

## **Investigating The Impact Of Reversion Of Single National Curriculum At Primary Level In Azad Jammu Kashmir**

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### **Abstract**

This qualitative method research aimed to assess the effectiveness of a more recently developed Curriculum, called Single National Curriculum (SNC) by the government of Ex- Prime Minister, Mr. Imran Khan in 2018-19. The aim of the study to explore the impact of causes of reversion of SNC in AJK at primary level, the research instrument(s) included standard examination tests and a semi-structured interview from teachers. The population for this study included 160 students in four public and four private schools of District Kotli. Teachers think that reintroducing Single National Curriculum will significantly raise the educational standards of education. It is however surfaced that the implementation of Single National Curriculum of any other curriculum, for that matter, require great amount of groundwork and preparing teachers through extensive teacher training programmed.

**Keywords:** *Reversion of Single National Curriculum, Curriculum Change, Primary Education*

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## **Introduction**

The term “curriculum” refers to “an ordered set of official, educational, and training goals.” Different people have different ideas and explanations of what curriculum is. A more expansive definition of it would be "a series of experiences undergone by learners in the school under supervision of a teacher/school," yet it might be as simple as "a set of subjects or program of studies" (MOE, 2007). "An interrelated collection of plans and experiences that a student completes under the supervision of the school" is what is meant by curriculum (Brady & Kennedy, 2013). As explained by Stotsky that the concepts, texts and sequence of topics that are supposed to be taught should be thought-provoking in each subject that enable students from tangible and experience- based thinking to a more rational and abstract thinking (Stotsky, 2012).

The Single National Curriculum (SNC), implemented by the previous regime Mr. Imran Khan, the former Prime Minister of Pakistan, aspires to bring all of the nation’s youth under one educational system. However, there was no substantial reason to believe that the government’s proposed curriculum would be successful in meeting its objectives. The curriculum was to be implemented in three phases in the academic years 2021–22, 2022–23, and 2023–24 for grades 1–5, 6–8, and 9, respectively (Naqvi, 2021).

The previous government intended to implement the Single National Curriculum (SNC) in Pakistani schools in order to address institutionalized racism and economic inequality. The model below presents SNC zero draft (Irfan, 2021). Former Prime Minister Mr. Imran Khan stated during the SNC's August 16, 2021, launch that the program will "unify the country, abolish class divisions, and eliminate the "mental servitude" that the British colonial system of education had imposed formally (Vinayak, 2021).

Evidently, SNC's supporters argued that in order to guarantee that every student has an equal opportunity to receive a top-notch education, SNC would guarantee that all students had access to the same educational system, including the same curriculum, teaching strategies, and assessment instruments. The phrase "Education for All" appeals to the curriculum, the medium of teaching, and the present platform of evaluation since it gives all children an equal and fair chance to get a high-quality education. The proponents of the term aim to solve the problem of different curriculums that were being taught at different educational institutes. For that matter the Government of Mr. Imran Khan took a huge step by bringing different stakeholders onboard to propose a Single National Curriculum (SNC). This SNC aimed to help a lot to students in acquiring similar education across the board as every student in any educational institute can learn the same course as of others and compete in similar environment. Students would be equally treated and there would be equal job opportunities for every cohort whom undergrad education

was based on SNC.

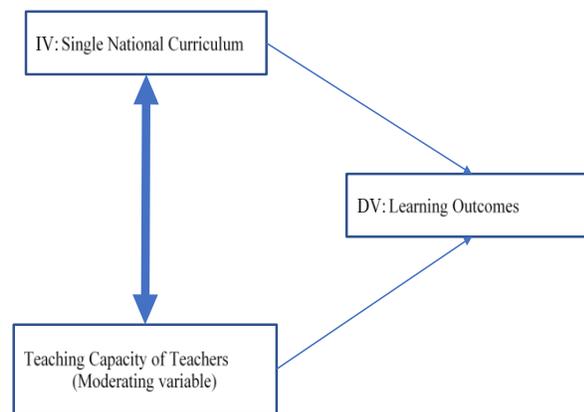
### Objectives of the Study:

- To identify the impact of reversion of Single National Curriculum at primary level at AJ&k

### Research Questions:

1. Why is Single National Curriculum introduced?
2. What are the causes of reversion of Single National curriculum?

### Conceptual Framework



### Literature Review

Large learning disparities brought forth by Pakistan's education institutions' lack of coherence have led to socioeconomic disparity. Three categories comprise Pakistan's educational system: public schools, selective schools, and madaris. There is a significant variance in the students taught in these schools as a result of the stark differences in the education provided in these three areas. One of the biggest benefits of having a common national curriculum is the advancement of socioeconomic equality. When fully implemented, every child would have an equal chance to obtain a top-notch education (Muhammad, 2019).

When creating any plan, curriculum, or policy for early education, it should be feasible to make it possible by contacting educators, academics, and experts in the field. For education to truly reach the general population there must be harmony between public and private funding sources. By exposing students to real-world situations outside of the classroom, we hope to broaden their perspective. Knowledge is the only means of treating the

state's disabilities, causing revolutions via development, and eliminating societal ills (Rashid & Mukhtar, 2012).

### ***Curriculum Development in Pakistan***

Education is a federal and provincial responsibility in Pakistan. Islamabad is home to the Minister of Education, who creates the national plans and policies. The creation of national education strategies and plans includes the provinces. In light of national educational policy, the provinces design their own plans and carry them out in accordance with their circumstances and available resources. Since the beginning of the devolution plan in the education industry in 2002, the Executive Districts Officers have been in charge of the majority of school-related matters.

Pakistani educational standards for grades 1–12 are being developed by the Ministry of Education's Instructional Plane in Islamabad. Curriculum Bureaus, also known as Curriculum Centers for Research and Development (CRDCs), are situated in each province and provide educational services to the Ministry of Education in Islamabad. It takes a lot of time for the ministry to speak with specialists from throughout the country when developing a curriculum.

Curriculum, course materials, planning, policy, institutions, and educational standards are all included in the concurrent list of the Pakistani Constitution. The Federal Ministry of Education is given the power to monitor curricula, textbooks, and other teaching resources in addition to maintaining educational standards under the Federal Guidance of Curricula, School Books, and Preservation of Educational Standards Act of 1976. The basic science courses were updated by the Education Ministry in 2000, while social science courses were updated in 2002. The administration announced its plan to thoroughly evaluate the curriculum every five years in 2003 as part of the Educational Sector Reforms (ESR) Plan of Action 2001–2005/6. For curriculum improvement, an institutionalized strategy of continuous and contemporaneous assessment and development was proposed (Jamil, 2009).

The curriculum framework was created as a tool for a variety of stakeholders, including teachers, students, textbook authors, editors, examiners, and other people who might use the material. To achieve this, great care has been taken to make sure that the framework's essential components, design principles, and justifications for the competences chosen as areas of learning for non-native English speakers in Pakistan are all understood. The text's breadth makes it suitable for usage in all types of Pakistani schools. The current curriculum was created through formal instruction throughout a twelve-year period of education in order to improve learning possibilities in Pakistan. The process of learning a language is one that lasts a lifetime and cannot be finished in a single school year (MOE, 2007).

### ***Single National Curriculum***

The Islamic tradition divides knowledge into two categories: revealed

knowledge, which God imparts through the Messenger, and earthy knowledge, which humanity discovers. Early Muslims were experts in both sciences, reaching their height of learning in Spain, where Muslims reigned for 800 years. The educational system of Muslims, however, also declined as their social and political situation worsened, and it was eventually limited to the teaching of primarily religious subjects. The Holy Quran was read and taught, fundamental religious doctrines were covered, and, depending on the teachers' skill levels, Arabic and Persian speech, fundamental math, and some literature were also covered in the maktab's curriculum (Ali & Farah, 2007).

Like the previous national curriculum from 2006, the SNC simply establishes the minimum learned standards that each student should be able to meet in a given subject at a given grade level. The government proposed a single national content SNC to give all children an equal chance to receive a high-quality education. This SNC would establish a standard system "in terms of curriculum, teaching method, and a uniform platform of evaluation." The education ministry and the confederation of religious schools had agreed in principle to incorporate madrassas into the regular school system under the SNC. According to their deal, this would result in the registration of thousands of madrassas as formal schools, allowing millions of youngsters to acquire a regular education and sit for board exams. However, detractors of the SNC argued that rather than integrating religious schools, the SNC would require that educational approaches used in madrassas be implemented in primary and secondary schools (Patel, 2021).

Government school responders observed that a single national curriculum would bring the country together. A nation can be formed when all educational systems accept a unified national curriculum. If all educational systems adhere to it in its purest form, it will establish a single nation. SNC is a crucial step in building a united states. Another respondent stated that "learning a single national curriculum and having equal systems will assist in developing one nation." SNC's principal objective is to unite individuals from all around the country. If carried out honestly, it will help bring the nation together. A private school teacher stated, "SNC would absolutely alter society and build a single nation" (Zaman et al., 2021).

## **Research Methodology**

This chapter reflects on the research design used to conduct this research. Besides, the study population, sample that was to be drawn and sampling strategies, research instruments, measures of data reliability and validity, data collection methodologies, and data analysis techniques are all covered in this chapter.

## **Research Design:**

Qualitative research approach was used for this study. This method tells the deeper understanding of the research.

**Population of the Study:**

The population for this study was primary school of tehsil Kotli and Nakyal. Total district schools were 391 of which 201 were boys' schools 190 were girls' schools and the population of class 5 students was 4582 in these schools.

**Sample:**

Sample of 160 students from 8 (4 publics and 4 private) schools in randomly two selected tehsils and 16 teachers were drawn from two separate populations.

**Sampling technique:**

Since all the teachers teaching primary group and students of class five in all schools of District Kotli was the subject populations of the study, sampled teachers and students were selected from 8 schools of tehsil Kotli and Nakyal. For that matter, multi-stage Simple Random Sampling Technique (SRS) was used. At stage-one, two tehsils were randomly selected from already District Kotli. At stage-two, 8 schools were selected from the list of all schools of the selected tehsils. At stage-three, 160 students from selected 8 schools were selected.

**Research Instruments:**

Semi-structured questionnaire from teachers teaching primary grade.

**Validity of instrument:**

In order to ensure the validity of the research instrument, developed for data collection from teachers, was prepared in a manner that corresponds to one research objective, i.e. "Reasons for Reversion of SNC." The face and content validities of the instrument were confirmed by sharing the first version of instrument to knowledgeable, well-respected educational experts and academic professionals at Alhamd University. These educational experts hold relevant qualifications and expertise for the peer review and assessment of the face and content validity of the research instrument.

**Reliability of Instrument:**

Lastly the reliability of the instruments was measured through Cronbach's Alpha. The reliability value for the semi-structured interview appeared to be 0.796 which is acceptable as per standards.

**Data collection:**

The data was collected from the primary teachers through semi- structured questionnaire.

**Research Analysis:**

For data analysis and results preparation, MS Excel and SPSS latest version were used during this research study.

**Qualitative Analysis**

Do you think that SNC should be implemented again? What reasons you provide to support your opinion in both cases for yes or no?

Do you agree SNC did not impact students’ learning at all and that lead to the

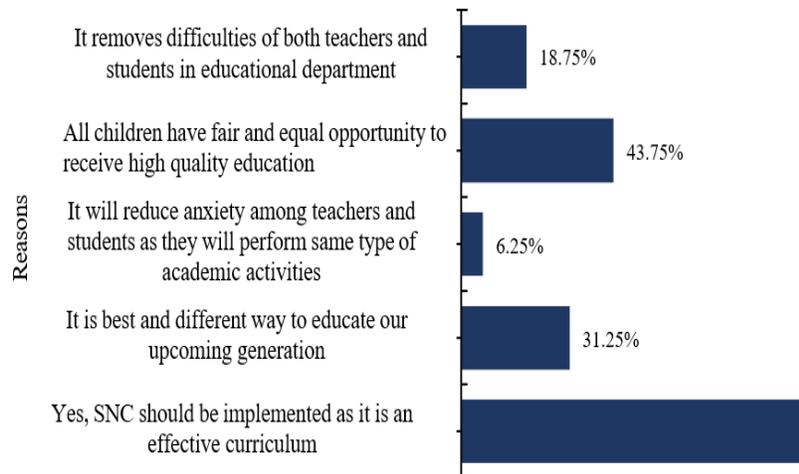
reversion of the SNC?

SNC did not impact students’ learning at all and that lead to the reversion of the SNC? Distribution

Disagree	50.00%
Neutral	12.50%
Agree	37.50%
Total	100%

Note. According to the above chart, 50% of teachers disagree, 12% of teachers were neutral, and 38% of teachers agree that SNC had no effects

**Reasons to implement SNC again**



on students learning and that this was what caused SNC to revert.

*Note.* In the above chart we conducted the interviews and perceptions of various responses about again implementation of SNC, 100% respondents said Yes, SNC should be implemented again, 31.25% respondents said it is best and different way to educate our upcoming generation, 6.25% respondents said it will reduce anxiety among teachers and students as they will perform same type of academic activities, 43.75% respondents said all students have fair and equal opportunity to receive high quality education, 18.75% respondents said it remove difficulties of both teachers and students in educational department.

### **Conclusion**

Curricula development is a highly technical process that ought to only be handled by experts. It must move forward with a concept in mind that outlines how it's going to be accomplished over time. When it comes to conception and execution, it takes time and this has been the norm everywhere. SNC has been developed or introduced and it is not an overnight effort in terms of creation and implementation. The aim of this study was to It is generally believed that, if SNC is implemented again, it will greatly improve the quality of education for student. It is however important to note from the results of this research, especially the results of the study groups, that more time is needed to see SNC successful in impacting students' learning outcomes especially when compared to non-SNC students. Teachers' training is also important in this regard.

### **Recommendations**

- To have a better comparative analysis of SNC and non-SNC students, Ministry of Education may commission a study with larger geographic spread and sample size.
- If SNC is to be implemented again, it must involve all the stakeholders including public and private sectors, educational researcher and policy makers. The implementation must cater for their needs, be more flexible in its contents and extensive groundwork to be done.

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