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Investigating the Implementation of Single National Curriculum (SNC) In Primary Private Schools of Karachi

Dr. Azizunnisa

Hamza Farid

&

Soha Abbas
Research Scholar
Department of Education
University of Karachi

Abstract

The Single National Curriculum is a government of Pakistan's initiative to develop and implement a single curriculum for all students to provide an equal opportunity for all students to receive a top-notch education in terms of an educational plan, guidance mechanism and evaluation framework. Investigating and examining how the Single National Curriculum is being implemented in Karachi's primary private schools is the goal of this research. This research study is based on a quantitative method, and the research study is done through online Google Forms, through which 60 researchers were chosen to respond based on random sampling. The Single National Curriculum was developed and implemented in schools. Still, primary private schools and their instructors were not participating in these processes, according to the chi-square analysis of the data. Ninety-seven percent (97%) of the primary private schools in Karachi did not use the Single National Curriculum. Additionally, it was found that private school teachers were unaware of anyone else participating in the Single National Curriculum but themselves. It is therefore recommended that the Government devise a plan to address the needs, application and practicability of the Single National Curriculum to all the stakeholders, including the teachers.

Keywords: Implementation, Curriculum, Private schools, Teachers

Introduction

Single National Curriculum, a project started by the current Government of Pakistan, seeks to bring and implement a single curriculum for all with the vision of one arrangement of education for all in terms of educational plan, guidance mechanism, and common foundation of evaluation so that all students have an equal opportunity to receive top-notch instruction. A single National Curriculum is a stage that will accomplish and bridge the gaps between the educational classes. Students are made part of society by instilling skills, knowledge and norms into them, which is only possible with a suitable step in the right direction (McNeil, 2014). Curriculums in any part of society are the social facts, which means they are structures not only for those involved directly, i.e., teachers and students, but also for those who are part of designing

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and achieving certain goals in the Process. Instilling certain things in the curriculum makes it easier for the students to learn and understand more complexly, and transmitting the knowledge and skills becomes easier systematically.

With this objective in mind, the Government of Pakistan seeks to provide children with fair and equal opportunities for top-notch education in both the public and private sectors. This might be the correct start towards fostering social cohesion and a sense of national unification among the inhabitants of the various provinces. The country's gaps in educational content across the many streams will be reduced by implementing a single national curriculum, which will give all classes an equal chance at upward and social mobility. Previous governments of the country did develop national curriculums, last introduced in 2006, which were accepted and implemented only by the public and government sector of Pakistan, and no private stakeholder agreed to adopt the curriculum in their institutions. But now, the Government has taken a bold step to engage the public and private sectors in designing and assessing the curriculum to bring equity to the education system and standards. They believed that not only the child from the upper class but even the one living in a slum area deserves a chance to get holistic development under the banner of international trends and local-level aspirations. The Government believed in smoothing out inter-provincial mobility among teachers of primary and secondary levels and students from all backgrounds and classes. The previous curriculums lacked detailed benchmarks and outcome-based standards for individual subjects. This time, the Government decided to have separate benchmarks and outcome-based standards for all subjects, focusing on integrating ICT in all subjects.

The Pre-I through Pre-V standards were developed, designed, and implemented in separate phases, followed by the VI through VIII standards and the IX through XII standards. National workshops and conferences were held around the nation to collect feedback and input from many people from various institutions and industries. The feedback from these events was eventually included in the curriculum. The Government's primary goal is to create a uniform education system for all students, including a standard curriculum, teaching method, and assessment platform.

The scholarly experience of instructors from various schools and universities in Pakistan is not unexpected, that they are not viewed as significant partners in planning and modifying prospectus and educational programs at all levels. They also argued that teachers who are involved in implementing educational change recognize and adopt fresh ideas more quickly than teachers who are not involved in implementing change. The association of instructors in prospectus planning is significant, and its importance is laid out in writing. As per Cohn and Kottkamp (1993), any adjustment to educational programs isn't powerful except if instructors are effectively engaged (Cohn and Kottkamp, 1993). The significance of the contribution of educators in schedule planning

was first tended in 1928 (Handler, 2010). Since instructors are generally in contact with the schedule in classes, they know the ground truth of instructive climate in classes; they can see and comprehend things better than others. Being near the prospectus and its place of execution, they can more readily envision and get the qualities and shortcomings of schedule, which policymakers can't. Banegas (2011) contended that anything the plans policymakers make, on the off chance that it is not carried out by the educators appropriately, may affect the prospectus and, in general, the instructive and learning Process (Banegas, 2011). The study contended that educators can represent the deciding moment choices upheld at any level. Their choices will eventually decide the educational program, no matter what degrees of direction remain. Educational program advancement as an idea is viewed as the incorporating and ceaseless cycle during which any arranging, planning, dispersal, execution and appraisal of educational programs might happen (Wells, 1995). As per Fullan (2001), educators ought to be effectively involved in every one of the degrees of schedule planning. This inclusion is more than the exercises in the study hall dividers (Fullan, 2001). An overall insight frequently held by instructors was that "the educational program is grown somewhere else." Hence, they need some direction for the "right application" of an educational plan, which is "given over to them from the top." They accepted that the navigation arrangement is profoundly incorporated and that their commitment to the prospectus planning is inside their study hall rehearsals (Al-Kathiri, 2016).

In Pakistan, an instructive inclination is absent to tolerate and invite educators' interest in schedule planning. The school system is controlled and directed by the Ministry of Education. Educators are given an indistinguishable prospectus with rules and cutoff times that they are expected to apply and follow (Al-Kathiri, 2016). This deters the advancement of instructor-made materials and gives no potential open doors to educators to contribute to schedule plans (Al-Seghayer, 2011). Also, this training causes instructors to see that this is the kind of thing that is impossible for them and their abilities. Other work on educators as curricular chiefs centers around the capabilities and the expert readiness required for prospectus planning (Al-Kathiri, 2016). When offered the chance to plan a schedule, most educators are hesitant because they don't have the foggiest idea of how to get it done. They need more preparation stages and studios to do the errands.

Notwithstanding, then again, as indicated by Palmer (1992), even though instructors get an impressive measure of pre-administration preparation and planning connected with organized instructive projects, there is regularly a huge hole between what occurs in an in-administration course and the homeroom (Palmer, 1992). When they become study hall instructors, they go through yearly assessments and to different in-administration studios for their nonstop expert turn of events. Tragically, notwithstanding, this multitude of things don't influence their education and the execution of the examples learned

in the studios. These expert formative phases of preparation are just significant when the instructors have a voice in the advancement of the schedule. Since educators generally stay in one piece with the understudies and are very much aware of their assets and shortcomings, they are the ones who can perceive and recognize their requirements.

Literature Review

The history of Pakistani curriculum reform is briefly discussed in this part, along with a summary of the country's present racial and religious makeup. After that, it discusses the ideological changes in Pakistani curriculum policy since the country gained its independence in 1947 and the evolving administrative environment in which curriculum policy is planned. An effort is made to illustrate the changing views towards racial and religious diversity during the discussion of these sections of this part as a result of Pakistan's changing educational standards. East Pakistan eventually split from West Pakistan in 1971 to establish Bangladesh when the Indian subcontinent was partitioned into West Pakistan and East Pakistan. On August 14, 1947, a multilingual, diverse, and largely Muslim country called Pakistan was established. Estimates from July 2011 have the number of Muslims in Pakistan at 95% of the 190 million people (Sunnis 75%, Shias 20%), and others (including Hindus and Christians) at 5% (Majeed M., 2021). Even though race is rarely a determining factor in-group identification in Pakistan, centuries-old ethnolinguistic processes have helped some ethno-lingual groupings associated with different regions of the country grow. (Hashmi R.S, 2011).

Pakistan's attitude to this ethnic and religious diversity since its founding has been inconsistent: The state's internal diversity policy has varied from managing this diversity to eradicating minority groups (Kymlicka W., 2000). Furthermore, (Adeney K., 2007) presented four appropriate classifications for state or macro-level inner multiculturalism policies: "assimilation, integration, multiculturalism, and segregation." (Adeney K., 2007). To eradicate and stifle variety, Pakistan is claimed to have used partitioning, population transfers, genocide, partition, acceptance, federalism, and hegemonic rule (Samad, 2013). The Punjabis, Pakistan's main language group, have a majoritarian mindset that contributes to the state's tendency to be non-neutral and racially divisive. This hegemonic rule is a result of this majoritarianism. The history of Pakistan's national curriculum policy, which exposes how schools have been utilized to achieve social control and standardized goals, also demonstrates this dominant grip over Punjabis. To "spread the dominant culture and inculcate popular nationalism, to forge the political and cultural unity of the burgeoning nation-state, and to cement the ideological hegemony of the dominant group," it is argued that a national education system must be established. Even though it was conducted in a distinctly political and Western environment, this work is relevant to Pakistan's expanding national curriculum policy since Pakistani elites employed Islam as their main political tool. The phase of Islamization is discussed in depth, as well as how Pakistan's governing elites, generally from

Punjab (Ayers, 2009), have worked to resist pressure from various ethnic and religious groups by using education to forge a Pakistani national identity (Ayres, 2009).

Federal systems, where authority is divided between the federal (national) and state (sub-national) administrations, face challenges due to national changes. Although there are compelling reasons for national uniformity based on justice, efficacy, and efficiency, change is challenging since state governments still have a constitutional obligation to oversee education. Since schools were originally founded, historically distinct state policy forms and cultures have developed, resulting in a diversified system of schooling (Yates et al., 2011). However, as national reform initiatives grew and intergovernmental agreements and processes deepened, the Federal Government's influence over education expanded. A few new policy organizations that have assumed substantial duties in the past ten years are the Single National Curriculum overhaul, ESL as policy language, Single National Curriculum 2006, Single National Curriculum 2020, and Single National Curriculum 2022 programs. Through innovative negotiation techniques, these entities have taken on previously unheard-of policy creation tasks, mediating between the federal and state governments. As a result, the conventional functions of the federal and state governments are changing, placing Pakistan's federal government system in a state of instability.

Pakistani schools' governance and curriculum have long been the subject of bitter controversy, just as in Australia (Lingard B., 2000). The breadth and scope of recent national reform have increased confusion and dispute over how policies are created, how schools are run, and which level of Government is "best suited" to control education in the future. In this setting, inquiries concerning who is in charge of education are more frequent and trickier to respond to.

Researchers have examined the evolving nature of federalism and its effects on the provision of fundamental public services, including education, due to policy changes during the previous ten years. Research has frequently echoed the conclusions of official studies and reports, arguing that the federation is not functioning properly and that a new type of federalism is necessary. This new federalism should include structural reforms and more clarity on the roles and responsibilities of administrations (Twomey, Withers, 2007). Comparing the educational reforms and policies of other nations, such as those of China or Australia, with those of the United States in terms of schooling policy, (Savage G.C., 2016) has stated that the Australian federation's existing governance arrangements are characterized by a "lack of regulatory uniformity and consistency" and fall short of delivering a high-quality, egalitarian educational system (Savage G.C., 2016). Other scholars studying education policy have honed in on the increasing conflicts and tensions between

the federal and state governments and criticized the political procedures surrounding significant national changes. These kinds of issues are not unique to Australia. Similar discussions and disputes, for instance, have arisen in the USA due to decades of growing federal engagement, shifting intergovernmental relations, and significant reform initiatives in areas like curriculum, teaching standards, and evaluation (Savage; O'Connor 2015). In a manner comparable to Australia, these modifications have attracted the attention of scholars attempting to forecast how they may impact federalism and future education policy (Kelly A.P., Hess, 2013).

Research Methodology

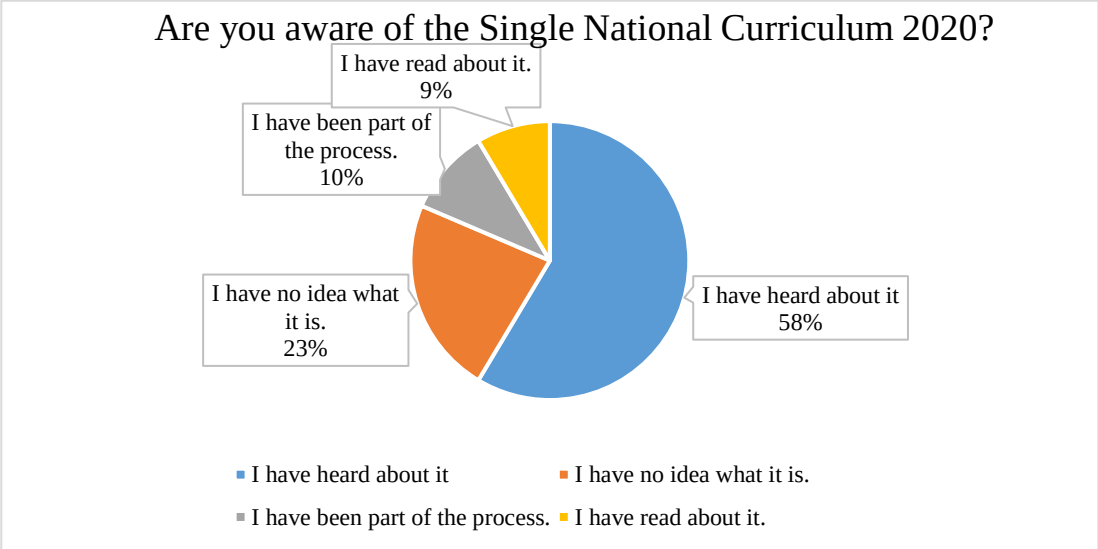
This part portrays the technique and methodology utilized throughout the exploration being examined. The researchers prefer a quantitative research approach. This study was conducted through a survey of private school teachers to gain numerical data to indicate teachers' views on implementing the Single National Curriculum in the first phase of private schools.

Surveys are the most extensively used data collection method in educational research (Fowler, 2013). A questionnaire survey is the most efficient way to compile the view of a large number of the population. The questionnaires have been firmly established to gather valid and reliable data (Fetters, 2013). This study's targeted population was comprised of teachers working in private schools in Karachi, specifically the primary section schools. The survey sample consisted of 50 teachers working in different primary private schools.

Random sampling was the sampling technique used in this study. The data was collected with the help of a close-ended online questionnaire. The research study questionnaire contains 12 questions, of which two were demographical, and 10 were multiple choice questions.

Results

Question # 1



Description	I Have Heard about it	I Have no Idea: What this is	I Have been part of the Process	I Have Could you read About it?	Total
f_o	28	13	4	15	60
f_e	15	15	15	15	60
$f_o - f_e$	13	-2	-11	0	-
$(f_o - f_e)^2$	169	4	121	0	-
$\frac{(f_o - f_e)^2}{f_e}$	11.27	0.26	8.06	0	19.6

df = k – 1

df = 4 – 1

df = 3

Level of significance = α = 0.05

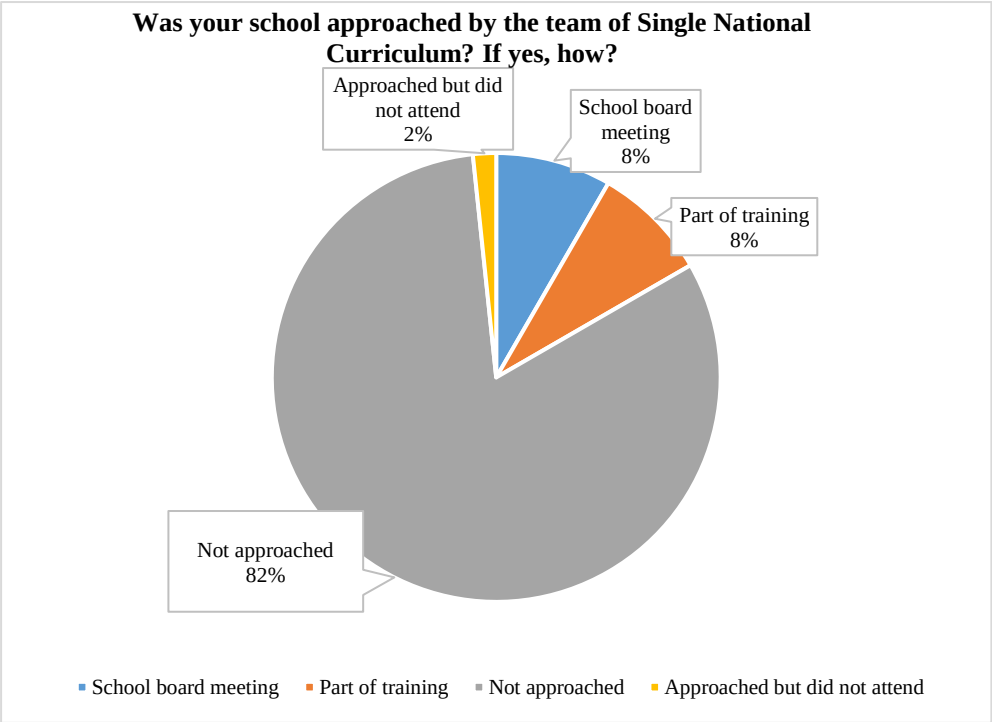
Calculated value = 19.6

Tabulated value = 7.81

Conclusion

The calculated value (19.6) exceeds the tabulated value (7.81). Therefore, the null hypothesis will be rejected, showcasing that not all primary private schools and their teachers know the Single National Curriculum (SNC) 2020 but have only a slight idea of it.

Question # 2



Description	School Board Meeting	Part of Training	Not Approached	Approached but did not attend	Total
f_o	5	5	49	1	60
f_e	15	15	15	15	60
$f_o - f_e$	-10	-10	34	-14	-
$(f_o - f_e)^2$	100	100	1156	196	-
$\frac{(f_o - f_e)^2}{f_e}$	6.67	6.67	77.07	13.07	103.467

df = k – 1
df = 4 – 1
df = 3

Level of significance = α = 0.05
Calculated value = 103.467
Tabulated value = 7.81

Conclusion

The calculated value (103.467) exceeds the tabulated value (7.81). Therefore, the null hypothesis is rejected, and the Single National curriculum team did not approach private schools.

Question # 3



Description	Part of Training	Not Part of Training	No Training Conducted	I Don't know	Total
f_o	6	8	37	9	60
f_e	15	15	15	15	60
$f_o - f_e$	-9	-7	22	-6	-
$(f_o - f_e)^2$	81	49	484	36	-
$\frac{(f_o - f_e)^2}{f_e}$	5.4	3.26	32.26	2.4	43.33

df = k – 1

df = 4 – 1

df = 3

Level of significance = α = 0.05

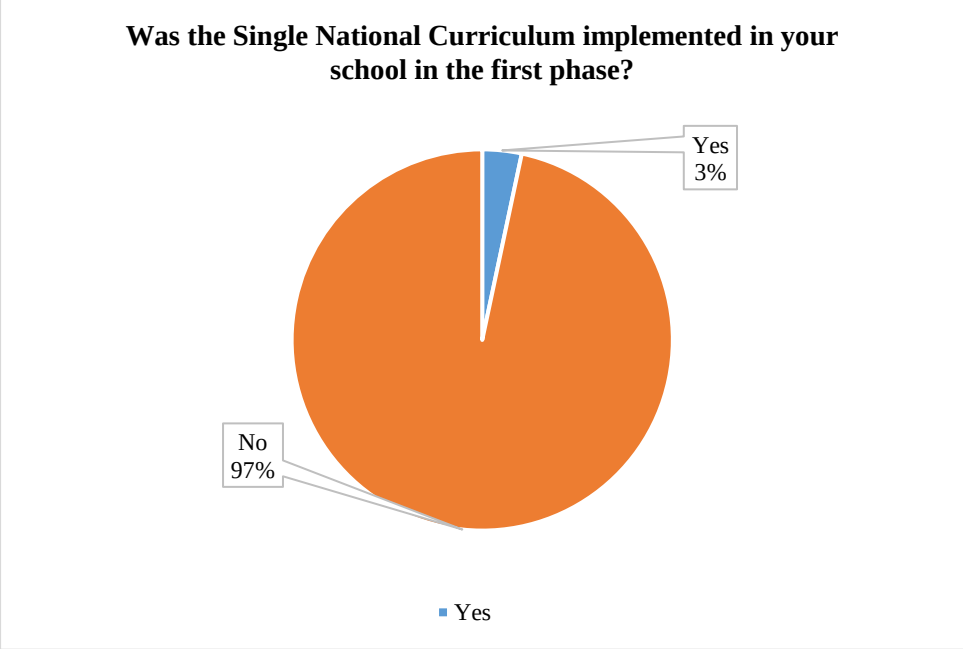
Calculated value = 43.33

Tabulated value = 7.81

Conclusion

The calculated value (43.33) exceeds the tabulated value (7.81). Therefore, the null hypothesis is rejected, and no workshops or trainings were conducted in private schools to integrate the teachers in the Process.

Question # 4



Description	Yes	No	Total
f_o	2	58	60
f_e	30	30	60
$f_o - f_e$	-28	28	-
$(f_o - f_e)^2$	784	784	-
$\frac{(f_o - f_e)^2}{f_e}$	26.13	26.13	52.26

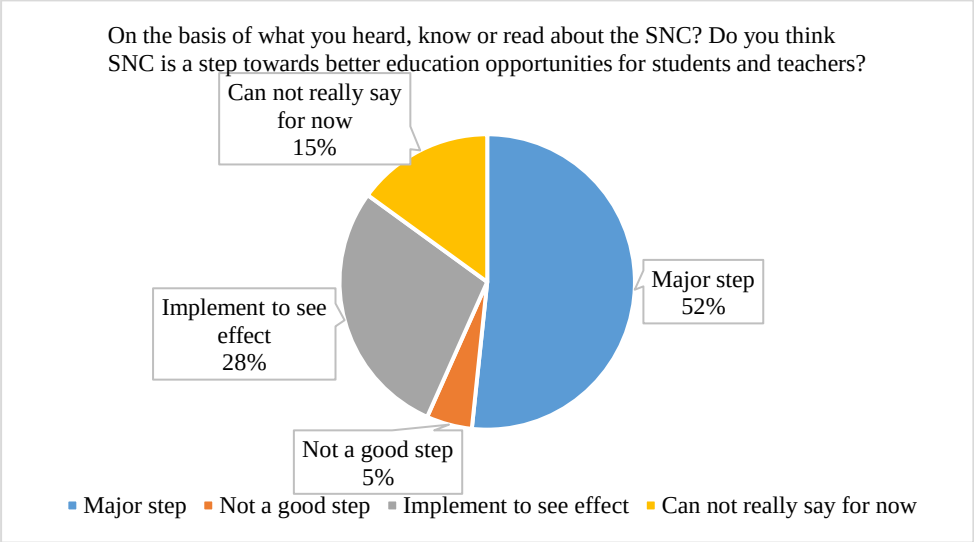
df = k – 1
df = 4 – 1
df = 3
Level of significance = α = 0.05
Calculated value = 52.266

Tabulated value = 7.81

Conclusion

The calculated value (52.266) exceeds the tabulated value (7.81). Therefore, the null hypothesis is rejected, and the Single National Curriculum was not implemented in the first phase.

Question # 5



Description	Major Step	Not a Good Step	Implemented to See Effects	Can Not Say for Now	Total
f_o	31	3	17	9	60
f_e	15	15	15	15	60
$f_o - f_e$	16	-12	2	-6	-
$(f_o - f_e)^2$	256	144	4	36	-
$\frac{(f_o - f_e)^2}{f_e}$	17.06	9.6	0.26	2.4	29.33

df = k – 1

df = 4 – 1

df = 3

Level of significance = α = 0.05

Calculated value = 29.33

Tabulated value = 7.81

Conclusion

The calculated value (29.33) exceeds the tabulated value (7.81). Therefore, the null hypothesis is rejected. For most participants, a Single National Curriculum is not a major step towards improving education but has to be implemented to see the result.

Discussion

The research project aimed to learn more about and look at how the Single National Curriculum is being implemented in primary private schools. According to the above research findings, we can conclude that the Single National Curriculum was not accepted nor implemented in the primary private schools during the first implementation phase, nor were the private schools or their teachers involved in the workshops or training conducted by the Single National Curriculum team. The majority of the participants had an awareness of the Single National Curriculum. It was interested in being part of it but was not approached by the government or SNC teams. The results and findings of this study suggest that both objectives and research questions are statically proven, supported or accepted.

The research revealed that the Single National Curriculum was not implemented in primary private schools in phase one, announced by the

Government, nor were private schools involved in developing or implementing the Single National Curriculum. The primary teachers from the private sector did not have the proper idea of what SNC is, or some had only heard about it from social media forums or colleagues, showing that the primary teachers or private schools were not invited or involved in a Single National Curriculum. The research also concludes that a Single National Curriculum should be implemented to see its effects on the academics of the students and the student–teacher learning process.

Recommendations

- The same curriculum should be for all classes and mediums to bring all the courses to the same academic level.

- Teachers should also be involved in the curriculum and development phases of a Single National Curriculum as they know the students and their cognitive level of students.

- Proper training and workshops should be conducted in all districts of Karachi so the teachers can be well informed about all aspects of the Single National Curriculum.

- Policy dialogues should be held separately in all districts of Karachi, and private schools should be encouraged to join so that they can understand the Single National Curriculum and the Government's plan to develop and implement it.

- The SNC team should invite and motivate private schools to join hands with the Government of Pakistan so that all students can get a similar education, whether private or public.

Conclusion

To take this study further and gain its benefits, similar studies should be conducted by increasing the population. It is suggested that other than the qualitative method, it should be used further to explore and examine the study. Moreover, other stakeholders should also be involved in similar research, such as parents, the community, and the higher management of schools rather than only teachers. The Government of Pakistan should take major steps towards designing a curriculum that can be accepted and implemented in all the educational systems of Pakistan. A single National Curriculum could be a trailblazer as it can bring the whole country on the same page and the entire country studying the same curricula, gaining maximum attention from all the relevant stakeholders.

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Aziz-un-Nisa is an assistant professor in the Department of Education at the University of Karachi.

Hamza Farid is a Research Scholar in the Department of Education, University of Karachi, Karachi.

Soha Abbas is a Research Scholar in the Department of Education, University of Karachi, Karachi