

**Relationship between Teacher Education Program and Single National Curriculum (SNC):  
Reforms, Practices and Challenges**

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**ABSTRACT**

**Background:** Teacher education programs focuses on personal and professional development of prospective teachers. The more effective teacher education program, more robust grooming of the children would be. In the teacher education program, more concentration is given to prospective teachers as professionals and researchers. Taking the importance of professional training of teachers, the present study was designed to explore the relationship between teacher education programs and implementation of Single National Curriculum (SNC), at primary school level. For true implementation of SNC, a comprehensive training program for teachers is the dire need to achieve best results. In teacher training program, there are some factors that require attention like teacher training, resource availability, and curriculum alignment with classroom realities. This study will explore the reforms, practices and challenges of true implementations of single national curriculum in Pakistan.

**Methodology :** To proceed further, a quantitative research study was conducted. The study put insights on the salient features of Single National Curriculum (SNC). The population of the study was all Head and Primary School Teachers (PSTs) serving in Tehsil Kallar Saydan District Rawalpindi. The sample of the study selected by simple random sampling and stratified sampling. The data was collected through a developed scale. The scale was developed on Teacher Education Scale (TES) and Single National Curriculum Scale (SNCS).

**Results:** The results of the study were obtained through the data obtained from questionnaire. The data was analyzed through SPSS. Based on results, some recommendations were made for teachers for better alignment with SNC in Pakistan

**Keywords:** Teacher Education, Single National Curriculum, Education Reforms, Implementation Challenges, Pedagogical Practices

**INTRODUCTION**

Education, being the backbone of nation building, human growth and development is the strongest weapon in the hands of nations. To strive more, every nation in the world tried their level best to avail and use it. In order to increase the level of education, educationists, policy makers and curriculum developers are focusing to standardize the curriculum. Knowing the importance of teacher education programs and its relationship with Single National Curriculum (SNC), there is a need to evaluate it and see the practices, reforms and challenges. In the field of education, curriculum acts as a vital role for the generation. The curriculum is considered as the racecourse for any nation. The curriculum includes all

those activities which are done inside or outside in any educational organization. These activities include, standards, content, learning experiences, methods of evaluation. Collectively, these all activities are called 'curriculum'.

Pakistan, since its inception, has passed through different phases. Since the inception of British in Sub-continent, Pakistan's education system remained in different medium of instructions. The educational system of Pakistan remained flawed due to English medium schools, Urdu medium schools and Deeni Madaris, all of which lead to a widening achievement gap among students (Irfan, 2021).

In Pakistan, teacher education and curriculum reforms are interrelated because both are aimed at educational development and improving learning outcomes. Curriculum development is a dynamic process. It always needs improvement and changes according to needs and philosophy of the nation. In the recent past, a significant initiative was taken by the government to implement Single National Curriculum (SNC). It was designed to create an equitable education system in all public, private and Madaris. Later on, after the introduction of this curriculum, a debate concerning its implementation, its pedagogy, teachers' preparedness to implement started.

Teacher education also called as teacher training, plays an important role in true implementation of curriculum reforms. Without a well-trained and equipped teacher, curriculum changes or reforms cannot become fruitful. It has well learnt that Pakistan's teacher education program is not fully equipped with necessary pedagogical training, resources support and continuous professional development. It also becomes more curse in rural areas and especially in the provinces of Sind and Balochistan. There are still many institutions and organization where outdated pedagogical approaches, limiting teacher's ability to integrate with modern technology are applied. Moreover, for true implementation of Single National Curriculum (SNC), it requires satisfactory infrastructural support, well-equipped ICT, revised teaching methodologies, alignment with international educational standards. Without adequate funding support and effective professional support, the effective implementation of this policy is questionable.

Although the government has put the efforts to unify the curriculum, yet there raised criticism regarding inclusivity, adaptability and effectiveness and addressing the diverse learning needs of the students living in multicultural society. Along with this transition from previous teaching methodologies to a new SNC framework remained difficult for teachers due to lack of professional training and insufficient instructional materials. A general concept of not accepting the change forthwith remained an issue. Besides this, to make the nation unified, SNC was launched on August 16, 2021 and it was announced that education standard of the country would be unified, abolished the class divisions and eliminated the 'mental enslavement' that was inherited by British colonial system of education. As elaborated above, SNC was not implemented in true letter and spirit as many stakeholders running elite private schools got NOC for not following SNC and continued their syllabus.

In addition to these challenges, SNC's implementation raise concerns regarding assessment and evaluating mechanism. There was a need to train teachers to revamp their considerations and adopt themselves according to the needs of SNC. There are also some concerns that new curriculum may focus on rote learning rather than fostering critical thinking and creativity.

The aim of this study was to explore the relationship between teacher education and implementation of Single National Curriculum (SNC) and focusing on its reforms, practices and facing the challenges associated with this transformation. The findings will highlight the critical areas requiring intervention to ensure the successful adaptation of SNC, ultimately increasing an inclusive and effective system in the country.

### **Research Objectives**

1. To assess teachers' perception about teachers' education program and their implementation in Single National Curriculum (SNC).
  - 1a. To assess the teachers' perception about teacher education program.
  - 1b. To assess the teachers' perception about Single National Program (SNC).
2. To examine the relationship between teacher education program and implementation of the Single National Curriculum (SNC).

### **Null Hypothesis**

The research hypothesis was as under.

**H<sub>01</sub>.** There is no relationship between teacher education program and implementation of Single National Curriculum (SNC).

### **LITERATURE REVIEW**

It is a common practice in Pakistan's education system that most of the policies are formulated without the consultation of the stakeholders and observing ground realities. Curriculum is the outline of activities taught inside or outside school. In dictionaries, the curriculum is typically defined as a course offered at a school, yet this concept is often neglected in actual classroom settings (Sinnema, Nieveen, and Priestley, 2020). A student's objectives or targets achieved through the aid of textbooks, presentations, AV equipment, and learning experiences are collectively referred to as the curriculum. According to Richards (2011), for an educator, a curriculum consists upon a list of learning objectives, assignments, and other required resources necessary for preparing and instructing a specific course. The curriculum serves as a guiding framework that educators refer. It plays a role of backbone in the system of education. Well-defined and broadly accepted curriculum always remained a point of discussion in the history of Pakistan. Not a single curriculum at any level remained accepted by a large majority of people. With all other reasons of low literacy rate, it can also be taken as reason for that. Quaid-e-Azam had forcefully warned the nation about the importance of education by saying, "Education is a matter of life and death to our nations". In first All Pakistan Educational Conference, 1947, Quaid-e-Azam's speech was very comprehensive and included all aspects that were discussed in all National Educational Policies. Pakistan's social system is amalgamation of diversity. It is the beauty of the country but along with it brought different educational system reflecting the different portions of the society. Pakistan passed through a colonial period over a time and British used nation in its own personnel gains. The medium of instruction remained under different experiments. The nation remained divided in English Medium Schools, Urdu Medium School and Deeni Madaris.

The implementation of Single National Curriculum (SNC) remained under extensive debate and research. It was not fully accepted by educational administrators, teachers and people working on curriculum. Various researches has explored its objectives, content, pedagogies, learning experiences, challenges and implications for teacher education. The literature review synthesis all key findings on the SNC development and analyze its impact on teacher education and relate it to Pakistan's current educational scenario.

All national education policies outline the vision and framework of education in Pakistan, which includes teacher education and curriculum standards. Every NEP in country's history was effected by the socio-political circumstances of the country that is why; no any single education system could achieve its goals and standards. National Curriculum Council is responsible for developing a curriculum that would be reflection of country's ideology and aspirations of whole nation, this council is responsible to frame a curriculum, which is relevant, inclusive and designed with national goals. The SNC was designed to unify Pakistan's fragmented education system and to provide equitable opportunities to all segments of society. It was a good effort to unite the nation on one platform but it became debatable due to lack of adaptability for regional and cultural diversity, raised concerns about its inclusivity and practical effectiveness.

In the current situation of Pakistan's curriculum, SNC continues to evolve by observing policy revisions and adopting the debates and discussions by all stakeholders. The present government has renamed more over the SNC as National Curriculum of Pakistan (NCP), because the different segments of the society showed their reservations on the word 'Single'. The government on 22 July 2022 announced the same, and renamed the Single National Curriculum (SNP) to National Curriculum of Pakistan (NCP) by focusing on four perspectives of quality curriculum. These four steps were, to reconsider the standards, textbooks, teachers' training, and examination reforms.

The effectiveness of any curriculum depends upon its utilization in the education sector. Teachers are the main organ for its true implementation. Their preparedness and professional development significantly effects. Studies indicate that many educators face challenges in adapting to the new curriculum due to inadequate training and instructional support. The government had trained some selected educationists to train further master trainers about the SNC for further training for the teachers but its implementation put a question mark. Resultantly the outcome could not succeed effectively. Moreover, many educators report that the rigid structure of SNC content may hinder innovative teaching methodologies and reduce student engagement.

In the current scenario, teachers' approach about SNC is mixed. Although many reforms have been made regarding equity, quality and social cohesion, even then, there are some challenges that are still present and teachers used to highlight their reservations. Reliance on online training programs, particularly the teachers from rural areas with limited internet connectivity and usage difficulty, feeling of left out from the process of curriculum development, leads to lack of interest in ownership and enthusiasm for implementation. Delayed instructional material and implementation remained a concern on the part of teachers.

A single national curriculum is defined as a standardized educational system in which all students within a nation or state receive a uniform education in all areas. Academic disparities and differences resulting from Public schools, Private Schools, and Deeni Madaris are minimized under this setup. This also allowed every individual to have an equal opportunity within the country's educational framework. According to Jahanzaib, Fatima, & e Nayab (2022), Single National Curriculum (SNC) encompasses a unified educational framework, comprising curriculum, instructional methods, and assessment procedures applicable to all students. Research often recommends online or blended learning strategies to enhance teacher preparation in educational technology (Prendergast, 2004; Triggs & John, 2004). Computer Supported Collaborative Learning (CSCL) approaches, particularly in communities of practice, are highlighted for their potential in facilitating collaboration among mature and independent learner trainee teachers (Vonderwell & Turner, 2005). Diverse learning communities are seen as beneficial, outweighing the challenges associated with managing heterogeneous groups (Rowley et al., 2005). Regarding the discussion of SNC in Pakistan, over three lac educational institutions are operational, with approximately 62% belonging to the public sector and 38% to the private sector, according to the most recent data on

Pakistan Education Statistics. There are a substantial number of madrasas, with approximately 31,115 numbers are following single national curriculum. The SNC has overlooked the Pakistan's cultural diversity by considering Urdu being the only one language that unites the nation. It also ignored the regional languages. It was assumed that Urdu is capable to integrate all cultures, with the claim that regional languages were included due to political pressure. However, those who speak other languages also possess political influence and reside on the periphery of society, thereby precluding them from official recognition. Some educationist has opposed the concept of single national curriculum. According to Jabeen (2020), SNC is propaganda and brainwashing due to its preoccupation with the political and moral aspects of education, coupled with its disdain for Pakistan's diverse cultural and linguistic heritage. Research showed positive implication of SNC on pedagogical practices and student learning. It has been acknowledged by different studies that on either side, curriculum promotes conceptual understanding and its rigid assessment methods may not measure student's cognitive abilities.

Concluding, while the Single National Curriculum highlights a significant step towards educational reforms in Pakistan, but its success and fully implementation depends upon teacher education and professional development. Teachers training, their motivation to accept changes and proving its importance for the country is testament. Teachers' training at gross root level is very important. Teachers teaching at Primary level should be well known and trained about the usage of Single National Curriculum. They should take it as a challenge, because a well-trained child at primary level will produce good results at elementary level and other higher levels. For better results, training programs and workshops were introducing to support teachers in adopting SNC, however challenges like, resistance to change, ignorance about new policies, lack of resources, and regional disparities hinders the progress.

## **RESEARCH METHODOLOGY**

To proceed further, a quantitative research study was conducted. The study put insights on teachers' education on the perspective of single national curriculum, the salient features of Single National Curriculum (SNC), transition from SNC to NCP and its challenges. The population of the study was based on all Head and Primary School Teachers (PSTs) serving in Tehsil Kallar Sydan District Rawalpindi. The sample of the study was selected by simple random sampling and stratified sampling. The data was collected through a developed scale. The scale was developed as teacher education scale (TES) and Single National Curriculum Scale (SNCS).

### **Research Design**

The study was aimed to put insight on teachers' perception on their professional teaching program and Single National Program (SNC). The study was proceeded on quantitative design to investigate the relationship of teachers' education program with Single National Program (SNP). To Creswell and Creswell, (2017) quantitative research allows for the collection of numerical data, facilitating statistical analysis to draw objectives conclusions. On the basis of this, teachers' perception and their relationship with Single National Curriculum was analyzed and generalized through the findings for broader populations.

### **Research Population**

The population of the research included all Head and Primary Schools Teachers from Tehsil Kallar Saydan District Rawalpindi.

### **Research Sample**



The sample size of this study encompass upon 96 primary school teachers including Heads of primary schools from primary schools of Tehsil Kallar Sydan. The sample size ensures the statistical reliability and precision in the analysis of the collected data (Krejcie & Morgan, 1970). The research sample was selected through convenient sampling technique.

### **Sampling Technique**

Sampling means to select the individuals from whom data will be collected. Therefore, in this study, sampling technique is convenient sampling, where each primary teacher has an ease of access and availability to the researcher. This method ensures the representativeness of the sample and facilitates in participant selection.

### **Validity of the Instrument**

The validity of the research was ensured through a developed research instrument. The research instrument created with the help of existing literature and with the help of taking consultation from the subject experts by the researcher. The questionnaire was designed to include 27 questions designed to capture the two variables of the study, teacher's education program and Single National Curriculum (SNC).

### **Reliability**

The reliability of the tool was checked. Using a tool with a high level of reliability is crucial in the research process, as it can be safely reused in the same conditions with a considerable degree of trust and confidence. Furthermore, the tests will not produce errors exceeding those encountered during the initial study period. The questionnaire's internal consistency was evaluated using tools such as Cronbach's alpha to confirm that the instrument lacks internal inconsistency. The value of Cronbach alpha of the tool was 0.92.

### **Ethical Considerations:**

Ethical considerations play an important role in the process of research. Informed consent was obtained with insurance of its confidentiality and voluntarily participation. Participants were ensured that their data would be anonymized and will be used for research purpose only.

### **Research Tool**

The research tool w self-developed questionnaire consisting upon 27 questions. The same was designed to collect data through analyzing teachers' perception about their education program and their usage of Single National Program. The questions were framed to collect data through 5-point likered scale and to produce quantitative responses.

### **Data Collection**

Data was collected through using Google Form. This contributed a lot to a comprehensive dataset.

### **Data Analysis**

After data collection, data analysis was processed. With the help of scale developed, data was collected and analyzed with the help of Statistical Package for Social Sciences (SPSS). Descriptive statistics used

for characterizing the sample and explaining the sample. At the end, the analysis of the data was done through different statistical techniques like Mean, standard deviation and Linear Regression. Being the quantitative study, it aimed at focusing vigorous and generalizable findings, which focused upon to analyze the teachers' education program over Single National Curriculum (SNC) for primary school teachers. To analyze the teachers' perception about their training program and Single National Curriculum (SNC) a self-structured questionnaire was used. The results of the study provided valuable insights for curriculum writers, academia, educational administrators, teachers, researchers and scholars.

**Table 1** **Demographic Characteristics of the Sample**

		Total	Percentage
Gender	N		%
	Male	39	40.2
	Female	57	58.8
Age			
	20-30	6	6.2
	31-40	75	77.3
	41-50	12	12.4
	50+	3	3.1
Academic Qualification			
	Graduation	9	9.3
	Master	75	77.3
	M Phil	9	9.3
Professional Qualification	PhD	3	3.1
	B.Ed	63	64.9
	MA Edu/M.Ed	30	30.9
Total Job Experience ( in years)	Any Other	3	3.1
	0-5	3	3.1
	5-10	60	61.9
	11-15	27	27.8
	21-25	3	3.1
	25+	3	3.1

The population of the study based on Head and Primary School Teachers of Tehsil Kallar Saydan, District Rawalpindi. The sample of the population was selected for the purpose of the data collection through convenient sampling. According to data available, 96 in total teachers responded and they were taken as sample of the study.

The demographic data revealed that 39 respondents (40.2%) were male and 57 respondents

(58.8 %) were female. The age of the respondents was categorized in four groups. Teachers falling in the age 20-30 were considered as young teachers whereas the teachers falling in age bracket of 31-40 were considered as middle aged and employees of the age 41-50 and above 50 were considered as senior teachers.

The results showed that 75 respondents were of the age 31-40 that consisted 77.3 % of the whole sample. The teachers falling in the age bracket of 41-50 were about 12. That considered 12.4% of the sample. The 50+ age group teachers which were 3 individuals comprised 3% of the sample. The majority of respondents were middle-aged, making them suitable participants for the data collection in this research. Regarding the professional qualification of teachers is concerned, the majority of respondents held Master's qualifications (77.3%), followed by M.Phil. (9.3%), and a smaller number had completed a Ph.D. (3. 1%). Regarding their professional qualification, majority of the teachers (64.9%) have done B.Ed. As per teaching experience is concerned, majority (61.9%) respondents had 5-10 years of teaching experience, 27.8 percent were having 11 to 15 year experience and 3.1 percent had 21-25 year experience in the field.

**Table 2 Teachers' perception about teachers' education program and their implementation in Single National Curriculum (SNC).**

Variables	N	Minimum	Maximum	Mean (M)	S.D
Teacher Education Scale	96	1.67	4.67	3.91	0.64
SNC Scale	96	2.46	4.44	3.76	0.40

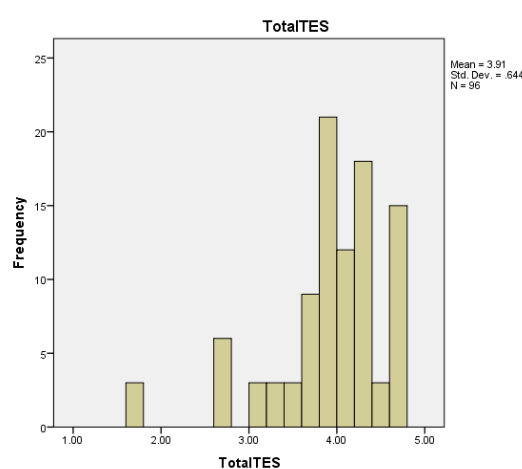


Fig I

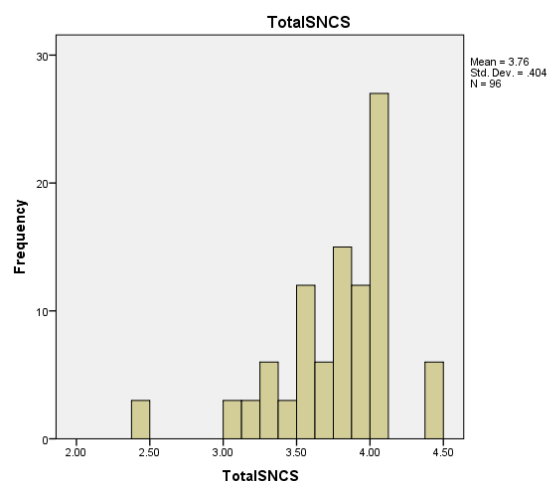


Fig II

Table 2 and Fig I and II discusses the teachers' perception and presents the descriptive statistics for the variables Teacher Education Scale and Total SNC Scale, based on data collected from 96 valid respondents. Each variable had only one missing case, indicating a high response rate.

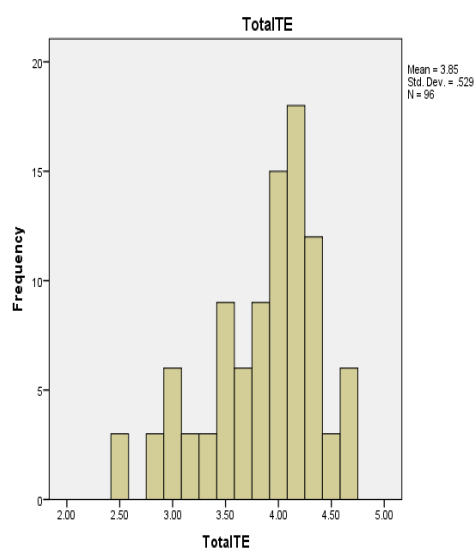
The mean score for Teacher Education scale was 3.91 with a standard deviation of 0.64, suggesting a moderately high level of teacher education perceptions among participants, with some variability in responses. The scores ranged from a minimum of 1.67 to a maximum of 4.67, indicating a broad range of evaluations. Similarly, the mean score for Total SNC Scale was 3.76, with a lower standard deviation of 0.40, implying more consistency in participant responses. The observed scores ranged from 2.46 to 4.44,



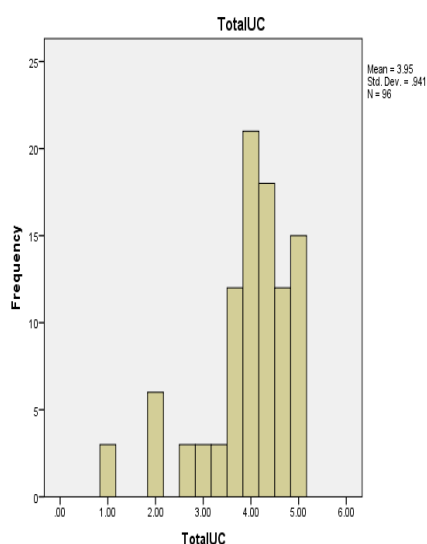
reflecting relatively strong agreement across the sample on this dimension as well. This shows that overall participants have positive perception regarding teacher education program and implementation of SNC at primary level.

**Table 2a. To Assess the Teachers' Perception About Teacher Education Program.**

Variables	N	Minimum	Maximum	Mean (M)	S.D
Teacher Education	96	2.50	4.67	3.85	0.53
Understanding SNC	96	1.00	5	3.95	0.94
Implementation SNC	96	1.50	5	3.92	0.74



**Fig III**



**Fig IV**

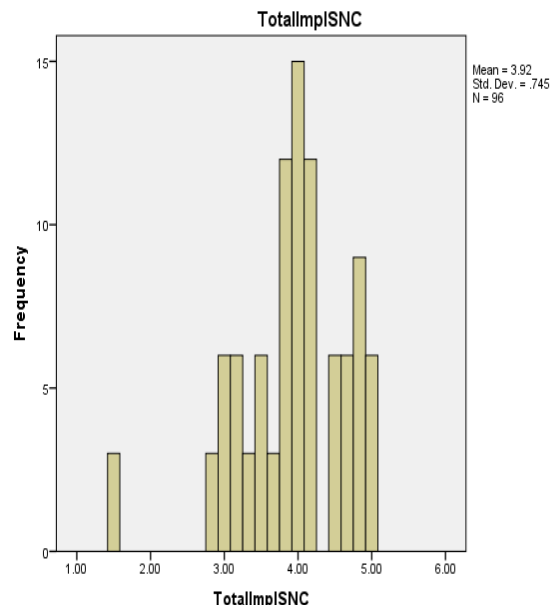


Fig V

Table 2a and Fig III, IV and V showed the descriptive statistics for three compute variables about teachers' perception program (IV), Teacher Education, Understanding SNC and Implementation SNC. Data were obtained from 96 valid participants, with only one missing case per variable.

The mean score for teacher education was 3.85 and value of standard deviation ( $SD = 0.53$ ), indicating that respondents generally rated teacher education as moderately high. Scores ranged from 2.50 to 4.67, showing a relatively narrow distribution around the mean.

Teachers' perception about understanding SNC showed a mean score of 3.95 with a higher standard deviation of 0.94, suggesting more variability in perceptions regarding the usefulness of the curriculum. The minimum observed score was 1.00 and the maximum was 5.00, covering the full scale and reflecting diverse participant opinions. For implementation of SNC, the mean was 3.92 with standard deviation 0.74 again suggesting a generally positive view of implementation of SNC. The values ranged from 1.50 to 5.00, showing moderate variability in responses. Concluding, the descriptive results indicate favorable perceptions across all three domains, with the highest consistency in responses observed for teacher education and the greatest variability in understanding SNC because the respondents belong to two different strata, rural and urban.

**Table 2b. To assess the teachers' perception about Single National Program (SNC).**

Variables	N	Minimum	Maximum	Mean (M)	S.D
SNC Scale	96	2.20	5	3.86	0.57
NCP Scale	96	2.50	4.25	3.54	0.50
Challenging SNC	96	2.67	4.67	3.89	0.48

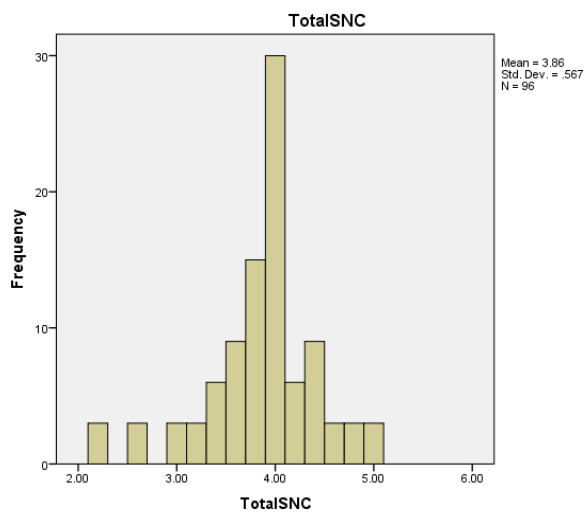


Figure VI

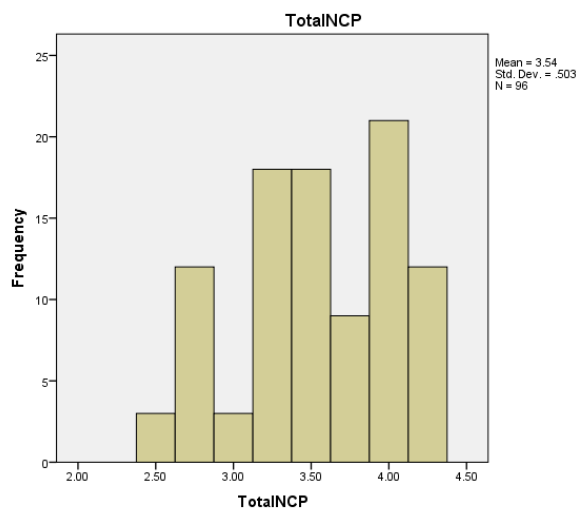


Figure VII

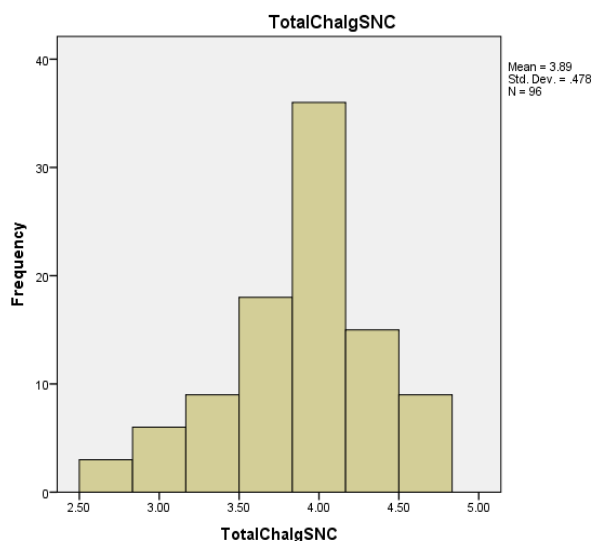


Figure VIII

Table 2b and Fig VI, VII and VIII indicates the descriptive statistics for three compute variables of implementation of SNC (DV) The analysis was conducted on responses from 96 participants, with only one missing case per variable, which shows a high response rate. As per first compute variable SNC scale, it had a higher mean of 3.86 and standard deviation (SD = 0.57), indicating a generally favorable view about the knowledge and use of SNC by teachers. The minimum and maximum scores for this variable ranges from 2.20 to 5.00 showing a wider spread in responses. Regarding the NCP scale, it yielded a mean score of 3.54 along with (SD = 0.50), with scores ranging from 2.50 to 4.25. This result suggests moderately positive perceptions about the transition of SNC to NCP, with relatively low variability among respondents. The third compute variable challenges of SNC reported a mean of 3.89 with the value of SD = 0.48), suggesting that participants moderately acknowledged about the challenges of SNC. Minimum and maximum scores ranged from 2.67 to 4.67, showing relatively consistent perceptions among respondents.

**Table 3. To examine the relationship between teacher education program and implementation of the Single National Curriculum (SNC).**

Independent Variable	Dependent Variable	N	r	df	Sig. (1-tailed)
Teacher Education Program	Education	96	0.839	95	0.000
	Single National Curriculum	96			

\*p<0.05

a. Dependent Variable: Single National Curriculum

Table 3 is showing the statistical analysis of Pearson correlation to find out correlation of teachers' education program and with its implementation on Single National Curriculum (SNC). The correlation

between teachers' education program and Single National Program (SNC) was 0.839, which is strongly positive. The significance level ( $p = 0.000$ ) is less than 0.05, means the relationship between both variables is significant and this implies that teacher education program could have positively impact on the adoption and success of the SNC in any educational institution.

### **Findings**

From the results, following were the findings.

1. From the demographics, it was found that 96 teachers participated.
2. Out of respondents, majority were female (58.8%) and aged between 31-40 years (77.3%), which shows a stable, mid-career cohort well-suited for reflective educational analysis.
3. Majority of the respondents had a Master Degree (77.3%) with B.Ed as their professional qualification (64.9%).
4. Regarding teaching experience, majority of the teachers had 5-10 years teaching experience reflects a reasonable experience sample base.
5. From table 2, it was evident that the mean score for teacher education program scale was 58.50 and its standard deviation (SD) was 9.05 depicts generally favorable perception and moderate variability.
6. Through table 2, regarding SNC scale, mean score was 45.12 along with SD 5.02, indicates a positive perception and more consistent responses compared to teacher education.
7. From the three sub dimensions as stated in table 2a, the mean score for teacher education was 23.12, understanding SNC was 11.84 and implementation of SNC was 23.53, whereas standard deviation was 3.17, 2.82 and 4.46 respectively. This found that in implementation of SNC, there was greatest variability, suggesting different contextual challenges.
8. It was found from table 2b that SNC scale had a mean score 19.31, NCP alignment score was 14.15 and mean in challenges in SNC was 11.65.
9. From table 3, a very strong positive correlation ( $r = 0.839$ ) was found between teacher education and SNC implementation. The value of  $p$  was 0.000, indicates a meaningful and non-random relationship.

### **DISCUSSIONS**

Teachers' education is a broad term, which encompasses the different prospects of teaching profession. It is dynamic process and changing according to needs of the time. According to Dewey, education is a continuous process of reconstructing experience, aiming to give it more socialized value through increased individual efficiency, emphasizing learning through experience and interaction. Pakistan's education system is divided into different types depending upon the social needs. Due to prevailing Public schools, Private schools and Deeni Madaris, education system remained fragmented. Due to this system, the students were groomed into different environment. It was observed that to some extent students have no relations after studying in different system. This aroused a need for a unified curriculum that encompass the different diverse needs of the society like, language, culture, norms and religion. Single National Curriculum (SNC) played a significant role in education system of Pakistan.

The SNC reforms have led to new training initiatives, primarily online workshops and digital resource provisions. However, these efforts have been criticized for their inefficiency due to a lack of hands-on, interactive learning experiences (Khan & Karim, 2024). Many teachers report that training programs do not adequately address classroom challenges, particularly in under-resourced schools (Malik et al., 2023). Additionally, the updated curriculum introduces new subjects, enhances subject integration, and promotes

a structured competency-based learning approach (Ahmed & Farooq, 2023; Salient Features of SNC, 2024).

Teachers implementing SNC reported difficulties in shifting to activity-based learning methods due to insufficient training and inadequate teaching materials (Anwar & Batool, 2023). Many educators rely on traditional rote-learning techniques, which contradict SNC's emphasis on critical thinking and problem-solving skills (Dilshad et al., 2023). The curriculum's one-size-fits-all approach does not account for regional and socio-economic differences, making it challenging teachers to implement innovative teaching methods effectively. However, the SNC has incorporated modern educational strategies, such as integrating ICT into teaching and aligning Mathematics and Science with international frameworks (Research Article, Curriculum, 2024; Shah et al., 2023).

### **Challenges in Implementation**

Pakistan with its turbulent history is expanding. Single National Curriculum (SNC) is an excellent effort by the government to control the flawed educational system, which was divided into English Medium Schools, Urdu Medium Schools and Deeni Madaris. Single National Curriculum is an effort; which government have taken to address this fundamental issue. Besides all, SNC was also focused to enhance the enrolment of children along with quality of education. Adopting a unified national curriculum by all states is an essential step in the right direction (Afzal, 2021; Sehgal, 2021). Besides all efforts to make a unified standard of education, there are some challenges, which are present. Major challenges include the teachers' preparedness to completely understand the crux of SNC. According to Khan & Karim, 2024, many teachers feel unprepared to teach SNC subjects due to limited exposure to new pedagogical strategies. There is shortage of resources in rural areas specially, that hinder true implementation of SNC. We as a society do not accept change with open arms, some teachers and institutions resist SNC due to the complexity of adapting to a new system and the perceived imposition of uniform content across diverse student populations (Anwar & Batool, 2023). According to Ahmed and Farooq (2023) and Dilshad et al., (2023) teachers report inconsistencies in the curriculum structure, particularly concerning subject integration and assessment strategies. Another challenge of SNC for the teachers is the provision of more resources, availability of adequate textbooks, teaching materials and professional development opportunities to teach the standardized curriculum more effectively.

### **CONCLUSIONS**

From the findings of the study, following conclusions were drawn: -

Teachers, with a master degree qualification and mid-career experience, generally showed positive attitude towards their educational program and their implementation of the SNC.

It was concluded that, there was a variation in understanding and in implementation levels, highlighted the need for more consistent teacher training especially in rural areas.

The strong positive correlation shows a critical role of teacher which plays in his education program and its implementation in SNC in an efficient way.

It was also concluded that there were some implementation challenges, like resource constraints, context mismatches that needs addressing.

### **RECOMMENDATIONS**

Based on the conclusions, the author has suggested some recommendations that would be beneficial for teachers, academics and educational administrators as well.



The curricula of B.Ed and M.Ed requires revision and the focus on Single National Curriculum, which has been renamed as National Curriculum of Pakistan by the present government. The new approaches to teaching, pedagogies and assessment models are required to include for prospective teachers.

It is recommended that periodic refresher courses on SNC for in service primary school teacher be organized to bridge knowledge and practice gaps.

There is a need to provide customized implementation strategies for rural primary school by considering infrastructure and accessibility disparities.

It is recommended that teaching learning material aligned with SNC content be provided to ensure uniform delivery for Primary School Teachers.

There is a need to identify SNC implementation challenges and a feedback based mechanism be prepared for PSTs.

A robust monitoring mechanism for evaluation of teacher training and implementation of SNC is recommended.

It is recommended that teachers must be involved for policy feedback for SNC to get feedback through their on ground experience.

For future research, it is recommended that qualitative research be conducted to explore why certain groups struggle more for SNC implementation.

There is need to explore the impact of school leadership on Single National Curriculum.

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