

A COMPARATIVE ANALYSIS OF ENGLISH CURRICULUM 2006 AND SINGLE NATIONAL CURRICULUM 2020 USING ECLECTIC MODEL

Mohsin Tajammul

Faculty, Virtual University of Pakistan
tajummalmohsin@gmail.com

Nimra Rafiq*

Faculty, FAST-NUCES Lahore
nimra.rafiq@lhr.nu.edu.pk

Namra Fazal

Faculty, FAST-NUCES Lahore
namra.fazal@nu.edu.pk

ABSTRACT

The purpose of this research is to compare the English school curricula of 2006 and the Single National Curriculum (SNC) of 2020 in Pakistan. In the past, English was taught as a subject with a focus on literature, but the SNC prioritizes communication skills like reading, writing, listening, and speaking. Previous research on curricula has not analyzed the effectiveness of these two curricula based on existing curriculum development frameworks. This study uses a qualitative research design to compare the two curricula using an eclectic model. The analysis framework is based on the Tyler, Taba, Grave, Nicholl, Saylor & Alexander, and Twenty Principles of Language Teaching of Nation and Macalister models of curriculum development. The results show that the curriculum has undergone significant changes and updates with a focus on improving the teaching and learning process, developing language skills, and incorporating advanced technological methods like ICT. Additionally, assessment and evaluation tools and methods have been added, and teacher training has been given more attention and elaboration in the SNC compared to the 2006 curriculum. This study highlights the importance of curriculum revision efforts and their successful implementation in achieving national and societal goals. By prioritizing curriculum development and ensuring effective implementation, the education system can remain relevant and effective in preparing learners for future challenges.

Keywords: Curriculum reforms, Comparative analysis, Single national curriculum, eclectic model.

INTRODUCTION

The curriculum is a guide that helps teachers and officials impart education to future generations. It consists of teaching activities, learning experiences, and progress evaluation, intended to achieve the target learning results of a given course. Curriculum development involves a set of complex relationships, including explicit articulation of goals, content, and teaching-learning framework (Jamil,2009). The curriculum affects and is affected by curriculum developers, students, and teachers. School education is organized to provide students structured learning experiences, leading to continued changes in the curriculum as the focus of educational reforms. Curriculum activities and approaches address planned curriculum, textbooks, transformation, and teacher learning. Cultural value-loaded activities and social-cultural and historical aspects need emphasis in curriculum practices and changes.

As far as, English language learning in Pakistan is viewed as an opportunity for economic growth and social mobility. English has become a marker of social status and educational background, and its use is heavily loaded with economic and sociocultural connotations (Waris,2014). However, English language

* Corresponding Author

teaching (ELT) development initiatives in Pakistan funded by foreign assistance from donor countries have not had a long-term impact on the development of English language skills in the country. The key challenge for Pakistan is balancing language demands and provisions for state, national, and global use of teaching-learning English while ensuring continuity after project completion and continuous development. Multilingualism is emerging as an alternative approach to language policy-making.

The history of curriculum creation in Pakistan has been tumultuous, with numerous efforts failing to achieve their objectives. The first educational conference in 1947 aimed to reform the education system and the curriculum to address the needs of the Pakistani people, but the expected results were not achieved. Subsequent efforts by the National Commission on Education and the 1969 policy to improve the standard of education also struggled to achieve their goals. The 1992-2001 National Education Strategy emphasized the need for curriculum development, and the 1998-2010 educational policy aimed to integrate the curriculum and content of religious and modern schools. The introduction of a new curriculum in 2007 was delayed due to the difficulties of creating textbooks. The SNC is the latest effort to create a non-discriminatory education system aligned with international approaches that develop analytical, critical, and creative skills in students. However, stakeholders have been left out of the process, and previous efforts' failures suggest that collaboration and practical experience are essential for curriculum development's success

Problem Statement

Single national curriculum reform is a significant development in the process of setting educational goals and objectives and devising process to attain it. Exploring the literature depicts that there is an absence of an academic analysis of both curricula on the basis existing models of curriculum development to assess their effectiveness; therefore there is need to conduct a contrastive analysis of the both curricula, their proposed teaching methods, course content / material, testing and feedback system, learning evaluation strategies, teacher training procedures, to analyze the effectiveness of curriculum to achieve the desired goals. So far, Single National Curriculum has been agreed upon for Grade 1 to Grade 5. Hence, this study aims to analyze the existing curriculum (2006) and newly developed under the notion of Single national curriculum (2020) on the basis of frameworks for curriculum development.

Purpose of the Study

The purpose of the study was to conduct comparative analysis and to reflect on English curriculum of 2006 and 2020, developed under the notion of Single National Curriculum on the basis of Eclectic model extracted from different frameworks of curriculum development.

Research Objectives

The objectives of the study were:

- To conduct comparative analysis of current curriculum of English (SNC 2020) and the previous curriculum (2006)
- To analyze and reflect on both of the curricula of 2006 and 2020 using Eclectic model extracted from different frameworks of curriculum development
- To identify the paradigm shift of theoretical framework of English curricula from 2006 to 2020.

Research Question

This research has explored following questions:

1. What are the similarities and differences between English curriculum of 2006 and curriculum of 2020?
2. How does Eclectic model analyze the curricula of English 2006 and 2020?
3. What does eclectic model of curriculum design suggest about the incumbent curriculum of English SNC 2020?

Significance of the study

This study holds significance for several reasons. Firstly, it addresses the lack of comparative analysis studies conducted on English language curriculum with regards to curriculum design and evaluation. Secondly, the study evaluates the incumbent Single National Curriculum of English based on existing frameworks of curriculum development. Additionally, the study presents an eclectic model that

incorporates strengths from different curriculum design models. The qualitative analysis compares the English curriculums of 2006 and 2020, identifying both similarities and differences and highlighting the paradigm shift in curriculum design based on frameworks of curriculum development. Moreover, the study provides an overview of the research tendencies in English language curriculum development and evaluation in ESL/EFL contexts by documenting the general characteristics, frequently used data collection tools, sample types, research designs, and common findings of related studies.

REVIEW OF LITERATURE

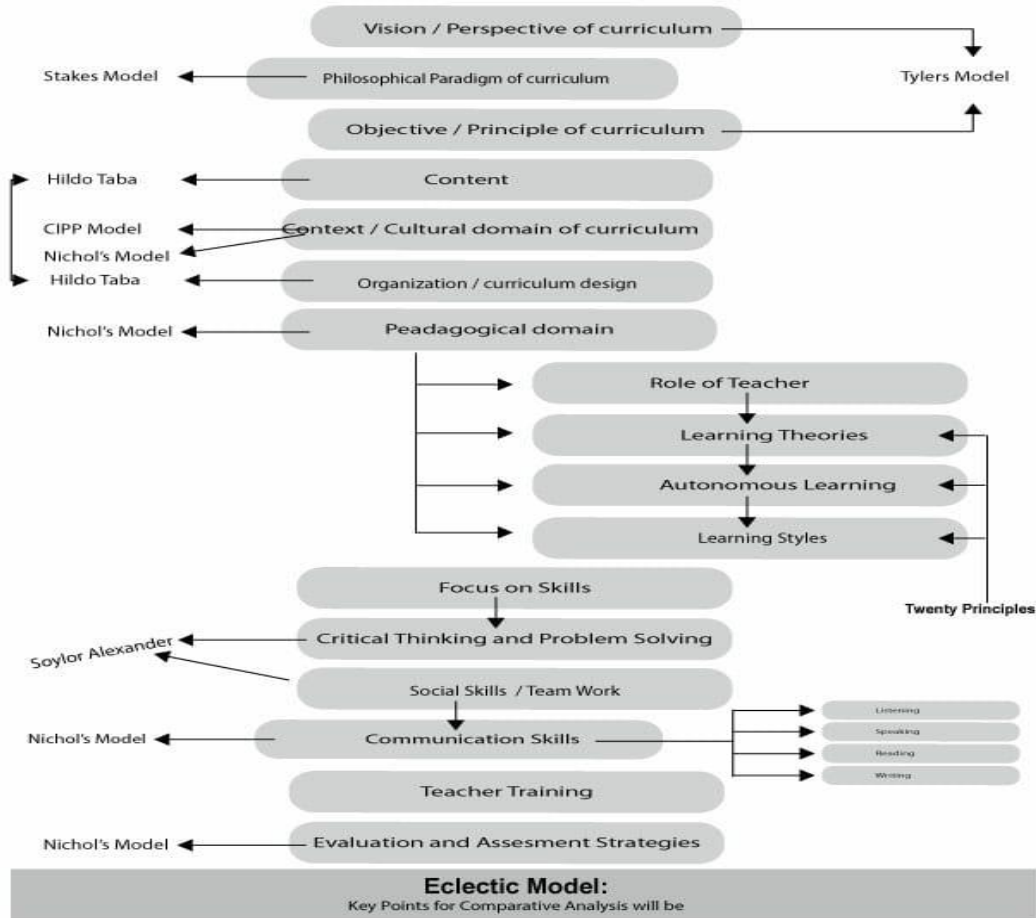
The development and evaluation of a curriculum is a complex and technical task that requires deep insight into both instructional systems and learning environments. Curriculum design is crucial in teaching English as it includes the approaches, methods, techniques, activities, and content used to teach the language. Curriculum is an umbrella term that encompasses all aspects of teaching and learning, including approach, method, technique, syllabus, activity, and exercise. An effective curriculum provides a blueprint for learning, outlining desired results and shaping content into a plan for effective teaching and learning (Aslan & Gunay, 2016). Curriculum development involves deciding what knowledge, skills, and values to teach, how to reach intended outcomes, and the learning and teaching processes. The process includes six main steps: needs analysis, goal setting, syllabus design, methodology, testing, and evaluation.

Trend of research on curriculum

Research on curriculum has focused on five dimensions, including defining and understanding the concept of curriculum, different models and frameworks for developing curriculum, the process of curriculum development, evaluation of curriculum, and discourse analysis of curriculum documents. In the context of English language curriculum development and evaluation in ESL/EFL, studies have mainly focused on curriculum evaluation and have found a relationship between changes in education policy and the grades evaluated (Haider, 2016). The studies have mainly relied on the opinions of English teachers and students and have used Likert-type scales, semi-structured interviews, and documents as data collection tools. Despite differences in context, publication time, and grade level, the studies have presented common findings.

METHODOLOGY

The study compares the 2006 English curriculum with the SNC 2020 curriculum using an eclectic model of curriculum development to identify similarities, differences, and changes in approach. Alternative assessment strategies will be used to analyze the curriculum, and qualitative research will be employed to understand the phenomena in context-specific settings. The sample consists of documents from the federal ministry of education and curriculum development websites, and the data is analyzed using an eclectic model extracted from existing models of curriculum development. The study will report the content analysis process and openly discuss its limitations, with trustworthiness based on a defined set of criteria.



Rationale for eclectic model

The eclectic model for curriculum development has been created by combining the strengths of multiple existing models, such as Graves, Taba, Tyler, and twenty principles of Language teaching. This is because each model has its own advantages and drawbacks. An eclectic model allows educators to take advantage of the positive attributes of different models while minimizing their disadvantages, resulting in a model that best serves educational purposes.

Conceptual framework of Eclectic model

Ralph W. Tyler's curriculum model, consisting of four major questions, emphasizes student-centered learning but has been criticized for relying too heavily on behavioral objectives and being too restrictive. Hilda Taba's interactive model takes external factors into account but has faced criticism for rigidity and limiting curriculum development to teachers rather than higher authorities. Wheeler's cyclical model is dynamic and responsive to ongoing needs, but confusion may arise from selecting learning experiences before content, and the increasing overload of content in modern education poses a challenge. Nicholls and Nicholls' cyclic model emphasizes situational analysis in determining objectives and suggests that curriculum development should not be static. Giles and his colleagues' model emphasizes the inter-relationship between objectives, content, learning experiences, and evaluation but doesn't differentiate between content and learning experiences and places learning experiences before content. Nation and Macalister's principles of language teaching stress the need for a carefully designed language course that meets the needs of learners and provides opportunities for them to develop their language skills effectively and independently. Evaluation is often neglected in curriculum design and involves judging the adequacy of a course and identifying areas for improvement. Overall, the process of curriculum design involves

analyzing the environment and needs of the learners, applying principles of teaching and learning to create a course that provides optimal learning support, selecting useful and balanced content, guiding format and presentation, and monitoring and assessing learning while providing feedback for improvement.

Validity of the model

The validity of a research study depends on the researcher's ability and effort in both qualitative and quantitative research. While quantitative research focuses on instrument construction, qualitative research emphasizes the credibility of the researcher. Content analysis is a method used to conceptualize research phenomena, and the structure of results should be equivalent and answer research questions. Qualitative methods require sensitive interpretive skills and creative talents from the researcher. The validity of the instrument (model) used in this research was supported through previous research and expert opinion.

Analysis and Discussion

There is a clear difference between the two curricula in terms of their goals and principles. The 2006 curriculum was designed to teach English as a foreign language and improve students' language skills, while the 2020 Single National Curriculum aims to provide a uniform education for all students and eliminate educational segregation. The SNC emphasizes technology and active learning for English language learners, while the 2006 curriculum resulted in passive learning. The SNC uses an outcomes-based approach to evaluate specific SLOs, while the 2006 curriculum focused on individual lesson memorization. Detailed comparisons of every aspect of the curricula are provided.

Table 1: Comparative analysis of English Curriculum 2006 and 2020

Features of curriculum	Curriculum 2006	SNC 2020
Vision of curriculum	English as a second language	To end educational apartheid
Philosophical paradigm of curriculum	Eclectic/ Pragmatist	Eclectic/Pragmatist
Principle of curriculum	Curriculum aims to provide holistic opportunities	Emphasis on language learning focusing pedagogy assessment and Skills
Content	Text types and themes and sub themes are added for content development	More themes and sub themes are added for content development
Context/ Cultural Domain	Focus on ethical and social norms of society Demonstrates Liberal attitude	Demonstrates religious/nationalistic outlook
Curriculum Design	Graphical and tabular form	Well narrated and pictorial and graphical representation
Pedagogical Domain	Limited information regarding pedagogy	More information has been added for teaching methods
Role of Teacher	Facilitator	Facilitator
Learning Theories	Learning strategies	Addition of learning strategies
Autonomous Learning	Student centered approach	Student centered approach

Features of curriculum	Curriculum 2006	SNC 2020
Learning Styles	Neglect relevant discussion	Neglect relevant discussion
Focus on Skills	R, W, O,F,S	Change in hierarchy of competencies O,R,F,S
Critical Thinking & Problem Solving	Critical thinking has been merged along with reading skills	Critical thinking has been merged along with reading skills
Social Skills	narrated the importance of social skills but no devised strategy and met	narrated the importance of social skills but no devised strategy and met
Communication Skills	Focused on communication skills	Focused on communication skills
Incorporation of ICT	No clear-cut policy or strategy of incorporating in class rooms.	No clear-cut policy or strategy of incorporating in class rooms.
Teacher Training	Minute details of teacher training	Ample detail of training and methods included
Evaluation and Assessment Strategies	Much information has been given	Rubric for assessment of listening and speaking added

Vision and Perspective of Curriculum

The aim of education is defined by the curriculum's vision and perspective, which can be introduced by government authorities or induced by learners and educational institutions. The 2006 curriculum is broad enough to be utilized in any school in Pakistan and is customized for each grade level. The 2020 curriculum aims to eliminate educational segregation and provide equal education opportunities to all children in Pakistan. It includes teachings of the Quran and the Sunnah, the view of Quaid-e-Azam, Muhammad Ali Jinnah, and Allama Iqbal, the constitution of Pakistan, national policies, and international commitments. The curriculum highlights certain values under different themes and sub-themes in accordance with the United Nations Sustainable Development Goals, including global citizenship, sustainable development, gender equality, diversity, and cultural contributions.

Philosophical Paradigm of Curriculum

The philosophical foundations of both curricula are similar, with no updates or differences in vision. The English Curriculum of 2006 emphasizes the need for formal language instruction due to the lack of opportunities for natural language acquisition in Pakistan. The curriculum prioritizes the use of English language in academic and social contexts rather than knowledge about the language system. Both curricula focus on integrating ICT in language teaching and adopting a skill-based approach. Although the curricula do not explicitly follow any specific philosophical school of thought, they seem to align with progressivism and pragmatist approaches to education.

Objective and Principle of Curriculum

The previous and revised English curricula differ in their objectives and principles. While the 2006 curriculum focused on teaching language skills, the 2020 curriculum aims for uniform education and language development for effective communication. However, both curricula do not follow a specific educational philosophy and the revised curriculum includes accommodations for children with disabilities. Overall, there is no significant upgrade in the philosophical underpinnings of either curriculum.

Content

The 2006 curriculum has detailed benchmarks and organized content guidelines. Both the 2006 and SNC 2020 curricula have instructions for content developers, including alignment with learning objectives, cultural relevance, and appropriate language. There are evaluation criteria for curricula, and the SNC aims

to provide uniform education, but some students may have different learning styles. The use of L1 to aid L2 learners is limited, and learner preferences are ignored. Implementing these principles requires resources and expertise, but could lead to more effective learning

Context & organization of Curriculum

Nichols and the CIPP model emphasize the importance of considering cultural and environmental needs in curriculum development. Tyler highlights the need for inductive input from both teachers and students to form learning outcomes and create educational content. The 2006 curriculum aims to develop language skills and competencies for effective communication in academic and social contexts, while also promoting lifelong learning. Both curricula are well-organized, but the 2006 curriculum is presented in a more graphical and tabular format, making it easier for readers to understand.

Pedagogical Domain

The pedagogical domain pertains to teaching methodology, learning theories, and the teacher's role. Both the SNC and Curriculum of 2006 share the same approach to this domain. However, the SNC underwent a rigorous review and identified two areas that needed improvement: pedagogical practices and assessment procedures. Teachers need to be equipped with the necessary skills to utilize resources fully and focus on improving language skills such as listening, speaking, reading, and writing. To address gaps in assessment procedures, sample rubrics were developed to assess all four skills and the affective domain. New teaching strategies, guidelines for content writers, and web-based resources for English teaching were also added.

Learning Theories

In summary, the pedagogical domain encompasses teaching methods, learning theories, and the role of teachers, while the curriculum provides guidance to teachers in implementing the curriculum. The Student Learning Outcomes of the National Curriculum emphasize improving language skills, such as listening, speaking, reading, and writing, through suggested assessment methods and teaching strategies. The curriculum also includes a focus on the affective domain, guidelines for textbook/content writers, and English-teaching web-based resources to support teachers. Competency 5 standard 1 is unique as it focuses on the moral and ethical development of students, with activities such as storytelling and promoting basic life skills. The curriculum incorporates principles such as progressiveness, practicality, motivation, strategies and autonomy, frequency, and depth of processing to enhance language learning and moral development.

Autonomous learning and learning styles

The concept of autonomous learning is briefly mentioned in both curricula, but it is often overlooked. While there is an emphasis on promoting independent learning and student-centered teaching, there are no concrete strategies in place for introducing autonomous learning. However, autonomous learning strategies can help students learn a language on their own, using multiple sources voluntarily.

The study found that the Single National Curriculum (SNC) is well explained and covers most of the 20 principles given by Nation and Macalister. The curriculum includes detailed instructions on formative assessments and feedback, end-term summative tests, and self and peer assessment. However, some principles are missing from the curriculum, including individual learning styles, learning burden, and teachability. The curriculum is divided into competencies and standards, with most of the principles of content and sequencing being present in the curriculum. The curriculum emphasizes the importance of vocabulary, grammar, and language systems and encourages reading from easy to difficult levels. Overall, while the SNC is well-designed, there are still areas for improvement, particularly in addressing individual learning styles and student readiness for learning.

Focus on Skills & Critical Thinking

Both curricula prioritize skills such as communication, critical thinking, problem-solving, and social skills. Language skills of listening, speaking, reading, and writing are taught separately or integrated based on need and purpose, with varying stages of development. While critical thinking is often associated with reading skills, it is a separate domain that involves analysis, interpretation, inference, explanation, self-regulation, open-mindedness, and problem-solving. Critical thinking is self-directed, and consists of four steps: collecting information, evaluating information, drawing conclusions, and evaluating those

conclusions. Critical thinking skills should be taught separately from other communication skills, but can be learned alongside them using an integrated model.

Social Skills

Competency 5 focuses on ethical and social development (C5, S1) where students develop values and attributes necessary for a multicultural society. The curriculum should cover sustainable lifestyle choices, safety, security, peace, tolerance, environmental awareness, and interconnectedness. The United Nations SDG target 4.7 emphasizes the importance of instilling values and attributes in children to become self-aware, tolerant, and mindful global citizens. The content should provide a diverse learning exposure and create awareness about contemporary ideas, issues, and themes. Texts reflecting diverse communities help inculcate values such as tolerance, sustainable living, and social cohesion essential for individuals to thrive in a multicultural society.

Incorporation of ICT

Both of the curricula have talked about the incorporation of ICT in learning and teaching language. But there is no clear-cut policy or strategy of incorporating in class rooms. Moreover, both curricula are silent on the methodology of using ICT in four major skills of communication.

Communication Skills

Both of the curricula discussed in the passage emphasize communication skills through competencies and benchmarks for reading, writing, speaking, and listening. Both curricula focus on five competencies, including oral communication skills, reading and critical thinking skills, formal and lexical aspects of language, writing skills, and appropriate ethical and social development. Standards and benchmarks are provided for each competency, such as understanding and articulating widely acceptable pronunciation, stress and intonation patterns of English language, enhancing vocabulary for effective communication, and producing academic, transactional and creative writing that is fluent, accurate, focused, and purposeful. The arrangement of these competencies differs between the 2006 and 2020 curricula.

Teacher Training

Teacher training is an important aspect of both curricula, with similar philosophies and planning. The SNC provides guidelines and emphasizes the importance of teacher training. Both curricula require pre-service and in-service teacher training programs to ensure effective implementation. The objective is to develop critically aware, self-directed, and reflective teachers who can adapt and supplement materials. Short in-service training programs should be conducted to help teachers teach the new curriculum using prescribed textbooks and handle supplementary materials. The differences between the two curricula are in the order of competencies, but teacher training remains a crucial component in both.

Evaluation and Assessment Strategies

Both curricula provide approaches and strategies for formative and summative assessment, but with different types of tests and development techniques. The SNC emphasizes language skill acquisition rather than memorization and discourages rote learning. However, comparing this section of both curricula shows no improvement or update in evaluation and assessment. Both curricula aim to eliminate rote learning, which requires a change in exam-based teaching and learning of language and inclusion of listening and speaking skills in the assessment. However, there is no clear policy in either curriculum for incorporating these skills in the evaluation procedure.

The second aspect of Nation and Macalister's 20 principles, which include format and presentation, is addressed in the new curriculum, with a focus on practicality and general activities. However, the motivation principle is missing, which raises concerns about how teachers will create interest in language learning. The curriculum includes principles such as four strands, comprehensible input, fluency, output, deliberate learning time on task, depth of processing, and integrative motivation. Autonomous learning is neglected, and there is no concrete strategy for its introduction. The Single National Curriculum (SNC) covers most of the 20 principles and provides detailed instructions for formative assessment and feedback to students, including student self and peer assessment. The curriculum aims to develop students' proficiency in English speaking, writing, vocabulary, and listening if implemented properly.

CONCLUSION

Both curricula have merged critical thinking with reading skills or assumed that reading automatically develops critical thinking. Critical thinking consists of collecting information, evaluating information, drawing conclusions, and evaluating those conclusions. Key critical thinking skills are analysis, interpretation, inference, explanation, self-regulation, open-mindedness, and problem-solving. Critical thinking skills should be taught separately and not merged with other communication skills. The approach should emphasize the appropriate use of language knowledge to improve students' ability to communicate effectively in real-life situations for various purposes. The curriculum needs to acknowledge the importance of teaching language knowledge and move forward to improve students' ability to use that knowledge.

Both curricula discuss the importance of using ICT in language learning, but neither provides a clear strategy for implementing it in the classroom or for teaching the four major communication skills. While ICT has been used in evaluation and autonomous learning, it has not been fully integrated into teaching methods. Both curricula offer approaches and techniques for formative and summative assessment, with SNC emphasizing the acquisition of language skills instead of memorization. However, the assessment methods suggested for testing students' abilities to use language in communication are still based on unseen texts and materials, and there is no clear update on evaluation and assessment. Both curricula aim to eliminate rote learning, and to achieve this goal, there must be a shift away from exam-based teaching and learning of language, with more emphasis on listening and speaking skills in exams. Overall, there is a need for clearer policies and strategies for incorporating ICT into language learning and for developing more effective methods of assessment that focus on practical communication skills.

To end educational apartheid, it is important to ensure adequate resources for implementing a single national curriculum. The curriculum development process should have a clear philosophical paradigm and set outcomes based on international standards. The involvement of stakeholders, including teachers and students, is crucial in the development process. The curriculum should focus on skill-based competencies and benchmarks, with an emphasis on independent learning and the use of ICT and blended learning. Traditional exam-based strategies should be restructured and reviewed, and modern tools of assessment and evaluation, such as open book exams and AI-based evaluation, should be adopted. It is important for educational leaders, teachers, administrators, and community leaders to take responsibility for addressing the needs created by societal changes and ensure effective implementation of curriculum revision efforts.

The idea of ending educational apartheid is good, but it should not be at the expense of ruining already developed educational institutions. The curriculum development process should have a clear philosophy and set outcomes based on international standards to prepare students for the global job market. The involvement of stakeholders, including students and teachers, is crucial. There is a need to end the exam-based strategy of teaching and learning and adopt a communicative approach. Autonomous learning and skill development should be introduced, and ICT and blended learning should be incorporated into teaching. Lastly, the method of assessment and evaluation needs to be updated to keep up with the changing times

REFERENCES

- Adirika, B. N., & Okolie, V. C. (2017). Examining models of curriculum development and processes: implications for African educational heritage and review. *Social Science and Humanities Journal*, 6, 325-342.
- Aggarwal, J. C. (1990) Curriculum Reforms in India; World Overview, Delhi, Doaba House Book Sellers and Publishers.
- Anthony, M. (2020). ARTICLE: 'Research Methods and Strategies Workshop: A Taxonomy of Research Gaps: Identifying and Defining the Seven Research Gaps.'. *Research gate*. Accessed January, 3.
- Asghar, J., & Butt, M. I. (2018). A critique of national curriculum for English language in Pakistan: Proposing cognitive strategy instruction for ELT. *Kashmir Journal of Language Research*, 21(1), 75-86.
- Asgharzadeh, R. (2009). The effect of teaching critical reading through critical discourse analysis on high

- Aslan & Guney,R. (2016). An evaluation of high school curricula employing element-based curriculum development model. *Journal of education and training studies*
- Atai, M. & Adriani, H. (2009). On the representation of Iran’s post-resolution nuclear issues in American news
- Baloch, N.A. & Hamid, M.A. (1980). Curriculum and teacher education, Jeddah king Abdul Aziz University.
- Bloom, B.S.etal. (1965). Taxonomy of educational objectives, Handbook on cognitive domain. New York: David Mackay Co. Inc.
- Butt, M., & Shahzad, A. (2019). The Agency of Secondary School English Teachers and National Curriculum Change (2006) in Pakistan: Challenges and Problems. *Journal of Research*, 13(1), 134-147.
- Chilton, P. (2004). Analyzing political discourse: Theory and Practice. NY: Routledge. editorials: A critical discourse analysis. *Iranian EFL Journal*, 5, 20-45. Iran.
- Clarke, P. (2001). Teaching and Learning. New Delhi: Sage Publication.
- Cohen, L., Manion, L. & Morrison, K. (2005). *A guide to teaching practice*. (5th ed.) London: Rutledge Flamer.
- Dewey, J. (1916) Democracy and Education. New York. Macmillan.
- Dündar, E., & Merç, A. (2017). A critical review of research on curriculum development and evaluation in ELT. *European Journal of Foreign Language Teaching*.
- Ediger M. & Rao, D.B. (2003b). *Philosophy and curriculum*. New Delhi: Discovery Publishing House.
- Ediger, M. & Rao, D.B (2003b). Elementary curriculum improvement. New Delhi, Discovery Publishing House.
- Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative content analysis: A focus on trustworthiness. *SAGE open*, 4(1), 2158244014522633
- Farooq R.A, Tuffazal Hussain. (1985) An Evaluation study of teaching of Pakistan studies at secondary level in Islamabad, Dissertation submitted by Tuffazal Hussain for M.Phil. arid Agriculture University Islamabad.
- Farooq, R. A. (1985). Institute of Pedagogy Research and Curriculum Development in Pakistan. Islamabad. Academy of Education Planning and Management.
- Farooq, R.A. (1994). Orientation of Educationists. Islamabad Pakistan. ASPIRE
- Fraenkel, j. R. & Wallen, N. E. (1993). How to design and evaluate research in education (2nd ed.) New York: McGraw-Hill Inc.
- Haider, G. (2016). Process of curriculum development in Pakistan. *International Journal of New Trends in Arts, Sports & Science Education (IJTASE)* ISSN: 2146-9466, 5(2).
- Huang, F. (2010). Curriculum coherence: A comparative analysis of elementary science content standards in people's Republic of China and the USA.
- Huma, A. (2013). Interpretive analysis of new teacher education curriculum reform introduced in Pakistan. Michigan State University.
- Jamil, B. R. (2009, August). Curriculum reforms in Pakistan—A glass half full or half empty. In Seminar on School Curriculum Policies and Practices in South Asian Countries, NCERT Delhi, India (pp. 10-12).
- Jonnaert, P., & Therriault, G. (2013). Curricula and curricular analysis: Some pointers for a debate. *Prospects*, 43(4), 397-417.
- Kulm, G., & Li, Y. (2009). [Curriculum research to improve teaching and learning: national and cross-national studies](#). *ZDM-The International Journal on Mathematics Education*, 41, 709-715.
- Kulm, G., & Li, Y. (2009). Curriculum research to improve teaching and learning: national and cross-national studies. *ZDM*, 41(6), 709-715.
- Lau, Diana. (2006). Analysing the curriculum development process: Three models. *Pedagogy. Culture and Society*. 29-44. 10.1080/14681360100200107.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge university press.

- Palupi, D. (2018). What type of curriculum development models do we follow? An Indonesia's 2013 Curriculum Case. *Indonesian journal of curriculum and educational technology studies*, 6(2), 98-105.
- Rind, A. A., & Mughal, S. H. (2020). An Analysis of Pakistan's National Curriculum of Mathematics at Secondary level. *Electronic Journal of Education, Social Economics and Technology*, 1(1), 39-42.
- Shamim, F. (2011). English as the language for development in Pakistan: Issues, challenges and possible solutions. *Dreams and realities: Developing countries and the English language*, 14(1), 291-310.
- Shamim. (2017). English as the language of development in Pakistan issues, challenges and possible solutions. *Research gate publications*
- Soto, S. T. (2015). An analysis of curriculum development. *Theory & Practice in Language Studies*, 5(6).
- Aktan, S. (2021). Waking up to the dawn of a new era: Reconceptualization of curriculum post Covid-19. *Prospects*, 51(1-3), 205-217.
- Wahlström, N., Alvunger, D., & Wermke, W. (2018). Living in an era of comparisons: Comparative research on policy, curriculum and teaching. *Journal of Curriculum Studies*, 50(5), 587-594.
- Warsi, J. (2004). Conditions under which English is taught in Pakistan: An applied linguistic perspective. *Sarid Journal*, 1(1), 1-9.