

Implementation Of Single National Curriculum At Primary Level: Problems And Practices In District Khushab

Dr. Sayida Asma Dilshad¹, Dr. Rehmat Shah², Dr Nazir Ahmad³

¹Assistant Professor at University of Education Lahore,

²Assistant Professor at University of Education Lahore,

³Assistant Professor at Federal Urdu University of arts science and technology Karachi

Abstract

Having little education is detrimental for a nation. To educate the nation a single national curriculum is designed by the Government of Pakistan. Before implementation of SNC diverse curriculum were taught in different schools. Here the objective of the study is to find out the level of implementation of SNC in private schools of district Khushab. Another objective is to find out the problems faced by teachers and administrators to implement SNC. The sample of the study was 40 private Pre-School teachers and 10 Administrators of schools of District Khushab. Results show that SNC was implemented in Schools up to 90%. Teachers and administrators were facing problems to teach. There were many reasons. The major finding was the implementation of SNC may even encounter resistance at that level from certain other educational systems as the real issue emerges at the grassroots level when capacity, motivation, readiness, and access to logistical and material resources are inadequate. The last objective was to suggest some solutions, major solution is to it would be preferable to start capacity-building programmers for teachers, principals, administrators, and parents at the provincial and district levels prior to adopting the SNC in order to properly orient them to SNC dynamics.

Keywords: Single national curriculum, Private schools, Problems and Practices, Implementation, Suggestions

Introduction

Education is the backbone of nation building; nations are struggling hard to raise the status of their education. In order to improve the status of education, educationists and curriculum developers are focusing to standardized curriculum. Curriculum is a set of principles, and it is assumed after reading the relevant subject that students will meet subject requirements. The curriculum is racecourse of students. In this racecourse there is collection of activities happening inside and outside of school. It includes targeted outcomes, areas of focus, methods of evaluation, and allocation of available

means. We call this set of activities and events "curriculum"

Pakistan has diverse education system and class division, which seems to be a major hurdle to achieve unity and harmony between nations. One of these systems is represented by an average of 15,000 to 25,000 or more high-standard English-language private secondary schools. Most kids also go to free or cheap public and private schools, and some even end up at madrasas, which are Islamic religious schools. Curriculum, pedagogy, resources, student liberties, etc., vary widely throughout the various educational settings. After spending her 10 years of average school years at these institutes, I hope

these children will become friends and have close and respectable professional relationships in the future when they become more intimate. It's hard to imagine being able to build relationships. Efforts to resolve these differences are viewed as well-intentioned efforts in the right direction.

There are about 22.5 million early dropouts in the country, and all governments have made efforts to keep these early dropouts in school. In this regard, incentives such as the abolition of total fees, monthly scholarships, and the provision of free books and copies are noteworthy measures. The Single National Curriculum (SNC) goes a step beyond this fundamental problem. This means that governments are now taking serious action and concrete steps to improve the quality of education provided, alongside efforts to increase children's enrollment in school. Through the SNC, the government provides a minimum standard of learning for students at all grade levels and, with the exception of a few books such as *Islamiyat* and *Urdu*, private schools, while respecting the minimum standard of learning, You are free to draft and draft your own book. Regarding the form of teaching in these books, the government now plans to implement a plan to teach from grade 1 to grade 3 in *Urdu*, except for mathematics and science subjects, later this will be implemented from 1st grade through 5th grade. There are those who have concerns about this SNC, how it was designed, the curriculum, the current faculty, and the possible consequences of the SNC. However, most of these concerns and concerns can be summarized in the following key points.

The federal government has mandated that all of Pakistan's provinces adopt a unified educational system in terms of curriculum, language of instruction, and assessment (Tayyab, Umer, & Sajid, 2022). Large knowledge gaps have emerged as a result of Pakistan's segregated educational system, which has contributed to the

country's growing socioeconomic divide. In Pakistan, there are three distinct styles of schooling:

Public schools, also known as state-run institutions, and private schools, also known as affluent, middle-class, and low-income institutions. Reasons for educational inequality in Pakistan go beyond the fact that students in the country follow different curricula, go to different types of schools, are of different socioeconomic backgrounds, and (those who can afford it) choose to further their education outside of Pakistan rather than in it. One of the main reasons why parents don't send their kids to school is because they can't afford it. Financial constraints, a lack of available resources, and unpredictable transportation all pose threats to children's education. There are significant differences in the education provided by these three systems, leading to large disparities among the students educated in these schools. SNC was established with the aim of bridging the gap between the three types of systems (Jahanzaib, Fatima, and e Nayab, 2021). National Curriculum (SNC) intended to bring all the youth of the country under one curriculum. However, there is little evidence of what implementation of this curriculum will achieve under government plans (Irfan, 2021). The curriculum is implemented in three stages: first in grades 1-5 for the 2021-22 school years. The second is for grades 6-8 for the 2022-23 school years. Third is in grades 9-12 for the 2023-24 school years.

A national curriculum was applied at the primary level. There are complexities involved in this implementation. However, not all private and public schools in all states accept SNCs, requiring the development of a rigorous government monitoring system, thus posing a difficult challenge for governments. After the 18th Amendment to the Pakistani Constitution, each province was given the ability to set curricula, curricula and educational standards (Tahir, 2022). By passing the 18th Amendment,

Congress may have infringed on state privileges that the SNC had previously violated. The Education Minister of Sindh, Mr. Sardar Shah, made this statement when he explained why his state does not adopt the SNC; he argued that the SNC's claim that it is the state's property undermines the state's exclusive control over the development and dissemination of educational policy. It was outrageous rudeness imposed by the federal government. The SNC is no longer regarded "state owned" as the Sindh government has declined to implement his SNC (Bashir, Yasmin & Ahmad, 2021).

A national curriculum was applied at the primary level. There are complexities involved in this implementation. However, not all private and public schools in all states accept SNCs, requiring the development of a rigorous government monitoring system, thus posing a difficult challenge for governments. After the 18th Amendment to the Pakistani Constitution, each province was given the right to create curricula, curricula and educational standards. The SNC appears to have violated state privileges, which the federal government seems to have violated by enacting the 18th Amendment. Sindh Minister of Education, expressed this view while explaining why the state does not implement the SNC, stating that the state has sole authority over the design and implementation of the educational curriculum and that the SNC claimed to be owned by the state. It was unacceptable rudeness imposed by the federal government. The SNC is no longer considered "state owned" as the Sindh government has refused to implement his SNC (Bashir, Yasmin & Ahmad, 2021).

Purpose of the study

In Pakistan, there is a wide variety of educational establishments, each of which offers a unique curriculum. As a result of this method, people were separated into distinct groups. The Single National Curriculum was an initiative meant to address this problem (SNC). The notion was

founded on the ideal of providing equal access to educational opportunities for all. This Program establishes a framework for education that can be used across all grade levels. All of her schooling, from kindergarten through high school, is conducted entirely in the same language. To ensure that all children in Pakistan have access to a high-quality education free from the effects of social stratification. The purpose of study is to find out the level of implementation of Single national curriculum in private schools of Khushab. To explore the problems faced by teachers in private schools regarding implementation of single national curriculum and to explore the problems faced by principals in private schools regarding implementation of single national curriculum. This is also the purpose of study to give suggestions to improve the implementation of SNC at Primary level.

Conceptual Framework

The philosophy behind the Single National Curriculum (SNC) in Pakistan is grounded in the idea of providing equal access to quality education for all students across the country, regardless of their socio-economic background, gender, religion, or geographic location.

The SNC aims to create a standardized and inclusive curriculum that focuses on building a common understanding of basic knowledge and values among all students, irrespective of their backgrounds. The SNC is based on the principles of equity, access, quality, and relevance, and is designed to promote national unity and social cohesion.

The SNC also emphasizes the development of critical thinking, problem-solving, creativity, and innovation skills, as well as practical skills and vocational training. The curriculum is designed to be learner-centered and to encourage active participation and engagement in the learning process.

In terms of its philosophical underpinnings, the SNC draws on the ideas of social justice and equity, which aim to ensure that every child has access to the same quality of education, regardless of their socio-economic status or other factors. The SNC also emphasizes the importance of diversity and inclusivity, acknowledging the different cultural, linguistic, and religious traditions of the people of Pakistan.

Overall, the philosophy behind the Single National Curriculum is centered on the idea of providing a high-quality education system that is accessible, equitable, and relevant to the needs of all students, while also promoting national unity and social cohesion.

Literature Review

The aim of SNC is to offer advice on how to enhance the primary school version of SNC so that all children have a chance at a good education, there should be one system of education in place, with a standardised curriculum, a single language of instruction, and a single method of evaluating student progress. The adoption of a uniform national curriculum is a positive development in this regard. Every country should adopt the same educational system, with a standardised curriculum, language of instruction, and testing infrastructure, with the goal of ensuring (Ministry of federal education, 2020).

The implementation of SNC aims to provide a high-quality education available to every child without discrimination. Vision of Ministry of education is to bring cohesion of Society and Inclusion of into the Country, Reducing the existing content gaps across the various educational pathways. It is a guarantee of equal chances for advancement in one's social standing. This will offer equity in education. Teachers and

students should be able to easily move across provinces (Irfan, 2021).

Key Considerations

The development of SNC is driven by the following key considerations:

- “Sunnah and Quranic teachings
- Quaid and Iqbal's vision
- Constitutional framework
- National Objectives, Policies, and Standards
- Consonance with SDG-4 aims and targets
- The promotion of students' intellectual, spiritual, aesthetic, emotional, social, and physical development;
- The shift away from rote memorization in favor of Project, Inquiry, and Activity-Based Learning;
- The creation of 21st Century Skills; and the respect and appreciation for different cultures and religions in a local and global context (TIMSS)”

Phases of Single National Curriculum

Single National Curriculum is being developed in three phases:

- “Phase I: Development of SNC and textbooks **Pre I-V** (March 2021)
- Phase II: Development of SNC and textbooks **VI-VIII** (March 2022)
- Phase III: Development of SNC and textbooks **IX-XII**” (March 2023)

Development Process of SNC

- Several comparative studies were performed before to the start of development of SNC to ensure that it met international requirements.
- Among these are a comparison of the curricula used in Pakistan, Singapore, and Cambridge.
- Comparison of Pakistani learners' standards with those in Singapore, Malaysia/Indonesia, and the UK.

- The SNC included all of the findings.

Consultation with Stakeholders

- “All federating units
- public sector
- private sector
- Federal Government Educational Institutions (FGEIs) Cantts & Garrisons
- Deeni Madaris
- Cambridge University UK for English, Maths and Science
- LUMS and AKU-IE”

Workshops and National Conference

- Life-Skills, Critical Thinking, and Sustainable Development Goal 4 Workshops at the National Level
- Four-Day Provincial and Local Workshops in All Federations
- • The SNC integrated the received ideas and comments.

The document was finished and signed by all representatives from Federating Units, FGEIs, the private sector, and Ittehad Tanzimat ul Madaris Pakistan at the Four-Day National Conference on Single National Curriculum held from February 11-14, 2020.

Salient Features of SNC

- The SNC is based on standards, benchmarks, and outcomes for all topics, unlike the curriculum from 2006, when these were not defined separately for each area of study.
- Islamiyat was first taught as part of General Knowledge until second grade in 2006, and then as a stand-alone topic beginning in third grade. Islamiyat is offered as a stand-alone topic at the SNC beginning in first grade and continuing until twelfth.

- Historically, starting in third grade, non-Muslim pupils studied Ethics instead of Islamiyat. Currently, kids from five of Pakistan's minority groups other than Muslims can take Religious Education beginning in the first grade.
- The mathematics and science material in the SNC has been mapped into the TIMSS curriculum map.
- SDG 4 and other international commitments are reflected in the text.
- Truthfulness, honesty, tolerance, respect, peaceful cohabitation, environmental awareness and care, democracy, human rights, sustainable development, global citizenship, personal care and safety are only some of the concepts and traits that the SNC seeks to instill in its students.
- Instead of relying solely on lectures, the SNC curriculum emphasises hands-on activities designed to foster students' ability to think critically and creatively on their own.
- For the first time ever, technology education is a central part of the curriculum.
- Government institutions and certain low-income private schools were the only ones to adopt the 2006 curriculum. All schools in Pakistan, including public and private, as well as Deeni Madaris, shall adopt the SNC.

Subject-Wise Salient Features

Early Childhood Care and Education (Pre-I)

- The ECCE programme has been updated to reflect both current and emerging ECCE practises as well as national and international obligations (SDG 4)
- The following subjects are included in the core curriculum:
- Social and personal growth
- Literacy and language

- Fundamental mathematical ideas
- world around us
- growth in stature(newly added)
- A focus on health, sanitation, and risk management
- In the performing arts
- Emphasis on a child's knowledge, abilities, and positive attitude as a means of promoting their holistic development.
- The cultivation of one's personality via the development of traits such as patience, tolerance, empathy, and citizenship.
- • Showing respect for persons of different genders, religions, colors, castes, and creeds, as well as those who have additional requirements.
- • Capabilities pertaining to the protection of children and their relationship to modern technology
- Incorporation of abilities appropriate for the 21st century
- • Recommendations for instructors, authors of curricular materials, and school officials
- Suggestions on ECCE materials, conducive environment, and assessment

General Knowledge for Grade I – 3 (General Science and Social Studies)

- Bridging the gap between grades Pre-I and 4 with an integration of the fundamental ideas of science and social studies that will act as a bridge.
- Encourages continued education throughout a person's lifetime by promoting the growth of investigative and self-directed learning skills Life.
- Greater emphasis on students maintaining good attitudes as part of their holistic development.
- Provides exercises that students may use to improve their learning

English Grade I – 5

- English will be treated more as a language than a subject moving forward.
- A greater emphasis than in the past on speakers' abilities to communicate effectively using the language (listening and speaking)
- The implementation of teaching methods that emphasise interaction and cooperation
- Assessment guidelines, as well as scoring rubrics and marking schemes, have been added for all four language skills, including listening and speaking, which were left out of the curriculum in 2006.
- Numerous new topics have been introduced to serve as a framework for the creation of the material, such as SDG-4, gender equality, LSBE and inclusivity, diversity of cultures, personal safety, health, and hygiene.

Urdu Grade I – 5

- Place an emphasis on the acquisition of linguistic abilities and skills.
- The abilities of "speaking," "creative writing," and "aesthetic sense" have been added to the list of competencies.
- Incorporation of topics such as patriotism and citizenship, as well as the encouragement of social cohesiveness
- The establishment of connections between the study of languages and several other topics
- The encouragement of cultural and linguistic variety, with a particular focus on Pakistan's regional languages
- Critical thinking and its application within the realm of media literacy

Islamiat Grade I - 5

- Islamiat is now taught as its own topic, beginning with the first grade.

- The curriculum was rewritten with the participation of members from both the Federating units and from Ittehad Tanzimat-e-Madaris Pakistan.
- The prior curriculum, which was implemented in 2006, did not include any competences, standards, or SLOs. The SNC has been updated to include these, along with their definitions, in recent updates.
- A curriculum that is centered on activities and outcomes. From observing to participating in one's own education
- The SLOs have been included in the curriculum in accordance with the "Compulsory Teaching of the Holy Quran Act 2017." A framework for reading 200 Ahadith from I-XII has been added, in addition to the Nazra Quran that was already present. Added to the Hifz of Surahs is a 40-Ahadith framework, covering books I through VIII.
- The addition of two new strands, "Husn-e-Muamlat o Muashrat" and "Islami Taleemat aur Dour-e-Hazir ke Taqazay"
- With the goal of encouraging higher-level thinking in elementary school, SLOs have been created.

Mathematics Grade 1 – 5

- Concrete, pictorial, and abstract learning methods are progressively introduced between grades 1 and 5.
 - Emphasis should be placed on building a firm conceptual groundwork supported by sound reasoning.
 - Addresses SDG 4 targets like open dialogue, teamwork, and individual initiative in education.
 - Connecting mathematical concepts to everyday life via stories and illustrations
 - Several learning-enhancing activities recommended for each subject area
- Linking to external websites and assigning work to students as part of ICT integration
 - Harmony with TIMSS, an international study that tracks educational trends in mathematics and science.

General Science Grade 4 – 5

- Reorientation in light of current research and best practises in science teaching throughout the world
- The addition of new, technologically focused chapters
- Conservation, bioethics, scientific duties, and concern for the well-being of both the natural world and its inhabitants are just some of the topics that may be woven into a curriculum that emphasises Advocating for learning based on questions
- By utilising online resources and group projects, ICT is included into the learning process.
- Combining STEAM disciplines as an underlying theme

Social Studies Grade 4 – 5

- The curriculum is structured in six categories: “citizenship, history, government, economics, culture, and geography”.
- Teaching students their rights and obligations as citizens of the country, the world, and the internet.
- Local administration, ancient civilizations, agriculture, business, and the fight against corruption are among the fresh topics to be covered.
- The value of democracy, patriotism, and the rule of law must be emphasised.
- Students' holistic growth as they learn to live together peacefully and accept, respect, and appreciate others with different backgrounds.

Methodology

This research paper is descriptive in nature. Mixed method instrument was used to collect the data. 5 point likert scale questionnaire and open ended questions were comprised in instrument to collect the data.

Population

There were 20 well reputed private schools in district khushab. 80 teachers were teaching at

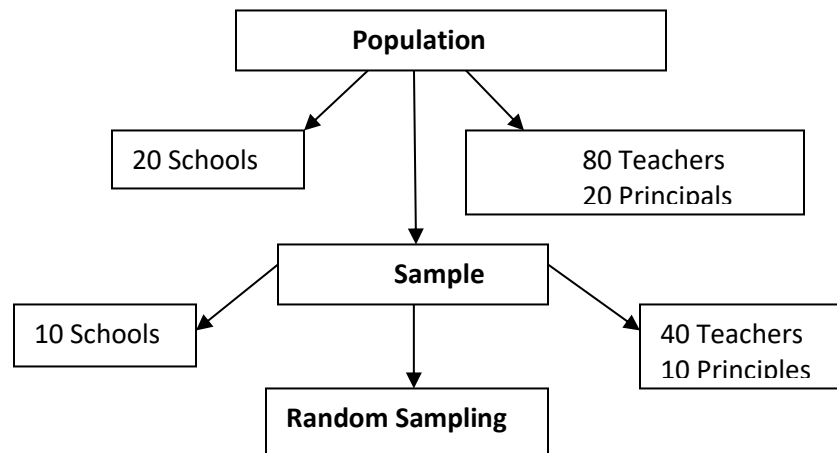
primary level. There were 20 principles/administrators in each school.

Sample

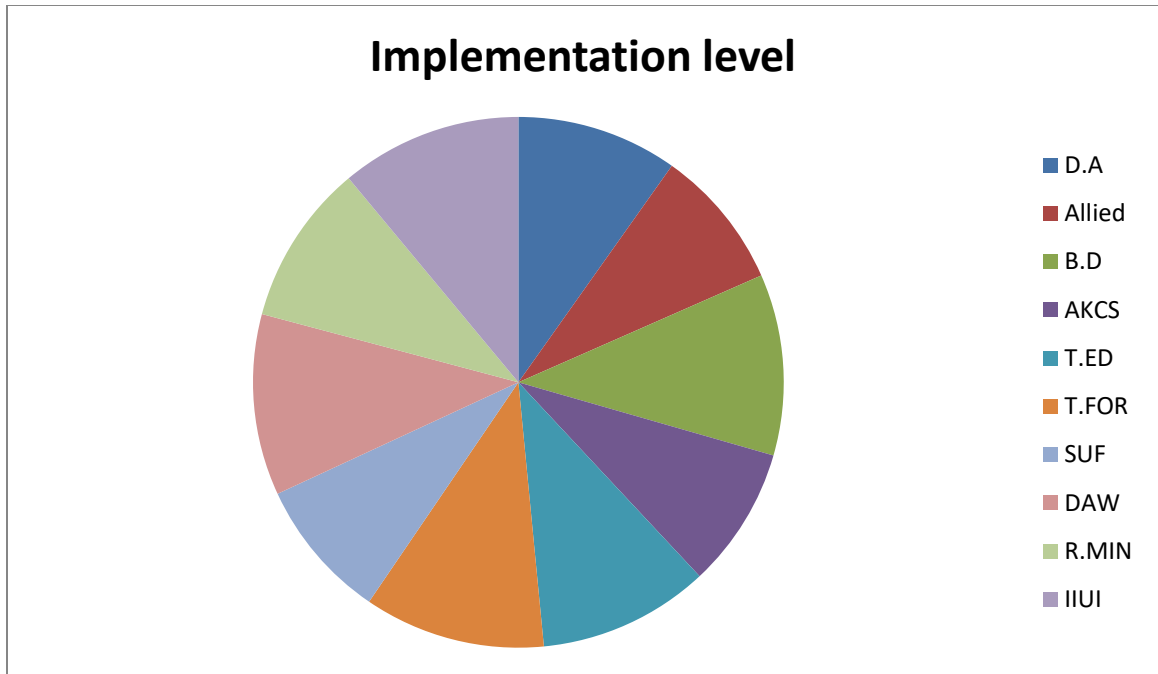
40 teachers and 10 administrators were selected as sample through simple random sampling technique to obtain data.

Sampling

Simple random sampling technique was applied to select sample



Analysis of SNC implementation at Primary level in Private schools (n=10)

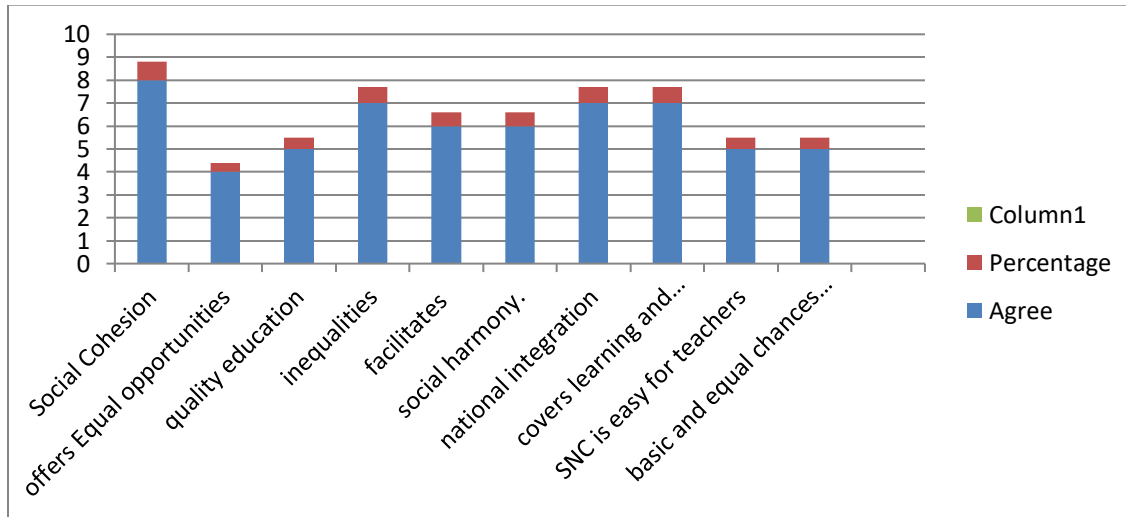


This table indicated that private sector schools maximally 90% following SNC and minimally 70%. In open ended question they answered for not implementing it to 100 % because SNC is

lacking a few dimensions, which may lead toward below advance learning. That is why they included some extra material on school’s behalf and policy.

Data Analysis

Statistical analysis of private school principles regarding problems of SNC(n=10)



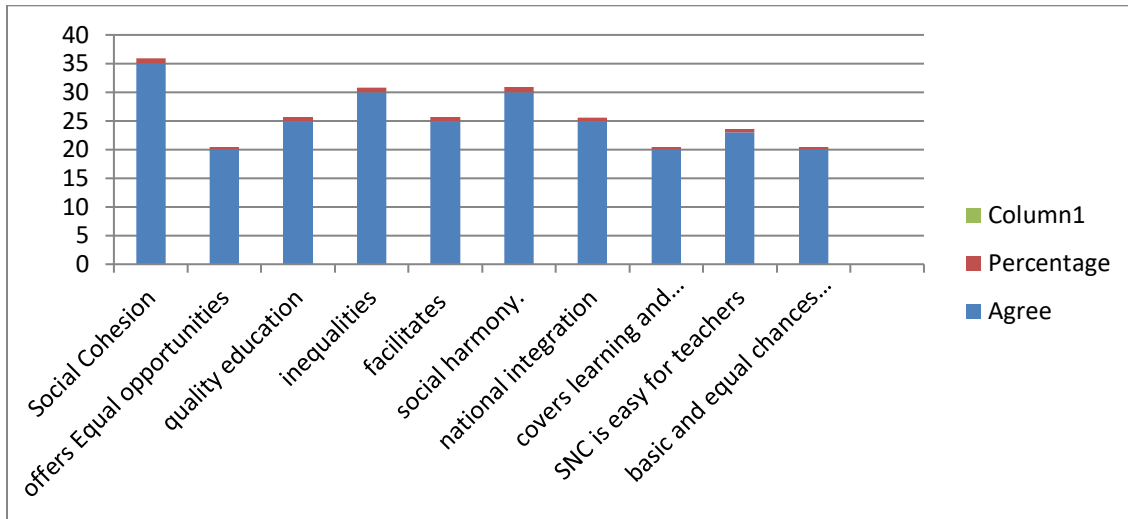
Based on the data in the table, it appears that roughly 80% of principals agree with the assertion that the new SNC would bring social cohesion and national unity among pupils.

Almost half of the people surveyed said that SNC provided equal chances for career advancement. Similarly, 51.3% endorsed the idea that every child in the new SNC would have an equal chance

to attend a school of good quality. Sixty-two percent of the respondents felt that the New SNC encourages the reduction of disparities in educational content among the various streams. 75.3% of educators also thought that SNC promotes social and cultural cohesion. More over two-thirds of respondents (65%) said that

learning about Pakistan's past is a key component of the new SNC's ability to promote national integration.

Statistical analysis of private school Teachers regarding problems of SNC(n= 40)



According to the data in the table, over 80% of educators thought that the new SNC will help foster a sense of national unity and social solidarity among their pupils. Almost half of the people surveyed said that SNC provided equal chances for career advancement. Equally convincing was the claim made by 71.3% that under the new SNC, every kid will have an equal chance at a good education. Eighty-two percent of respondents believed that the New SNC encourages the reduction of disparities in educational content across the different channels. 75.3% of educators also thought that SNC promotes social and cultural cohesion. Sixty-five percent of people who took the survey said the new SNC will help with national integration.

Findings

On the basis of Research instrument these problems were indicated by teachers regarding SNC at primary level.

- Eighty-two percent of respondents believed that the New SNC encourages the reduction of disparities in educational content across the different channels.

Teachers at private schools expressed concern about the SNC's implementation since their kids' comprehension levels are higher than those assumed by the SNC. At the moment, it appears that neither the advising staff nor the government is interested in the teaching staff's input on policy-related issues.

Suggestions

Here are few suggestions,

1. Promote critical thinking and creativity: The curriculum should focus on promoting critical thinking, problem-solving, and creativity among students. This can be done by incorporating more interactive and project-based learning approaches.

2. Inclusion of regional and cultural diversity: The curriculum should be designed to respect and promote the diversity of cultures and languages in Pakistan. It should incorporate regional history, literature, and cultural aspects to preserve and celebrate the rich diversity of the country.

3. Emphasis on practical skills: The curriculum should incorporate practical skills such as communication, team building, and decision-making, which are necessary for students to succeed in their future careers.

4. Focus on teacher training: To ensure the effective implementation of the SNC, teacher training programs should be developed to equip them with the necessary skills and knowledge to implement the curriculum effectively.

5. Engagement with parents and communities: The government should engage parents and communities in the development and implementation of the SNC to ensure that it meets the needs and aspirations of all stakeholders.

6. Assessment and monitoring: The government should develop a robust assessment and monitoring mechanism to ensure that the curriculum is effectively implemented, and students are meeting the desired learning outcomes.

7. Continuous improvement: The curriculum should be reviewed and updated regularly to ensure that it remains relevant and aligned with the changing needs of the society and the economy.

By considering these suggestions, the Single National Curriculum in Pakistan can be improved and made more effective in achieving its goals of standardizing and improving the quality of education across the country.

Perhaps, an agreement can be reached to create a proper alliance between national policy issues, where the government must take the lead, and professional practice issues, where educationists must be given the opportunity to influence decisions. In the dynamic of the curriculum, it should be expected that educators' professional contribution will contribute to the creation of government policy. The administrative hierarchy, which consists of the secretary of education, divisional directors, and district education officers, is in charge of making sure that SNC is implemented in a suitable way across all schools by using the right monitoring and evaluation procedures. Because they must observe classroom demonstrations and provide teachers with constructive criticism, officers in higher positions should be familiar with the processes involved in developing, evaluating, and implementing curricula.

Conclusion

In conclusion, the Single National Curriculum (SNC) in Pakistan is a significant step towards standardizing the education system, eliminating disparities, and providing quality education to all students. While the SNC has received some criticism, its implementation and content need to be carefully monitored to ensure that it promotes inclusivity, diversity, and critical thinking, which are essential for the country's development. The success of the SNC will depend on the government's commitment to its implementation, effective teacher training, and the involvement of all stakeholders in the educational process.

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