



Comparison of National Curriculum 2006 and Single National Curriculum

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ARTICLE INFO

Article history:

Submitted 21.03.2024

Accepted 10.05.2024

Published 30.06.2024

Volume No. 11

Issue No. 1

ISSN (Online) 2414-8512

ISSN (Print) 2311-293X

DOI:

Keywords: Curriculum,
Curriculum Reforms,
Single National
Curriculum.

ABSTRACT

This study aimed to compare and find the differences between National Curriculum (NC) 2006 and the Single Nation Curriculum (SNC) 2020 of English textbook of grade 5 by using Nichols curriculum model. The main objective was to find out drawbacks in the previous document and highlighted new dimensions and perspectives added to SNC. This was a qualitative research. Interpretive paradigm was used, in which phenomenological method was adopted and content analysis was done to compare the both curricula of English. For this purpose, a rubric was developed to analyze the key differences between NC 2006 and SNC 2020 which had five components; in terms of content, student learning outcomes, suggested activities, assessments, and projects. This study highlighted the importance of curriculum revision efforts and their successful implementation in achieving national and societal goals. The results showed that the curriculum had undergone significant changes and updated with a focus on improving the teaching and learning process, developing language skills, and incorporating advanced technological methods. Additionally, assessment and evaluation tools and methods had been added, and teacher training had been given more attention and elaboration in the SNC compared to the 2006 curriculum.



Introduction

The planned, supervised learning experiences and desired results that are developed via a methodical reconstruction of knowledge and experience within the framework of the school for the students' deliberate and ongoing development of their personal-social competence are known as the curriculum (Ornstein & Hunkins, 2019). It consists of teaching activities, learning experiences, assessment and progress evaluation, intended to achieve the target learning results of a given course (Smith & Brown, 2022). The main purpose of a curriculum is to provide consistency and coherence in the educational system of many cultures and nations in order to fulfill the esteemed objective of national unity.

The differences in infrastructure and facilities between Deeni Madaris and the public and private sectors, the curriculum offered there, the examination systems, the values that the educational system should instill, and the accommodations for non-Muslim minorities were among the urgent issues that needed to be addressed. However, English language teaching (ELT) development initiatives in Pakistan funded by foreign assistance from donor countries have not had a long-term influence on the improvement of English language proficiency in the country (Khan, 2023). The key challenge for Pakistan is balancing language demands and provisions for state, national, and global use of teaching learning English while ensuring continuity after project completion and continuous development. Multilingualism is emerging as an alternative approach to language policy-making.

In 2020, Mr. Imran Khan, the former prime minister of Pakistan, introduced the Single National Curriculum (SNC), which aimed to unify all of the nation's youth under a single curriculum. However, based

on the government's objectives, there wasn't much data to support the goals of implementing this curriculum (Irfan, 2021). The Single National Curriculum (SNC) refers to a unified educational framework implemented by governments to standardize and streamline the curriculum across all schools within a country. It aims to ensure consistency in educational content, learning outcomes, and teaching methodologies across public and private educational institutions. It can be defined as a structure that offers identical educational opportunities to all the students within a society refers to Single national curriculum (Jahanzeb, Fatima & Nayab, 2022).

The comparative study of educational curricula necessitated a nuanced understanding of the broader educational landscape, encompassing historical trajectories, theoretical frameworks, and empirical insights. In the realm of English education curriculum development, the National Curriculum (NC) 2006 and the recently introduced Single National Curriculum (SNC) 2020 served as pivotal documents shaping pedagogical practices and learning outcomes for Grade 5 students. In order to fully understand the intricacies embedded in these educational frameworks, it was essential to explore the extensive body of literature that elucidated the theoretical foundations and historical progression of curriculum creation. The socio-political settings and ideological developments that had shaped curriculum design across time were shown by historical assessments of educational reforms (Smith, 2008; Johnson, 2015).

Previous researches had encompassed the areas of impact, concerns, implementation challenges, structural issues and deep content analysis of national curriculum and single national curriculum. In a qualitative study most of the researchers agreed that single national curriculum will bring national harmony and unity in Pakistan as compared to national curriculum. The researchers adopted different structured techniques to collect data and then analysis was done on this behalf.

Objectives of Study

The objectives of the study were to:

- Examine the comparative analysis of current curriculum of English (SNC 2020) and the previous curriculum (2006).
- Find out drawbacks in the previous document and highlighted new dimensions and perspectives added to SNC.

Conceptual Framework of Nichols Curriculum Model

The rational approach to curriculum building that arises from the circumstances we face was eloquently demonstrated by Nichol's model. Many things changed, but all changes needed to go through the planning process. In the stages of curriculum development, Nicholl's model employed five main approaches. An example of the Nicholls Model being used in the curriculum creation process is shown below.

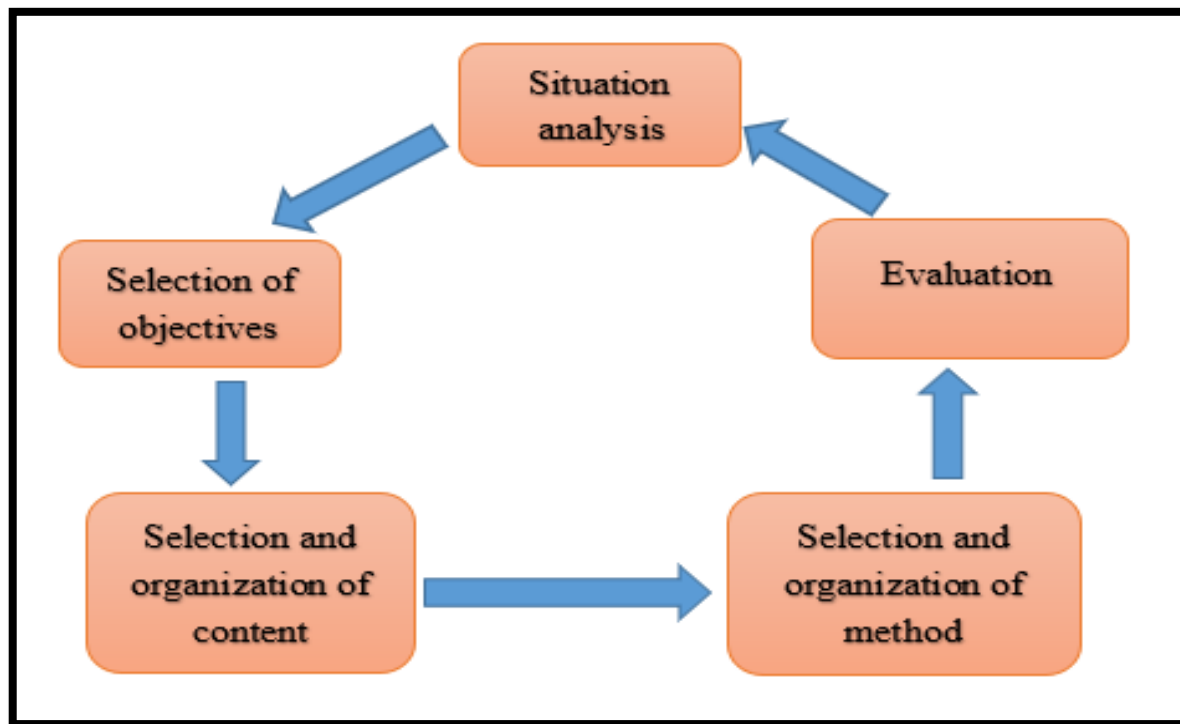


Figure 1. Process of curriculum development using Nicholl's Model.

It was evident that Nicholl's methodology developed the curriculum in a circle so the cyclical model is another term for Nicholl's model. It involved different steps in curriculum development which were: situation analysis, selecting objectives, selecting and organizing contents, selecting and organizing methods, and evaluation or assessment and feedback which were core to the model.

Neuendorf Process of Content Analysis

Content analysis was done by following the Neuendorf. He delineated the content analysis process as a sequence of steps, as illustrated in the image. After deciding on the topic of interest, the researcher looked at the body of current theory that was relevant to the research question and made a number of decisions, such as whether to utilize computerized or manual coding, or a combination of the two. Data sampling, coder training, and early dependability were the next steps.

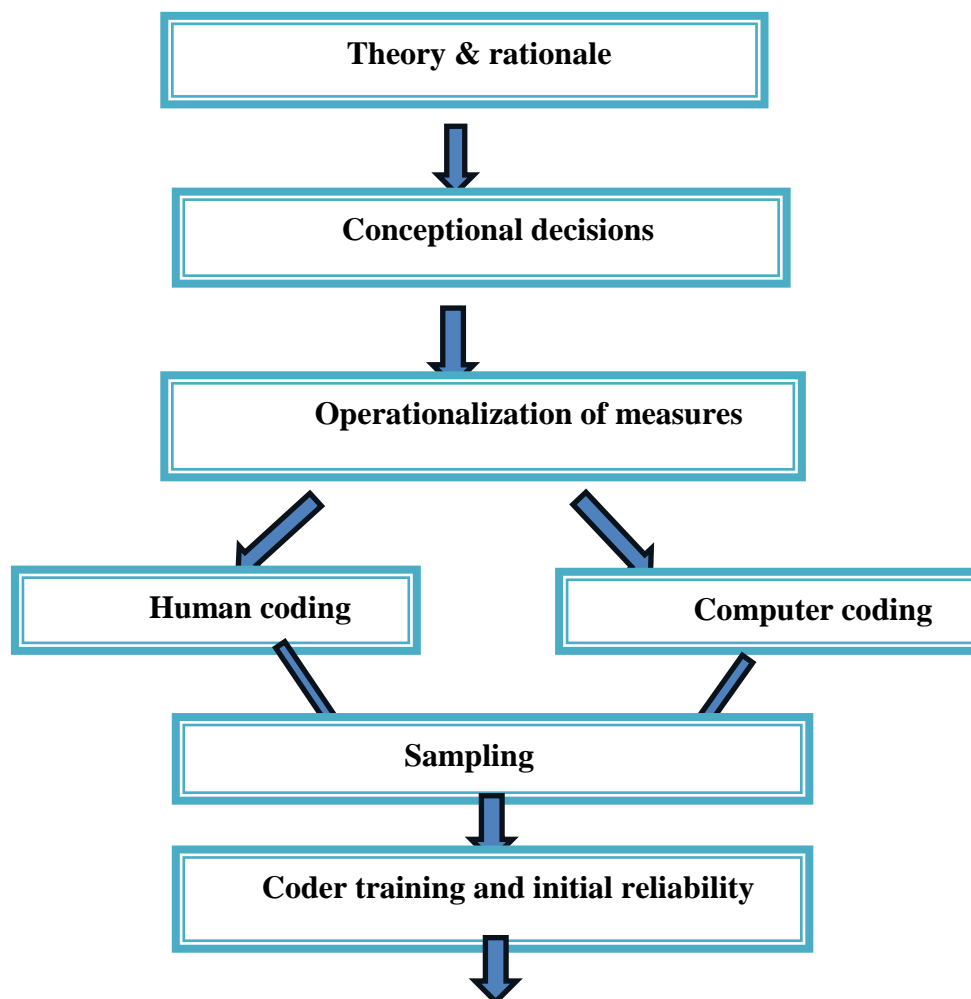


Figure 5. The process of content analysis Research (Neuendorf, 2002)

Methodology

The proposed study compared the 2006 National curriculum with the SNC 2020 of Grade 5 English textbook using Nichols model of curriculum development to find out similarities, differences, and changes in curriculum development approaches for primary level in Pakistan. The proposed study was based on qualitative research using interpretive paradigm. The framework was analytical and eventually it followed phenomenological method.

The study was conducted into two phases. Firstly, the comparative analysis of both curricula was done by using Nichols model. For this, the primary data was collected which consisted of documents from the federal ministry of education and curriculum development websites. Secondly, the proposed study involved content analysis of Grade 5 English textbook based on SNC 2020 and 2006 NC Content analysis for this research was done with the help of a rubric. These rubrics and other checklists were recommended by content analysis research experts. Consequently, a rubric was developed which had five components i.e.,

content, student's learning outcomes, suggested activities, assessment, and project. Under this checklist, analysis was done and it highlighted their limitations, strengths and weaknesses in both curricula.

Data Analyses and Interpretation

The research was done to perceive the comparative study of national curriculum of 2006 and single national curriculum of 2020 for English of grade 5. The data also presented in the forms of tables as well. For the detailed description of the data, curriculum of 2006 and 2020 were taken and contents of grade 5 English textbook were collected for the analysis.

Table 1: COMPARATIVE ANALYSIS OF NC 2006 & SNC 2020 FOR ENGLISH GRADE 5

Features of curriculum	Curriculum 2006	Curriculum 2020
1. Situational analysis	1. Focused on English as a Foreign Language (EFL), limited practical application, minimal technology integration and rote memorization.	1. Prioritized practical communication abilities such as writing and reading, listening, and speaking, provided access to richer learning materials.
2. Selection of objectives	2. Emphasis on Grammar and Vocabulary, Limited Communication Skills, Teacher-Centered approach.	2. Adopts communicative approach, Focused on Student Learning Outcomes (SLOs), and Learner-Centered approach.
3. Selection of organization of content	3. Limited Thematic Integration, and contextualized learning experience.	3. More thematic Organization, makes learning more engaging.
4. Selection and organization of methods	4. Methods were neglecting the development of critical thinking and deeper understanding.	4. Methods were chosen to promote the development of critical thinking and deeper understanding.
5. Evaluation	5. Limited Formative assessment but relied heavily on summative assessments, and teacher-centered evaluation.	5. Variety of assessment methods including formative and summative assessment and encourages student involvement in the evaluation process.

Similarities

Here are some similarities between the National Curriculum 2006 (NC 2006) and the Single National Curriculum 2020 (SNC 2020) for Grade 5 English in Pakistan:

- **Fundamentals:** The fundamental elements of curriculum, including learning objectives, subject areas, teaching strategies, and methods of assessment, were delineated in both NC 2006 and SNC 2020.
- **English Language Proficiency:** A major focus of both curricula was developing students' Basic English language competency in speaking, writing, listening, and reading.
- **Learning Outcomes:** By attaining specific learning outcomes that were in accordance with the Ministry of Education's declared educational standards, pupils' English language communication abilities were to be improved throughout both curricula.

Differences

Here are some differences between the National Curriculum 2006 (NC 2006) and the Single National Curriculum 2020 (SNC 2020) for Grade 5 English in Pakistan:

- **Curriculum Framework:** NC 2006 used a more decentralized approach, allowing provinces and educational institutions less flexibility in how they carried out curriculum implementation. However, SNC 2020 introduced a unified national curriculum framework for Pakistan's public and private educational institutions, aiming to standardize learning objectives and material.
- **Content and Scope:** In order to comply with contemporary norms and international educational needs, SNC 2020 featured revised learning objectives and updated content. It required alterations to

the curriculum and teaching strategies to ensure that teaching English language competency was effective and up to date.

- **Instructional Strategies:** In contrast to NC 2006's traditional emphasis on memorization and rote learning, SNC 2020 encouraged more dynamic and student-centered teaching approaches, such as inquiry-based learning, critical thinking, and the development of problem-solving abilities.
- **Assessment Techniques:** SNC 2020 introduced new assessment techniques that are consistent with competency-based education, with a focus on formative feedback, ongoing assessment, and performance-based evaluation. NC 2006, on the other hand, gave traditional summative assessments more weight.

Content Analysis of English Textbook Grade 5th

Improvements made in Single National Curriculum 2020 as compared to previous National Curriculum 2006 in English textbook grade 5:

Chapter: Eid-ul-Azha

Content

Themes

In new SNC 2020, festivals and cultural events had been added in themes of content.

Subtheme

Understanding of religious festivals of Pakistan was part of subtheme of new curriculum.

Reading and critical thinking

Reading and critical thinking covered different aspects like question answer, tables, charts and choose correct answers.

Language focus

Writing

Words meaning, anagram, homonyms, homophones, compound words, antonyms and synonyms were mainly focused in this chapter.

Brainstorming and writing a recipe was the new addition in this curriculum.

Student's Learning Outcomes

In the new curriculum, The following were the learning objectives: use critical thinking to engage with the material; use intensive reading techniques to discern between opinion and fact, find out how many syllable is there in a word, illustrate the use of should/ should not to express the obligation and recognize and use the apostrophe with contractions.

Suggested activities

Activities those were included: read the given words and divide them into syllables. Play cards and charts were provided for different number of syllable words.

Assessment

The new curriculum included thought-provoking questions like "read the story and described in own words.

Project

Task assigned by new curriculum was: create contractions of words and write paragraph on "A day with my family"

Findings

Findings of proposed research were:

- There was huge gap in English textbook and curriculum 2006 and almost 40% of data was there in books. Those contents and SLO's were not the part of book which mentioned in 2006 national curriculum.
- There were 25 chapters in 2006 English textbook and 14 Chapters in 2020 English grade 5 books. While only one chapter was similar in both textbooks which is Eid-ul-Azha and huge difference found with respect to theme, subthemes, SLOs, activities, assessments and projects.
- The content of SNC 2020 was different from previous curriculum in terms of SLO's, activities and projects. It focuses more on reading, writing and speaking skills of learner.
- SNC 2020 was a thoughtful provoking and brainstorming curriculum which enabled the students to perform practically their theoretical learning. Projects in SNC 2020 provided the students a better understanding of English curriculum in daily life.
- Suggested activities in SNC involved group discussion that enable the students to work in a team. Those were given at the end and mid of the chapter to create curiosity and attentiveness in learners.

Conclusion & Discussion

The goal of the current study was to pinpoint the deficiencies that were found in the curricula and in the understudied English textbooks. Prior to the assessments, it was commonly noted that the material provided

in the English 2006 textbook was insufficient for students to acquire and utilize the English language. When this textbook was first examined, it became clear that it needed to be thoroughly examined and that changes needed to be made in order to prepare for future additions. As a result, it was advised that textbook compilers create their materials with the current English Curriculum in mind. Numerous studies had examined the textbook evaluation of every subject using various devices.

However, there was a paucity of research on textbook evaluation in Pakistan with respect to standards, benchmarks, and SLOs. The curriculum aimed to create lifelong learners who will acquire knowledge, skills, and attitudes that would necessitate their personal, social, and emotional development to become active citizens, according to a summary drawn from an extensive study and examination of the textbooks and curricula. SLOs were incredibly efficient and meet the needs of the moment, yet the English 2006 textbook did not adequately interpret these SLOs. And the students were not given the chance to apply, analyze, synthesize, to think critically and assess their learning both inside and outside of the classroom.

Nevertheless, all of these elements were being taken into consideration with several enhancements and upgraded in the English textbook for 2020. The results showed that while the 2020 English textbook included thinking skills, writing skills, oral and auditory communication abilities, and formal and lexical parts of language in the textbook, the English textbook from 2006 concentrated more on reading comprehension. When thoroughly focused on both curriculums, the following areas were improved during the national Curriculum 2006 review.

A new progression chart was created so that students could quickly see how they were progressing towards the Class V curriculum's Student Learning Outcomes. Sample of rubrics for speaking, writing, listening, and reading were created and presented as recommended ways to evaluate each of the four skills. Several innovative teaching techniques were also proposed. The assessment of the affective domain was included because parents, educators, principals, and policy makers had always stressed the importance of this learning domain's growth and because it was relevant in today's changing world.

Recommendations

The Single National Curriculum (SNC) 2020 for Grade 5 English textbooks in Pakistan offered a chance to improve students' language proficiency, understanding of culture, and critical thinking abilities. These are some implications of the study for the English curriculum and textbook developers for all provinces to ensure the efficacy of the curriculum.

- Teachers can become more familiar with the new curriculum and cutting-edge teaching techniques by participating in training sessions, workshops, and mentorship programmes.
- There should be online forum for teachers to communicate with one another for better execution of curriculum.
- The curriculum might also be contained research and best practices in language teaching to stay current and compliant with international standards.
- Revisions and enhancements to the curriculum can be influenced by regular input from educators, learners, and other stakeholders.

In summary, the execution of the Grade 5 English curriculum in compliance with the Single National Curriculum 2020 can effectively prepare students for success in an increasingly diverse and interconnected world by incorporating elements of Pakistani culture, providing meaningful assessments, integrating interactive activities, offering a variety of reading materials, supporting teacher professional development, and emphasizing 21st-century skills.

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