

One Nation One Curriculum Single National Curriculum

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Prevailing Situation - Multiple Education Systems



Public
Schools



Private
Schools

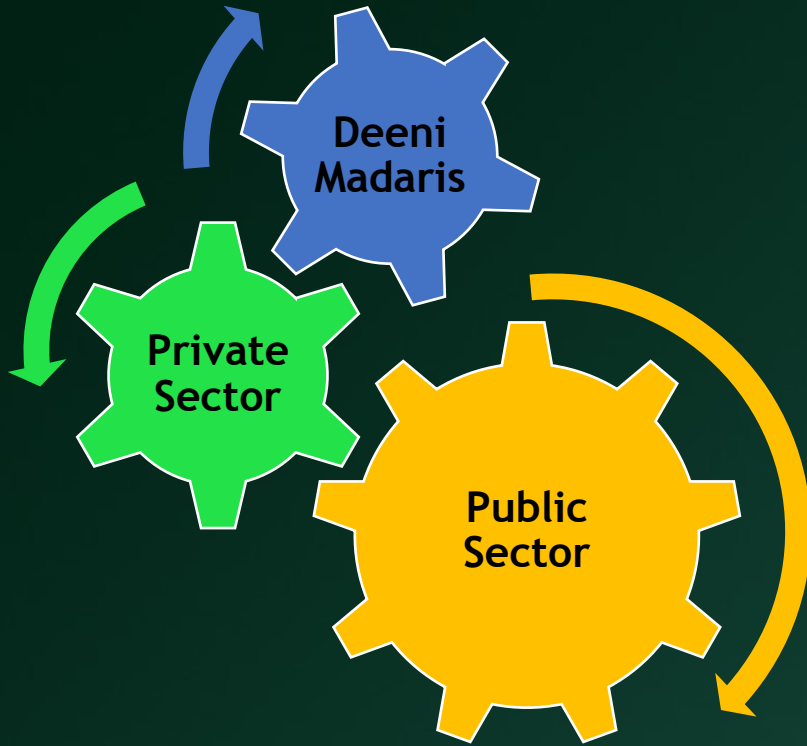


Deeni
Madaaris

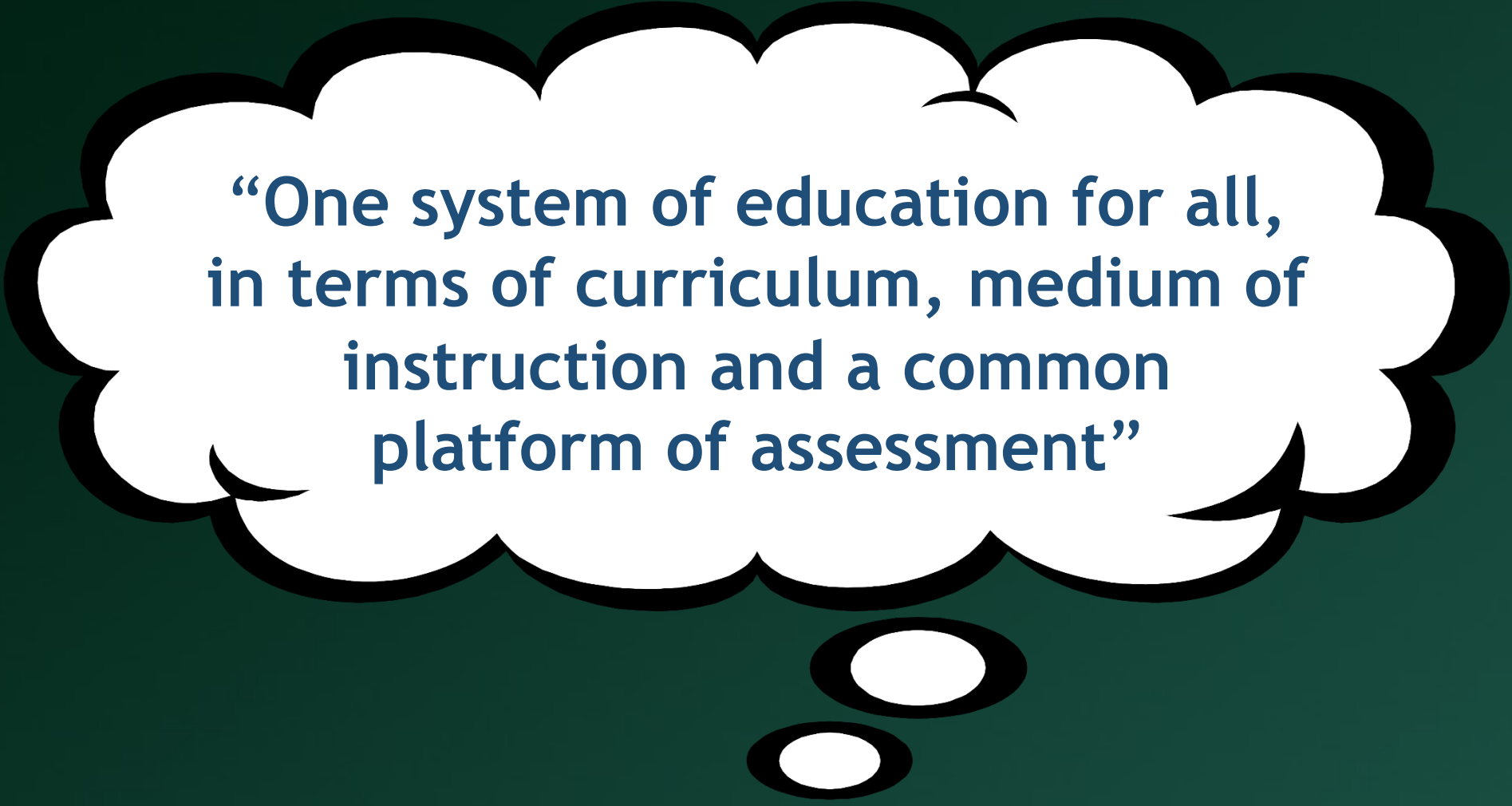
Parallel Education Systems in Pakistan

■ Creating:

- massive disparity in curriculum, school facilities, teachers and students' achievement
- a system of winners (the elite) and losers (the rest)
- different mindsets resulting in a fractured national psyche



Prime Minister's Vision on Education System



**“One system of education for all,
in terms of curriculum, medium of
instruction and a common
platform of assessment”**

Development and Implementation of SNC

Timeline

- Phases of **Development**

Phase I:	Pre 1 to 5	March 2020
Phase II:	Class 6 to 8	March 2021
Phase III:	Class 9 to 12	March 2022

- Phases of **Implementation**

Phase I:	Pre 1 to 5	March 2021
Phase II:	Class 6 to 8	March 2022
Phase III:	Class 9 to 12	March 2023



Key Considerations

- Teachings of Quran and Sunnah
- Vision of Quaid and Iqbal, Constitutional framework, national policies and international commitments
- Emerging trends in teaching, learning & assessment
- Outcomes, project and activity-based - holistic development
- Values, life skills, inclusion, 21st century skills and use of ICT
- Respect & appreciation for diversity
- Move away from rote memorization
- Alignment with International Assessment *Trends in International Mathematics and Science Study* (TIMSS)

Technical Inputs

- NCC constituted with membership of all federating units, private sector, ITMP, minorities, FGEIs, APS, PAF and Navy institutions, eminent educationists, and university academicians
- Input from Cambridge Assessments (UK)
- Engagement of AKU-IED for value-addition and development of teacher training modules & assessment framework
- Input from LUMS experts



Guiding Framework Documents for SNC

1. Standards for Quality Education

- Developed in consultation with provinces/ areas with input from Cambridge University
- Approved by IPEMC

2. National Curriculum Framework (NCF)

- Developed in consultation with provinces/ areas
- Approved by IPEMC

3. Values Education Document

- Developed in consultation with MoCC, NAB, NACTA, NDMA, Narcotics division, ITP, MoHR, HEC

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Process

1. Review of global best practices

- Comparative Study of Pakistan Curriculum with Singapore and Cambridge Curricula
- Comparative Study of Pakistan Learners Standards with Singapore, Malaysia, Indonesia and UK Learners Standards

2. Workshops on LSBE, SDG-4 and Critical Thinking

- Findings of the workshops incorporated in the draft SNC

3. Development of Zero Draft of SNC

- Zero draft curriculum developed and handed over to all federating units for review and feedback on 29th October 2019

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Consultation

- Meeting of the committee of provincial and Area focal persons on 29th October 2019
- Four-day workshops for review of SNC in each federating unit, FGEIs and AKU-IED (Nov 2019 to Jan 2020)
- NCC team participated in each workshop to share:
 - Philosophy, vision, roadmap and objectives of SNC
 - Highlights of each draft subject SNC
 - Guidelines and template for review

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Feedback on SNC and National Conference

- All Federating Units, Cambridge University, FGEIs (C&G), LUMS and AKU-IED input received by January 15, 2020
- Consolidation of all feedback in the draft SNC done on January 20 - 25, 2020
- Four-Day National Conference with representation from all federating units, Ittehad Tanzeemat ul Madaris Pakistan, FGEIs, AKU-IED, LUMS and private sector to finalize SNC on February 11 - 14, 2020
- Consensus draft of SNC Pre I-V signed by the experts from all federating units (except Sindh) and other stakeholders

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Curriculum Structure

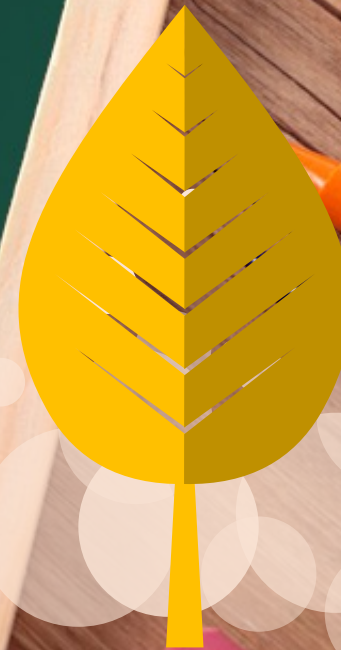
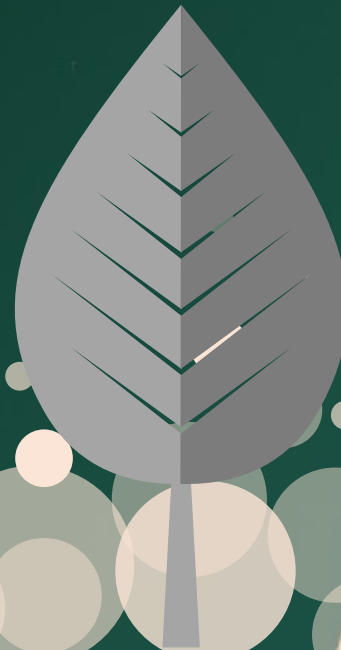
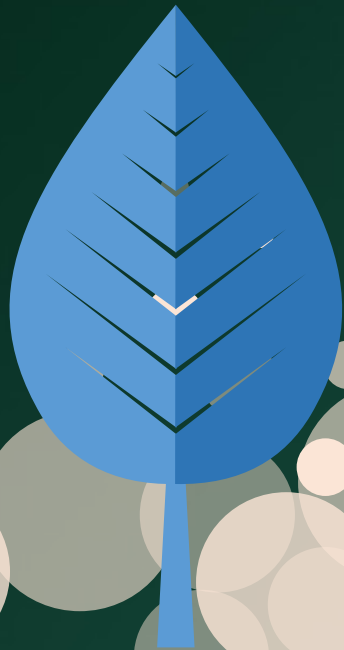
Introduction,
aims and
objectives

Standards
and
benchmarks

Student Learning
Outcomes (SLOs)
grade wise

Teaching &
Assessment
methodologies

Guidelines
for textbook
authors




Highlights of SNC Subjects



Highlights of SNC ECCE

Early Childhood Care and Education

- 
- Based on local culture and environment alongside modern/innovative trends in ECCE
 - Holistic development of a child through emphasis on knowledge, skills and positive attitudes
 - Personality development through practice of patience, tolerance, empathy and citizenship

Total Chapters of ECCE Curriculum - 4


Chapter - 1: Introduction to ECCE Curriculum

- The Significance, Philosophy and Values ECCE
- Aims and objectives of ECCE
- Principles Underlying Quality ECCE Programmes
- Pakistan's Commitments - Sustainable Development Goals - Goal 4.2



Highlights of SNC ECCE

Chapter 02: Key Learning Areas, Competencies and Expected Learning Outcomes for ECCE

- 
- Developmental Domains & Learning Areas
 - Social, Emotional & Moral Development
 - Cognitive & Physical Development
 - Language Development
 - The World Around Us
 - Health, Hygiene and Safety
 - Creative Arts

Highlights of SNC ECCE

Chapter 03: Creating A Positive and Conducive Environment for ECCE Classroom

- Guidelines for creating conducive environment
- Learning Corners for language, art, library, Mathematics, Science, and home corner
- Daily routine of an ECCE classroom
- Guidelines for Developing Assessment Criteria & material development
- Guidelines for continuous professional development teachers training, teacher educators, school administrator



Highlights of SNC ECCE

Chapter 04: Theoretical Perspectives on ECCE

- Developmental Theories
- Learning Theories
- Teaching Approaches



Model Textbooks Development

- Authors selected through competitive process for development of model textbooks
- Three books developed: Mathematics, English and Urdu
- The books are aligned with the curriculum, focused on child-centered teaching and learning
- Private institutions will either use these model textbooks or choose among the approved textbooks developed by private publishers

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Teacher Training & Assessment

- In order to implement SNC in true spirit, teacher training modules and assessment framework are being developed in partnership with AKU-IED
- These will:
 - encourage activity-based learning and critical thinking
 - help move away from rote memorization
 - ensure best practices for teaching and formative/ summative assessments

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Medium of Instruction

Outcomes of national conference held on September, 23 2020:

- Language of (Pre I-V) Textbooks of Maths and General Science will be English. Textbooks of all other subjects will be in Urdu or regional languages
- English will be taught as a language with focus on language skills (listening, speaking, reading and writing)
- Medium of instruction may be the language understood by the students



Thank you!!

CDA