

**CHALLENGES AND OPPORTUNITIES IN IMPLEMENTATION OF
SINGLE NATIONAL CURRICULUM: A QUALITATIVE INQUIRY**

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ABSTRACT

The present study has been designed to explore the Challenges and opportunities in implementing a Single National Curriculum. Curriculum reforms are the building blocks of an education system and provide a detailed set of topics to be studied. This study intends to explore teachers' perceptions of the Single National Curriculum and the problems in its implementation. To accomplish the goals of this study, 08 focus group discussion interviews were conducted with private school teachers in the city of Faisalabad. Teachers were recruited in the group by using purposive and theoretical sampling. Data was gathered using an interview guide and analyzed through thematic analysis using NVIVO. According to the findings of this research, switching to a different instructional medium is an important stage in the plan's implementation. It is the opinion of several educators working in private schools that the educational system in the United States is not now competitive with that of universities such as Oxford and Cambridge. Teachers' views of their roles in shaping the curriculum, which range from small to important, are examined. It is suggested that stakeholders hold training sessions for teachers to ensure they understand the Single National Curriculum. According to the research findings, policymakers and other stakeholders in Pakistan should be reminded to realize that simply implementing a new curriculum will not be sufficient to assist the country in advance. To achieve the best possible outcomes from the curriculum, it is necessary first to develop a system and infrastructure and then engage in ongoing improvement efforts. This article only touches on a few issues with the SNC; there are many more. As a result, additional research is suggested to be carried out to investigate the remaining components of the Single National Curriculum.

KEYWORDS

Curriculum, Single National Curriculum, Teachers' Perceptions.

INTRODUCTION

Pakistan is a nation that is expanding, yet it has a turbulent history. Since the British occupation of the Indo-Pak peninsula, Pakistan's education system has, as is common knowledge, been segmented into several different mediums of instruction, which is a significant reason for concern. This split is a big factor in the problem. The educational system in this country is severely flawed due to the presence of English medium schools,

Urdu medium schools, and Deeni Madaris, all of which lead to a widening achievement gap among students (Irfan, 2019). Education is being reformed in Pakistan to raise the country's overall academic proficiency.

In each educational setting, the curriculum serves as the road map for students to reach their goals. The organization of educational material can be done in several different ways. A nation's educational system reflects its fundamental worldview, values, and pedagogical approach, reflected in the national curriculum. As a result, the national curriculum takes into account not just the present but also the several prospective futures for the nation. It is possible for bias, misunderstanding, complexes, and divides to emerge due to the adoption of numerous curricula, syllabi, and educational systems within a single national curriculum. On the other hand, implementing a uniform national curriculum is one way in which a nation's population might be brought closer together in terms of their shared worldview and set of core values. The Pakistani government's policy places a significant emphasis on developing and distributing a national curriculum (Sehgal, 2021).

Implementation of Single National Curriculum: Challenges and Opportunities

In Pakistan, a wide variety of educational institutions contribute to the existing class divides and appear to be a substantial hurdle to the nation's progress toward peace and harmony. One of these types of schools is a private high-level English language school, and the tuition for these kinds of institutions typically ranges between \$15,000 and \$25,000 or even more (Anwar et al, 2022). In addition, a sizeable number of children are enrolled in public and private schools with reduced tuition and in Madrasas, which are religious sanctuaries. Each of these educational institutions offers its unique curriculum, methods of instruction, and facilities, in addition to a varying degree of autonomy (Idrees et al., 2017). After ten years, which is the typical amount of time spent in school, it is impossible to imagine these students being able to become friends with one another or having the kind of professional relationship that is acknowledged and intimate. So, it is possible that any attempt to eliminate these inequities could be regarded as well-intended and on the right track (Afzal, 2021).

Around 22.5 million children in the United States are not currently enrolled in school, and all governments have undertaken efforts to register them. Fee exemptions, monthly stipends, and free books and copies are significant steps that can be used in this context. The Single National Curriculum (SNC), which is a step forward in addressing this fundamental issue, is a signal that the government is now committed to enhancing the quality of education that is delivered in addition to its efforts to increase the number of children who enroll in schools (Rana et al., 2021). Private schools can develop and draft their books as long as they keep the fundamental learning criteria in mind. The only publications exempt from this rule are Islamiyat and Urdu, both magazines. Regarding the method of education detailed in these books, the government plans to adopt its system of teaching anywhere from one to three Urdu classes, with the exception of math and science, and this method will be utilized beginning in grade one and continuing until grade five. (Robert, 2020).

The Pakistani government intends to roll out the Unified National Curriculum through several stages. Beginning in April 2021, the first stage of the SNC implementation process will commence at the primary level. A person is considered a disability if they have a

condition that restricts their traits, talents, and capacities in multiple areas of life (Ahmad et al., 2022). A person can learn to live with the challenges that are caused by their disability and yet achieve success in life if they receive the necessary need-based support, live in the environment with the fewest restrictions possible, and make the necessary preparations. However, a person who struggles with their vision is often stigmatized and treated as a marginalized part of society. Women account for 55 percent of the world's 253 million visually impaired persons (139 million). This gender difference is caused by several variables, including that women have a longer life expectancy than men and that 89 percent of visually impaired persons reside in nations with low or middle incomes. South Asia (73 million), East Asia (59 million), and South East Asia (36 million) are home to 62% of the world's visually impaired individuals, although only comprising 51% of the world's population as a whole (23 million). Even though the five regions with the highest incomes account for 13% of the world's population, just 11% of visually impaired individuals call one of those places home (Ackland et al., 2017).

One education system for all children, including a curriculum, language of instruction, and a joint assessment platform, ensures that all children have an equal and fair opportunity to get an education of high quality. Adopting a unified national curriculum by all states is an essential step in the right direction (Afzal, 2021; Sehgal, 2021).

The number of actors involved in education policy has expanded, as has the variety of individuals involved. There is an intense desire among regional and local administrators, school leaders, principals, teachers, parents, and other stakeholders to defend their vision of education, founded on deeply ingrained and most personal values. These participants participate in contentious political arguments regarding the significance of education and make efforts to implement new policies in educational institutions (Burns et al., 2016).

A standardized educational experience is provided to children of varying backgrounds, contributing to increased social cohesion. Moreover, children are made to compete for employment with their classmates by the rules, regulations, and standards of institutions. The educational system is designed to ensure that the nation is uniform in its population (Naqvi, 2021).

Significance of Study

The idea of the nation serves as the conceptual foundation for the national curriculum. Because having different educational systems or curricula within a country will result in the division of people based on their ideas, some thinkers, philosophers, and reformers believe that a country's curriculum or education system should be the same. They believe this for the following reason: having separate educational systems or curricula within a country. As a direct consequence, implementing a Single National Curriculum is one of the fundamental necessities for any nation. For instance, all Muslims, regardless of whether they reside in the same nation or are ruled by the same government, acknowledge the Quran-e-Kareem as the essential component of their moral compass. Even though they had many differences, they could come together as a nation because they all followed the same prophet, Muhammad (saw), and studied from the same book, the Holy Quran. In addition, it is a well-known reality that no nation can achieve its objective of expansion and prosperity unless all aspects of society contribute to the journey of advancement to the best of its ability. This is one of the conditions that must be met for a nation to be considered

successful. The study suggested that the private school system provides quality education to almost half of Punjab's school-going children and is a crucial contributor to filling the demand and supply gap in the education field. So it is vital to study national policy's effects on important stakeholders to find deficiencies and further remedies to fulfill them to continue standardized education for Pakistani children.

Research Objectives

The study's overall objective is to explore the policy-implementation gap of a single national curriculum (SNC) in private school system and its effects on student performance in Punjab, Pakistan. However, the specific objectives of the study are as follows:

- To probe respondents' knowledge of a Single National Curriculum (SNC).
- To investigate the challenges and opportunities faced in implementing Single National Curriculum (SNC).
- To recommend some policy measures to eradicate the gap and enhance the performance of the Private school system

REVIEW OF LITERATURE

According to Bari (2021), the National Curriculum Council (NCC), a government entity in Pakistan, is responsible for making changes to the educational curriculum. This manifesto has served as the primary inspiration for the current curriculum changes, which the PTI government has dubbed "Single National Curriculum." The PTI government's manifesto was the first to bring up the issue of a Single National Curriculum to eliminate class conflicts in the educational process, such as secular versus religious and private versus public differences. This manifesto has also been the primary inspiration for the current curriculum changes. They believed it would benefit all parties involved, both economically and socially. However, since then, the concept of a unified national curriculum has been met with resistance because of widespread skepticism over the nature of a curriculum that a single institution crafted. This has caused a great deal of difficulty in its implementation (Mustafa et al., 2022).

By the 18th Amendment, the provision of public education had been handed over to the respective provinces. According to the findings of Rubab et al. (2021), the unified curriculum needs to be examined by the provincial textbook board. The area may reject it the same way the Sindh government rejected its current effort. In 2018, NCC convened a task force of many stakeholders, including members of various NGOs, educational systems, and well-known professionals in the field, to get the ball rolling on establishing a curriculum. This group was comprised of people from all over the world. During the development process, specialists were responsible for creating the actual documentation. The opinions of seasoned professionals were solicited to determine the most effective method for addressing a strategic issue. Officials from the provincial and federal governments, as well as teachers from private schools, came together to organize a variety of task teams (Mustafa et al., 2022). They began by reviewing earlier research that had been conducted on the idea, used research that had been shown in bubbles in various fields, and then combined their results into a series of lessons. According to Baig et al., (2019) a single national curriculum (SNC) is an educational system in which all students in a country or state follow the same guidelines. This system may be implemented at the

national or state levels. This strategy strives to ensure that all residents of Pakistan, regardless of their socioeconomic status, have access to quality education by narrowing the disparities between the public school system, private school system, and madaris. This approach is mainly focused on Pakistan. It indicates that all the students are a part of the same educational system, which consists of a standardized curriculum, medium of instruction, and techniques for evaluating the development of the pupils.

MATERIALS AND METHODS

This research is regarded as a significant piece of work in the field of sociology due to the detailed explanation of the numerous approaches utilized to characterize the various elements and strategies. In recent years, sociologists and other social scientists have regularly used cutting-edge research techniques and broad sociological methods. In addition, today's social sciences use innovative tactical tactics and computerized tracking technologies. The qualitative research approach was used for this study's data collection. Qualitative research explores an issue by using adaptable and malleable methods to highlight the knowledge that institutions, communities, and individuals hold regarding the variety and linkages of the topic being investigated. For this analysis, individuals from the province of Punjab in Pakistan are employed. However, all the registered private schools of Faisalabad city (i.e., 2985) made the study's target population for getting the teacher's point of view about single national curriculum policy implementation and gap. There were 2985 registered private schools in Faisalabad city with the target population. The study sample for recruitment in the focus group discussion was drawn by using purposive as well as theoretical sampling. For qualitative information, 08 focus group discussions interview was conducted (7-12 members in each group) in the selected schools. Moreover, an interview guide/focus group discussion was used for data collection and collected information was analyzed using the thematic analysis technique through NVIVO.

RESULTS AND DISCUSSIONS

Finding out what the outcomes of the study indicate and how to interpret them is the most vital component of any investigation. Scientific research aims to identify patterns and develop hypotheses, neither of which is possible if these procedures are skipped. Therefore, the respondents' characteristics and points of view are used as the basis for drawing significant findings and inferences.

Discussions/Results from FGDs

The framework for theme analysis that Braun and Clarke (2006) developed was utilized to instruct people on how to analyze study data.

The purpose of this study was to investigate the varying approaches public and private schools in the United States took to implement a standard national curriculum. The remarks made by participants were mostly rendered into English after being translated from Urdu and Punjabi. In this section, we will talk about the key informants from the FGDs and the conclusions from the qualitative analysis. These are some of the inferences that can be drawn from the conversations that took place within the focus group:

- **What do you know about Curriculum and SNC**

It is commonly known that getting an education is critical to the growth and development of a nation. In a unified educational system, each student is provided with access to the same material, instructed and educated in the same manner, and graded according to the same standards. The term "curriculum" refers to a set of guidelines teachers follow to ensure that their pupils are supplied with relevant and progressing opportunities to learn. This is done to ensure that all students receive the same high-quality education (Yousaf et al., 2020). A shared curriculum's main objective is to guarantee that all of the pupils in the class have the same opportunities to engage in academically tricky work (Rana et al., 2021). In addition, a curriculum aims to increase teaching and improve student learning by strategically structuring themes and a coherent framework. This is accomplished by a curriculum having both of these components. When a curriculum covers all essential aspects of teaching and learning—including objectives, strategies, materials, and assessments—it can serve its purpose most effectively.

The response indicates that the Single National Curriculum is an initiative to standardize educational practices across Pakistan (Amjad et al., 2017). To improve the relationship between the public sector and the business sector. As is the case with the introduction of any new system, this one is being embraced by the commercial industry and the public sector, so growing pains are expected. The widespread implementation of the curriculum has resulted in modifications to the preexisting system. These modifications have resulted in additional issues for the public sector.

Learners are aware that the overarching goal of the Single National Curriculum is to standardize the educational experience for all students (Muneer et al., 2017). This is a central tenet of the Single National Curriculum. Because respondents viewed teachers as the most critical link between students and the curriculum, an overwhelming majority believed that teachers should be included in creating the curriculum. Her findings provide the impression that the mood in the classroom is tense. To phrase it another way, they have access to excessive data. Her perspective is that this is not the best course of action to take given that we cannot impose limits at this time; rather, we need to keep working on it and bring innovative techniques and ways to the table to improve Pakistan's educational system. They have high hopes that the SNC will provide Pakistan with peace and tranquility. But, because this method is so innovative, the procedure will be drawn out for quite some time. She believes that the newly implemented course material is more complex, but she is hopeful that things will soon become more balanced.

The findings of this research offer crucial new information regarding the perspectives of primary school educators regarding the Single National Curriculum. It was vital for the success of this research that teachers have a solid understanding of the SNC and are actively putting its concepts to use in their classrooms. The findings provide evidence that the teachers have an authentic experience of the Single National Curriculum and suggestions for enhancing it. In addition, the SNC made the faculty aware of its primary purpose to facilitate communication. Therefore, the findings will benefit teachers in successfully adopting SNC in the classroom.

- **Why SNC is Essential for the Educational System in Pakistan**

It is commonly known that getting an education is critical to the growth and development of a nation. A unified educational system provides all students with access to the same courses, ensures that all students learn in the same language, and requires all students to take the same standardized assessments. Implementing a standardized educational program at the national level is one step in this approach. A national curriculum helps to promote social equality, which is one of the most significant benefits of having such a curriculum. When it is implemented, every child will be allowed to receive a good education. There is broad consensus among experts that a nation's educational system is an essential foundational component for that nation's future political, social, and economic development. The degree to which a country can grow and thrive can, to a considerable extent, be evaluated according to the standard of its educational system. Despite this, Pakistan's educational system is in complete disarray. A Single National Curriculum has been implemented across all of Pakistan's educational institutions to create an equal playing field in terms of the educational opportunities available to every child in the country. When the PTI's former leadership took office in 2018, they made several campaign promises: to make significant reforms to Pakistan's public and private schooling systems and to raise educational standards for all pupils. In addition, it was anticipated that a "unified education system" would be brought into the modern era. It isn't delightful to see that 22.7% of pupils do not graduate from primary school. In Pakistan, children's educational opportunities are hindered by various factors due to the country's complex political and social environment. It is much easier to believe that a singular curriculum can handle multiple facets of the problem than to demonstrate that this is the case.

- **What is your Perception towards SNC, and how it Started**

The new administration of Pakistan has made several changes to the educational system, one of which is adopting a single national curriculum. Implementing a unified educational system across the country and reducing social disparities are the two primary goals of the Single National Curriculum. In addition, the objective of the SNC is to make all of Pakistan's educational establishments more tolerant, responsible citizens, better able to resolve conflicts and equal in status. This will be accomplished by implementing a standardized curriculum, evaluation procedures, and medium of instruction. There will be three distinct stages during which a Single National Curriculum will be adopted. According to the educators, it will start with the primary schools, then move on to the middle schools, and finally reach the senior and high schools.

The modifications to the educational curricula currently being implemented in all of Pakistan's colleges have an immediate influence on the students and teachers who work in those institutions. So, the perspectives and thoughts they offer are the most important ones to consider. However, reforms to the curriculum ought to be carried out with the students and pupils, who are the primary beneficiaries, kept in mind at all times.

According to Jamil (2004), the word "teacher's perception" refers to educators' viewpoints, beliefs, concepts, emotions, and feelings. Teachers play an essential part in

putting a curriculum into action. The prosperity and success of a nation are directly correlated to the quality of its teaching force. To succeed in education, one must have well-defined goals, a strong interest in the work itself, and undeniably a more positive perspective on the working world. The nation needs educators who have received adequate training and are professionally competent, and the institutions that provide such training have a significant amount of responsibility in this area.

Adopting a unified national curriculum is an essential step in the right direction. One of the most important benefits of having a single national curriculum is that it helps to promote socioeconomic equality. This is a huge advantage. After all of the policies have been implemented, children will have access to exceptional educational opportunities on an equal and fair basis. It is generally acknowledged that education is a decisive factor that plays a role in expanding a nation's political, social, and economic systems.

A unified approach is taken with the Single National Curriculum (SNC) implementation. It is predicated on the idea of fostering widespread access to educational opportunities. The course material is consistent throughout all of the different levels. The exact mode of education is used across all of the grades, from first to twelfth. Because of the decision made by the federal government to provide a single education system for all children, all of Pakistan's provincial governments have been forced to implement a standard teaching method in terms of curriculum, medium of instruction, and assessment. This ensures that all of Pakistan's children have an equal opportunity to receive an education of high quality.

- **What is the role of Teachers in the Development of SNC**

According to this study, educators' attitudes toward changing curricula are typically unpleasant and unproductive. However, these feelings inhibit their participation in the change process and their commitment. According to the findings of the study, the successful implementation of the curriculum is hampered by three factors: (1) the absence of sufficient support for educators; (2) the absence of opportunities for educators to discuss and learn from one another's experiences with implementation issues and challenges; and (3) the presence of contextual and cultural constraints. The outcomes of this study offer a great deal of flexibility to educators and those who design curricula.

Members of FGDs think that educators ought to be included in the curriculum creation process because of their unique understanding of their pupils' requirements. However, the children are feeling concerned about the Single National Curriculum at the moment. At this point, it is possible that the SNC may not appear to be the most beneficial educational invention of the 21st century. Despite this, things might turn out differently in the future if the problems that are currently present are resolved.

The educators argued that they should have a voice in developing the curriculum. Politicians have the option of conducting surveys and including educators in the process of curriculum development. It will get teachers' attention and raise their confidence to teach the topic better. According to the findings, students are not entirely at ease with the SNC yet but are adjusting to accommodate it. We can only keep our fingers crossed and hope that the result will be an education system that is more standardized for all students.

- **Explain the Features of a Single National Curriculum**

The content of the course emphasizes subjects such as respect for variety, social and religious tolerance, and resolving conflicts. The overall goal of the English as a Second Language (ESL) Single National Curriculum is to assist students in improving their English language abilities through the application of technology. The efficiency of teachers and other school personnel will be evaluated utilizing various approaches, one of which is the Guskey Model of Teacher Evaluation (GMTE). According to the study's findings, carrying out a needs and situational analysis is one of the most critical steps to successfully implementing a national curriculum in Pakistani schools. Students of English as a second language (ESL) can reap the benefits of a unified instruction approach when implemented through a suitable curriculum. This allows for the integration the various tools and resources that are made available to ESL students. To ensure the success of the Single National Curriculum, it is essential to train instructors of English as a second language and consult specialists from each province (ESL).

In addition, members of the SNC have stated that the organization's ultimate goal is to promote equity and uniformity but that doing so will take some time. For policymakers to effectively enhance future outcomes, they need to conduct an in-depth analysis of crucial aspects and plan accordingly.

According to the assertions of one male educator, two of the primary objectives of the Single National Curriculum primary objectives are eradicating class bias and encouraging oneness throughout the community. Because they are so fundamental to the process and have such direct access to both students and content, he believes that it is vital for educators to have the opportunity to provide feedback on curriculum development. Students and their parents have misgivings due to negative experiences in past English sessions. Children taught mainly in English at school will have a more difficult time learning scientific terminology in Urdu, which will act as a barrier to their education both now and in the future.

The Single National Curriculum, also known as the SNC, is a method that guarantees that all of a nation's pupils are educated according to the same criteria. It stems from the idea that everyone should have access to a good education, which was its founding concept. It follows curricular guidelines that can be applied to any study area. Students in grades 1 through 12 are taught the same language throughout their education. The federal government of Pakistan concluded that the only way to guarantee that all students in the country had access to an education of sufficient caliber was to establish a national education system that would standardize curriculum, the language of instruction, and standardized testing across the country.

- **Discuss the Advantages of the Single National Curriculum**

The uniformity of the national curriculum provides several significant benefits, one of the most important being an improvement in social equality. When it is implemented, it will ensure that every child has an equal opportunity to get an education of a high standard. And ultimately, national integration will be the product of social harmony on every level. It is possible to promote social mobility

for people from all different backgrounds if inequality and class inequities are reduced.

The new SNC hopes to achieve religious neutrality by encouraging cooperation between different faiths and personalizing the educational experience for students who practice underrepresented religions. The implementation of this brand-new SNC will ensure that all students follow the same curriculum throughout the entirety of their time spent in school. Ninety percent of children across the country must follow the same educational plan (except O and A levels). Furthermore, with the proper authorization, local publishers can easily print these books in a manner that is congruent with the contents and models of the books in their own country.

It is essential to highlight that the SNC principles ensure that all children in the country have access to a quality education that enables them to study English courses. This makes the SNC principles remarkable. The overall curriculum standard will continue to be revised and brought up to date by the Ministry of Education to guarantee that students are presented with the most up-to-date information.

The current Standard National Curriculum (SNC) will, in the same vein as the National Curriculum of 2006, describe the bare minimum of what pupils should know and be able to do by the conclusion of each grade and topic.

Education in various religions needs to receive more attention on the national level. This leads to increased national cohesion and a more consistent feeling of national identity due to the equal playing field it creates in the classroom. In addition, the new Student Success Network Center prioritizes providing information about courses in the language most conducive to students achieving their educational goals.

The policies of the newly established SNC can easily be replicated and enhanced such that they are beneficial to the students. The new unified national curriculum is intended to function as a living text that provides guidance. The relevant higher authorities will apply the same method to generate productive and constructive conversation, allowing for timely amendments to the Code in this regard.

The United States of America is experiencing a decline in the overall quality of its educational system, which the implementation of a unified national curriculum would not halt. In addition, the research claims that the people who support this concept are more concerned with fostering national unity through SNC than resolving the underlying educational crisis. Also, the recent educational advancements can be attributed to the PTI administration that was in power previously.

The new SNC not only satisfies all of the relevant national and international criteria, but it also features an updated curriculum for early childhood care and education that considers the region's particularities and the most recent developments in ECCE. The new early childhood care and education program is essential for compensating disadvantaged children for the responsibilities of their families and decreasing educational inequities.

- **Do you think there are problems/issues with the SNC**

The instructors detailed several issues with the deployment of SNC that hampered not only their personal use of the technology but also the use of the technology by

their students. According to the findings, implementing the rollout strategy involves taking a significant step forward by transitioning to a new teaching medium. It is the opinion of many educators working in private schools that the educational system in the United States is not now competitive with that of universities such as Oxford and Cambridge. The findings might be helpful to policymakers and other stakeholders to understand the current state of the SNC implementation process and how improvements can be made to enhance it.

One of the most significant drawbacks of having a national curriculum is that it does not allow for enough flexibility. One of the negatives is that it is overly prescriptive, which makes it difficult for people to innovate. There is a possibility that a national curriculum that is uniform will inhibit innovation at the local level. Each of these drawbacks has the potential to undermine the autonomy of instructors, which may undermine their capacity to exercise professional judgment and result in a decline in the amount that students can learn.

Another significant disadvantage is that educators all around the country lack the requisite preparation to administer the new SNC's various course requirements adequately. This is a problem because the SNC is designed to help students succeed in college. In addition, most older teachers from all over the country are unfamiliar with this nationwide curriculum. As a result, they are unable to educate new SNC pupils effectively.

The publication of standard SNC books will be held up for an extended period.

There have previously been changes to the curriculum implemented in the country's educational system. As a result, stakeholders have difficulty implementing this curriculum error-freely all around the country.

Yet, the government has a challenging undertaking because not all public and private institutions in every province would be ready to accept the SNC when it is introduced. As a direct consequence, the government will be required to construct an exhaustive monitoring mechanism to ensure that the SNC is fully implemented.

The eighteenth amendment to the Pakistani constitution allows each province to determine its own educational standards, curriculum, and examinations. This gives the region considerable autonomy in the educational system. Therefore, it would appear that the formation of the SNC violates the 18th Amendment on the part of the federal government because it infringes upon the province's right to self-governance.

The "national" designation of the Sindh National College (SNC) has been effectively revoked by the Sindh government due to the lack of a single national curriculum.

Under the SNC, parents have less of a voice to be heard when it comes to their children's education. For example, the legislation in Pakistan gives parents the right to instruct their children in whichever religion or morals they see fit for them and their families. But, in a world where SNC is confirmed, parents don't have many options but to let their children study what the state requires of them to learn.

- **How to improve the curriculum and fill the gap in policy implementation? Please suggest some way forward**

The findings suggest that SNC can develop into the twenty-first century and is armed with the proper tools and methods; despite this, significant paradigm modifications will need to be implemented piecemeal over time. Several educational professionals think that the SNC is not sufficient on its own to develop and advance Pakistan's educational system. According to what they indicated, the most noteworthy differences between the old and new curricula were found in the substance and the way it was taught. SNC provides comprehensive data by drawing on reputable sources and employing a stringent evaluation. This research can alert policymakers and stakeholders in Pakistan that developing a new curriculum is insufficient. This might be a very beneficial outcome. To consistently achieve improved results, the curriculum, in addition to the supporting system and infrastructure, needs to undergo consistent revision.

They argued that schools could better serve all students by removing costly restrictions that have little to do with providing an outstanding education but inhibit students' ability to think critically, creatively, and rationally. This is because the regulations are expensive. Because repression would become pervasive across our educational system, we must proceed with extreme caution. Although it may appear as though we have been successful strategically, if our strategy to improve the quality of education has failed, then we have accomplished the opposite of what we set out to do.

The process of traveling across provinces for educational reform seminars and other forms of professional development ought to be simplified, and this applies to both teachers and students.

Educators must obtain training that is based on the new SNC so that they can teach the curriculum to their pupils in a consistent manner.

Instructing youngsters in STEM subjects presents an opportunity to support their development in various domains.

CONCLUSIONS

The findings of this research offer valuable insight into the perspectives of primary school educators toward implementing a single national curriculum. For this study, it was vital that teachers have a solid understanding of the SNC and put it into practice in their classrooms. The findings shed light on how well educators comprehend the Single National Curriculum and how it might be enhanced. The primary objective of the SNC was immediately apparent to the educators. The findings will assist teachers in incorporating SNC into the classroom more successfully.

According to the comments left by the instructors, the SNC implementation was hampered by a variety of difficulties, which caused the tool to be challenging to use for everyone concerned. According to the findings, one of the most critical steps in the actualization process is transitioning to a new instructional medium. In addition, teachers working in the private sector believe that the government's educational system cannot compete internationally with academic institutions such as Oxford and Cambridge due to

the government's poor curriculum. With the help of the findings, policymakers and other interested parties may better understand the SNC implementation process's current condition and potential improvement areas.

Many teachers spoke vehemently in favor of their incorporation into developing instructional materials. By the use of questionnaires and the active engagement of teachers, policymakers can engage educators in the process of developing new curricula. Consequently, lecturers will approach their lessons with increased enthusiasm and self-assurance. According to the research, students are becoming accustomed to the SNC but do not feel totally at peace with it just yet. Nevertheless, they are making progress, and here's hoping that in the end, the result will be an educational system that is more cohesive for all of the children.

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