the role of either women or men in societal contexts. It's indeed critical for Pakistan's success and prosperity that all people enjoy similar access to prospects.

A gender-specific philosophy was raised by erecting dichotomy such as men/women, controlling and immobilized, superior and substandard, and solid and weak. The development of curricula based on sexual equity might lead to the formation of an enlightened and inclusive Pakistani society. The investigator discovered that women were constrained in their movement through comparative methods. Women are often seen to be less significant in the household and the community than boys and men. The distinction may be seen in a variety of settings, including academia, the economy, and politics. A Female's social standing is to respect and assist the men inside the household. Female's selections are made by the men and seniors in her household because she's never an autonomous creature. Females project the familial image because, in many situations, they became the target of familial fights. Such curricula teach students about civilization. One's source of information is literature and indeed the stories being told to them by their grandparents, so they follow in the footsteps of their elders in all aspects of society.

According to the mixed-method results, females are portrayed in conventional positions, therefore she has been controlled by men's dominant society. Males were characterized as the greatest leaders, government figures, valiant fighters, and even physicians. Women were confined to lesser occupations such as healthcare and education where they had to care for their homes. Such items will constrain the woman's options and her outlook on society. She will be unable to fulfill her objective in both his personal and professional life. Females are primarily shown in submissive positions, whilst men are shown in aggressive positions. Males began attracting the gaze of respective family mates. Females weren't really valued in an authoritarian culture. The terminology used in courses was centered on traditional beliefs instead of actuality. People's perceptions of females' responsibilities will be shaped by their portrayal in languages. It is critical to modify the terminology of female prejudice in curricula. That is an urgent requirement for a society such as Pakistan. To achieve the aims, actual awareness of homogeneity, fairness, and acceptance of diversity and multiculturalism must be instilled in students' brains using curriculums.

In a country like Pakistan English is considered the 2nd language. This language plays an important role in official work and it is the language of most institutions in Pakistan. It is beneficial to understand and speak Good English since it will become a vernacular of science and technology. As the formal tongue of Pakistan, English has taken on a respectable status in



Pakistani society. All government documents and operations are conducted in English. You must maintain a firm grasp on this language because it is a portal to advancement. It is the language of the world's heavyweights. So before making a book an author needs to overcome all these issues and should produce a book that equally represents both males and females.

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