

Primary School Social Studies Curriculum: Comparison of National Curriculum (NC) 2006 and Single National Curriculum (SNC) 2020

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Abstract

From the perspective of globalization and technological advancements, the change in social studies curriculum is deemed important because it provides the necessary knowledge, skills, competencies, and attitude toward the modern world and makes students responsible national and global citizens. This study aims to compare and find the differences between National Curriculum (NC) 2006 and the new Single Nation Curriculum (SNC) 2020 for the grade five Social Studies textbook. Content Analysis was employed to compare both the curricula of social studies. For this purpose, a rubric was developed to analyze the key differences between NC 2006 and SNC 2020 in terms of content, student learning outcomes, suggested activities, information other than textbooks, website links, assessments, and projects. Major findings of the content analysis revealed that information about the struggle of Quaid-e-Azam Muhammad Ali Jinnah, Allama Iqbal, and other prominent personalities in the creation of Pakistan was not found in the new curriculum. Website links are given at the end of each chapter to integrate the technology in the classroom for further information through different sites.

Keywords: Social Studies, Curriculum, Single National Curriculum, Curriculum Change, National Unity, Primary School, Punjab.

Introduction

Curriculum change becomes important over time because knowledge develops continuously with respect to time as technology is advanced, knowledge is also advanced; students' needs and interests tend to change according to new technology. There is a huge difference between the past and 21st-century students; the curriculum is also being updated according to teaching methods because classrooms are more child-centered now and flipped and collaborative learning is undertaken. Globalization emerged because of the increased interaction of people and technology throughout the world and thus curriculum reforms also help students to globalize and compete worldwide (Ali, 2021; Yi, 2016).

As a social reformer, a teacher takes the responsibility to add those topics and subjects for the sake of needs of the society and its requirement; the teacher has to implement the curriculum reform in the right direction otherwise it has no importance; the teacher is the personality that knows the ability, interest, and needs of students and develops them

according to society demand in the classroom according to the curriculum. As an evaluator, the teacher evaluates the curriculum reforms according to learners' needs because a teacher is one of the persons that is more interactive with students (DeCarlo, 2018; Nyamida, 2020).

In the future, students become part of different organizations in their lives (Brugar & Whitlock, 2020) and the curriculum of social studies cannot be neglected because it helps students to socialize and learn the domestic value to live actively in society (Lerch & Buckner, 2018). The social studies curriculum of Pakistan is designed to integrate the civic responsibilities among the young generation, know the value of democracy, and make the students competent in different disciplines to become active citizens in the future and present his beloved country Pakistan like a shining star (Single National Curriculum [SNC], 2020).

The social studies textbook for 5th grade includes six chapters which are Citizenship, History, Government, Economics, Culture, and Geography. The new chapter on citizenship describes how the learners live in the 21st century as global and digital citizens, some new content that is about ancient civilizations (Roman, Gandhara, and Greek) is also added. Commonly used social media is also included which explains how these media are helpful for learners in studying purposes. Some other topics such as entrepreneurship and democratic government are also added. So, the social studies curriculum contributes to the holistic development of learners in all aspects of life that they face in real-life situations.

The purpose of this study is to critically analyze the difference between the old National Curriculum 2006 and the new Single National Curriculum (SNC) at the primary level for the selected textbook of social studies for grade 5. The difference between the two different curriculums is sought with respect to seven attributes that are content, student learning outcomes (SLOs), suggested activities, website links, information other than textbook, projects, and assessment.

Research Questions

1. What is the difference in the main features of the social studies textbook of grade five in the National Curriculum 2006 and Single National Curriculum 2020?
2. How does the curriculum of social studies of grade five differ in terms of content, student learning outcomes, suggested activities, website links, information other than textbooks, projects, and assessment?
3. How do the differences between the social studies textbook of National Curriculum 2006 and Single National Curriculum 2020 justify the development of SNC?

Methodology

The design of this study was content analysis followed by the qualitative research approach. This type of content analysis was relational analysis because the content was critically analyzed in the context of predetermined content (Wilson, 2016) of National Curriculum 2006 and Single National Curriculum 2020 of Social Studies. The data source of this research was social studies textbook from 5th grade. Social Studies subject was chosen because this is the study of interaction among people and it inculcates a sense of civic responsibility among the youth to take justified decisions for the public in diverse cultural settings (SNC, 2020).

Content analysis for this research was done with the help of a rubric. These rubrics and other checklists are recommended by content analysis research experts. Consequently, a rubric was developed which has seven components i.e., content, student's learning outcomes, suggested activities, information from other textbooks, website links, assessment, and project. Under this checklist, a thematic analysis was done and found the major differences between NC 2006 and SNC 2020 social studies textbooks.

Analysis & Results

The objective of the study was to examine the difference between the Single Nation Curriculum (SNC) 2020 and the National Curriculum (NC) 2006 of the social studies textbook of grade 5. The difference in the two curricula was outlined through a content analysis strategy which was used with seven content parameters, student's learning outcomes, suggested activities, information other than textbook, website links, assessment, and projects. According to these seven parameters, every chapter of the social studies textbook that was similar in both curricula was compared and their similarities and differences were found.

In social studies, there was a total of six chapters in Single Nation Curriculum 2020. One chapter about citizenship is included in Single Nation Curriculum. The rest of the four chapters which were Culture, Geography, History, and Economics were divided into sub-parts and these types of subparts were not present in the previous curriculum. The last chapter titled States and Government is the same in both curricula. Activities and information other than textbooks and projects are different from National Curriculum 2006. Website links were also added in SNC 2020. The assessment procedure is the same in both curricula but asked questions are different, some general knowledge questions are also asked at the end of each chapter as well. The detailed analysis is given in the following table.

Table

Content Analysis of Social Studies Textbook of Grade 5th

Chapter 1: Culture	Comparison of Social Studies Single Nation Curriculum 2020 with Previous National Curriculum 2006
<i>Content</i>	In the new SNC 2020, the Culture of <i>Gilgit Baltistan</i> has added as well as means of communication, mass media (newspaper and magazines, radio and televisions, computer, and internet), social media, advantages, and disadvantages of means of communication are also currently added in this chapter.
<i>Student's Learning Outcomes</i>	In the new curriculum, learning outcomes are about how minorities celebrate their festivals, their means of communication, and their importance.
<i>Suggested activities</i>	Activities that are included are making a class newspaper, creating community messages on social and environmental issues through flashcards, making posters: about the plantation, following traffic rules, don't waste water, and keeping the environment clean.

<i>Information other than the textbook</i>	In 2020 curriculum gave information about the Arabic language, Balochi <i>Bursi</i> , different <i>Urses</i> , the term global village, art and craft, and information about <i>tappa</i> (type of song).
<i>Website links</i>	At the end of the culture chapter website link is given on causes and solutions of environmental pollution.
<i>Assessment</i>	To think about the social phenomena, thought-provoking questions are included in the new curriculum that is the method of mass communication students used when they contact each other and write some properties (of a student) area where they are from e.g., Punjab, Sindh, Baluchistan, KPK, Kashmir and Gilgit Baltistan.
<i>Project</i>	Projects given in the new curriculum are to sing a folk song in class, celebrate culture day in school, and make posters of social and environmental issues.
Chapter 2: History	
<i>Content</i>	In Single Nation Curriculum 2020, the <i>History</i> chapter is entirely different from the previous curriculum of 2006. The chapter on history is divided into two parts, the first part includes the beginning of human civilization that are Gandhara, Roman, and Greek civilizations and the second part includes historical personalities of Pakistan (Sir Syed Ahmad Khan, Baigun Rahna Liaqat Ali Khan, Baigun Jahan Ara Shah Nawaz, and Chaudhary Rehmat Ali) and Influence of provinces in the creation of Pakistan.
<i>Student's Learning Outcomes</i>	In SNC 2020, the beginning of civilization includes Roman, Greek, and Gandhara civilizations, their timeline, and lifestyle, explain the region's/province's contribution and role of Sir Syed Ahmad Khan, Begum Rana Liaqat Ali, Baigum Jahna Ara Shah Nawaz in the creation of Pakistan.
<i>Suggested activities</i>	In SNC 2020, all activities have entirely new content: a timeline of Greek, Gandhara, and Roman civilization, identification of the ancient civilizations on the map of the world, finding the Gandhara civilization on the map of Pakistan, and writing an essay on a favorite personality.
<i>Information other than the textbook</i>	In the new curriculum 2020, information is entirely different from the previous curriculum that is about the common era, before the common era, chiton, colosseum, the APS incident that occurred in 2014, All India Muslim League, and Moulana Zafar Ali Khan.
<i>Website links</i>	The website link is given about the ancient civilization of the world.

<i>Assessment</i>	Selected response questions and performance-based questions both are from the given content of the chapter.
<i>Project</i>	Students discuss the different personalities that are important in the creation of Pakistan in groups; make a chart of their discussion and hang out in the classroom. In the second project, students draw a timeline of Greek, Roman, and Gandhara civilizations in different groups on chart paper.
Chapter 3: Geography	
<i>Content</i>	The new content that is added in this chapter is the physical topographies of Pakistan, weather and climate, and population.
<i>Student's Learning Outcomes</i>	The learning outcomes are based on population, weather, and climate, and major landforms in Pakistan are added to the curriculum 2020.
<i>Suggested activities</i>	In new curriculum activities given on weather and climate topics and make a chart paper on global warming and its negative effect on climate, precautionary measurements about floods and earthquakes, celebrate earth day and made a speech on population growth rate and factors affecting overpopulation.
<i>Information other than the textbook</i>	In SNC 2020, information other than a textbook about the geography of Pakistan is about the time of Pakistan, Pamir Kot, global warming and its effect on Karachi city, Hamoon Mushkheil, conventional signs, and information about time (am and pm).
<i>Website links</i>	Website links are available on lines of latitude and longitude, physical features of Pakistan, the weather of Pakistan, and issues related to the increase in population.
<i>Assessment</i>	Extensive questions are newly included in the list of populated and unpopulated countries, making the line and bar graph of temperature and recorded rain respectively, names of the given map in exercise, naming the lines of latitude, and completing the map with the elements of the map.
<i>Project</i>	The projects given in this chapter are about naming the area of Pakistan on the globe with reference to latitude and longitude lines, precautionary measurements of flood and earthquake, earth day, and factors that are responsible for overpopulation.
Chapter 4: Economics	
<i>Content</i>	In the recent curriculum 2020, new content is added about public as well as private properties and facilities, consumers and producers, inflation and its types, trade and its importance, means of transportation, entrepreneurship, and its types, and history of money in sub-continent.

<i>Student's Learning Outcomes</i>	The learning objectives of curriculum 2020 are about entrepreneurship and its types, "Inflation" and how it affects buying power of people, and the interdependence of consumers and producers on each other.
<i>Suggested activities</i>	Activities that are given in Curriculum 2020 are the list of occupations that provide services and activities useful for citizens, compare the present and previous prices of some goods and give some suggestions that how government convinces people to pay taxes.
<i>Information other than the textbook</i>	All the information that is given in the new curriculum is different from previous curriculums that are about Dr. Muhammad Amjid Saqib, leather coins, names of state banks of different countries, social entrepreneurship, and the head office of Pakistan railway.
<i>Website links</i>	Website links are about transportation means in Pakistan, businessmen, and the evolution of money that is given in the new curriculum.
<i>Assessment</i>	In the new curriculum 2020, some questions are added that are: write the currency of different countries, a timeline of the Evolution of Money, three names of import and export and name from where import and export are done, names of important roads, airports, and sea ports and write the detail of successful businessman e.g., his name, name of business, type of business, location of the business (city), name of goods or services he made.
<i>Project</i>	Six projects are given in the chapter Economics of Curriculum 2020, these projects are about: the important role of roads, sea ports, and airports in the economy of Pakistan, a list of businesses of those people that are living in your area, making business plan e.g., name of business, resources for business, and prices of goods, make supposed bank in the classroom with the help of chairs and table and students play a different role like a bank manager, cashier, and others, and arrange the tour of students in a museum and see there the coins, currency that was used in the past.
Chapter 5: State and Government	
<i>Content</i>	Content about the formation of a democratic government is added in the new SNC 2020.
<i>Student's Learning Outcomes</i>	In the new curriculum, the formation of democratic government, general elections, development, and functions of political parties and competition, and elections according to policy is added.
<i>Suggested activities</i>	Elect the head of your class by democratic method and practically, through this activity students learn democracy in the best way and know the power of the vote.

<i>Information other than the textbook</i>	The Head of the province is elected by the president, names the high courts of different provinces of Pakistan, three constitutions of Pakistan i.e., 1956, 1964, and 1972 and the Rule of Law firstly solved in civil or session court then the high court and last supreme court.
<i>Website links</i>	Website link is given on content: government structure of Pakistan, how is it working in Pakistan country.
<i>Assessment</i>	Selected response questions, constructed response questions that are true or false, extensive questions, and new questions are added, writing the name of three ministries.
<i>Project</i>	Projects are given on the responsibilities of different courts, applying the democracy method in the class, and conducting essay competitions on social issues in SNC 2020.

Findings

This section presents the findings and results of the research study achieved through content analysis under the paradigm of qualitative research. Findings have been consolidated in the above table and clear differences between both curricula are written in the second column as well.

- Single Nation Curriculum 2020 Social Studies textbook includes six chapters of studies that are citizenship, culture, state and government, history, geography, and economics.
- Five chapters Culture, State and Government, History, Geography, and Economics are present in both curricula, and only one new chapter is included in the Single Nation Curriculum 2020 of social studies which is Citizenship.
- In the SNC of social studies in six themes of studies four are divided further but in the previous curriculum, there is no such a division.
- The culture chapter is divided into two parts: the way we live together and the means of communication. In SNC new content about the province of Gilgit Baltistan and means of communication (YouTube, WhatsApp, Imo, Viber, Vimeo, Skype, Facebook, Twitter, and snap chat) are added.
- The history chapter is divided into three parts: ancient human civilizations (Greek, Roman, and Gandhara), historical personalities of Pakistan (Sir Syed Ahmad Khan, Baigum Ranna Liaqat Ali Khan, Begum Jahan Ara Shahnawaz and Chaudhry Rehmat Ali) and role of provinces in the creation of Pakistan.
- The geography chapter is divided into four parts: map and skills, physical features of Pakistan (mountain ranges, plateaus, desert areas, coastal areas), weather and climate, and population.
- The economics chapter is divided into three parts i.e., economics, entrepreneurship, and the evolution of money.

- In the chapter on Citizenship, civic rights, and responsibilities, digital citizens, united nation, freedom of speech, common etiquettes, peace, and harmony are included that was missing in the previous curriculum 2006.
- The latest information is closely related to content and increases the level of interest among the student to learn more about content. All information from other textbooks in SNC 2020 is different from the previous curriculum.
- Website links are available at the end of each chapter to create a thirst for knowledge and make the students learn to use the latest technology to meet the world for research purposes.
- To provoke thinking, projects are also given at the end of the chapter. So, students learn the given content practically, through group discussion, teamwork, simulative learning activities, and the use of different technology in front of the class.
- Student activities are also given at the end and mid of the chapter to create curiosity and attentiveness in learners.
- Assessment is basically through selected response items, constructed response, and performance-based. All the types of assessment are from the given content of the textbook. There are also given some questions that are related to the student's general knowledge about this world and his own country.
- The color of the Map of Pakistan in the whole textbook is not fully green, different provinces are shown with different colors, and on every map, the area of Jammu and Kashmir is shown disputed area.
- There is no information about Quaid-e-Azam Muhammad Ali Jinnah and prominent personalities in the creation of Pakistan.
- Single Nation Curriculum of Social Studies 2020 is in Urdu but the previous NC 2006 had both mediums i.e., English and Urdu.

Discussion & Conclusion

The curriculum provides the road map to the educational system; it is important to secure the goals of one's nation and then transmit them to the next generation. The curriculum gives the content, learning objectives, learning outcomes, and method of teaching according to the given content and according to society's needs of the modern world (Eller, 2017; Malik & Bhatti, 2022). The curriculum should be reformed because the new knowledge is innovative and hence technology will be progressed and then the culture of the society is changed (Lham, Jurmey, & Tshering, 2020). If the culture of society becomes advanced, the curriculum should be reformed according to society's demands (Jorgenson et al., 2019).

Single Nation Curriculum 2020, is uniform all over the Pakistan at primary level. The purpose of SNC 2020 is to bring harmony and unity among all nations without any caste or racial system. It provides equal opportunity to acquire education without any disparity. The Social Studies curriculum is important for students to acquire knowledge about civic rights and how to live in a society with a multidimensional system. It also inculcates decision-making power, problem-solving, and critical thinking abilities in the youth. The curriculum of social studies also instructs the love and

belongingness for their community and country, how to present the country at the world forum, and how to take part in the development of the country (SNC, 2020).

The purpose of this study is to make a comparison of social studies in Single Nation Curriculum 2020 and National Curriculum 2006. Areas that were examined to find the difference between the two curricula are content, student learning outcomes, suggested activities, information other than textbooks, website links, assessments, and projects. Through these categories, differences are found between the SNC 2020 and NC 2006 social studies curriculum.

In the social studies curriculum of 5th grade, there is a total of six chapters in Single Nation Curriculum 2020. A chapter on citizenship is included in Single Nation Curriculum. The rest of the four chapters which are Culture, Geography, History, and Economics are divided into sub-parts that were not in the previous curriculum. The last chapter on states and government is the same in both curricula. Activities and information other than textbooks and projects are entirely different from National Curriculum 2006. Website links were also added in SNC 2020. The assessment procedure is the same in both curricula but asked questions are different in both curricula.

There are some implications of the study for the Social Studies curriculum and textbook developers for all provinces. In the social studies curriculum, at the level of 5th grade, students should be aware of the personality and efforts that were done for the creation of Pakistan by Quaid-e-Azam Muhammad Ali Jinnah. The Map of Pakistan should be shown in complete green color showing the unity and harmony in the nation of Pakistan. Activities given in the Single Nation Curriculum of social studies should be appreciated by the principal and teachers and school principals should set the lecture duration and required material for activities in such a way that all the students perform given activities under the guidance of the teacher. In the Single Nation Curriculum of social studies, projects are given therefore students must do these projects individually or in groups under the guidance of a teacher to learn teamwork and collaborative learning.

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