

## **Investigating the second phase of implementation in curriculum development process at primary level: a case study of a private school in Karachi**

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### **Abstract**

*The purpose of this study was to investigate how policy ambition of the curriculum was received and practiced by teachers and to assess the impact of the implementation process. The study examined an implementation process of an Outcomes-Based English Education curriculum in a private school at primary level of Karachi. The exact target of implementation was on: the initial introduction process, teachers' beliefs and attitudes, and classroom practices. This research was a descriptive and focused the implementation of curriculum at primary level. A case study method was used; two qualitative points: first to seek qualitative information and second point implementation in a curriculum development process at primary level of education. Classroom practices were focused to analyse and evaluate the research. Data was collected from the teachers of primary level of the school. Findings revealed that the curriculum implementation was demanding as policy to regulate with practices. The data will help to understand teachers' beliefs about the concept of the curriculum implementation process, and classroom practices of primary grades English lessons. The data will help to understand the concepts of teachers about curriculum implementation and shows that how curriculum is being implemented in primary level. Results from this study, contribute to the broad topic of educational change in the Single National Curriculum (SNC) concerning curriculum implementation processes from a local context or point of view. At the same time, it contributes to the debate about curriculum change, and highlights factors that are context specific which may assist in local implementation processes.*

**Keywords:** curriculum development process, classroom practices, Single National Curriculum (SNC)

## **Introduction**

The research contains the background information about the topic. It begins by describing the significance of study and then presents the objectives of the study. The research's main purpose followed research questions. After it discussed methodology, research design, research strategy and sample design after the session analysis and talked about discussion and evaluation.

**Research context:** This section has two parts. The first part describes the geographical location, historical and socio-cultural features of the country. The second shows the types of the educational system practiced in Pakistan before .These are discussed to show the education system and implementation of curriculum in primary level in English and also discussed about curriculum and national single curriculum.

## **Brief background of Pakistan**

Pakistan is bordered by India to the east, Afghanistan to the northwest and Iran to the west while China borders the country in the northeast. Karachi is the largest city in Pakistan and the twelfth largest city in the world. It is located in Sindh province. It is the capital of the Pakistani province of Sindh.

## **Traditional education**

Traditional education is still being performed in many rural areas of Pakistan. In school and colleges, outdated curriculum is being taught which is destroying the education standard of the country. The government must examine the educational system of rural areas to overcome this sure formula for disaster. The curriculum of (2016) has been developed to increase the quality of learning opportunities through formal instruction over the twelve years of schooling in Pakistan. Language is a developmental process and cannot be confined within the boundaries of the academic year. Hence, benchmarks have been defined for recognizable stages of schooling in Pakistan. At\ the same time, keeping the practical needs of the teachers and school administrators in mind, student learning outcomes have been provided grade-wise. (National Curriculum for E N G L I S H L A N G U A G E Grades I – XII 2006)

## **Single National Curriculum**

Curriculum Development the collective experiences of English language curriculum developers and teachers, particularly those from within the public sector schooling system, point at the need for prioritising development of the following competencies in learners:

- Oral Communication Skills (listening and speaking)
- Reading and Critical Thinking Skills
- Formal and Lexical Aspects of Language
- Writing Skills
- Appropriate Ethical and Social Development

For developing the existing curriculum, firstly the language needs of grade I-V students were considered. With these needs as the starting point, competencies and standards for learning were developed

### **Education tension**

Issue of the education the implementation of curriculum in English in primary level and the enrollment of class teachers in curriculum awareness of the teacher about curriculum. Both curriculums also has been discussed (2016 and 2020)

### **Policy of education**

As of January 2021, Pakistan vows to raise the literacy rate from 58% to 70% in four years by providing school access to approximately 22.8 million students, improving the education system for all age groups through the application of modern technological resources.(wikipedia)

The development of every country is based on the standard education that is delivered .It mostly depends on the curriculum system.it was the focus of the research to evaluate the implementation of the curriculum in primary level. Curriculum refers to the knowledge and understanding the students that walk away with the end of the lesson and link it with the curriculum system so it can be defined as a prior knowledge of students it combines the previous knowledge to understand as we all know that the curriculum system play an important role in every field if it is effectively managed according to the situation that is being faced by every person in every particular moment. Curriculum refers to the concept and understanding of students. If we link it with the curriculum system so it can be defined as prior knowledge.

As we are focusing the area of education second level/phase of implementation in a curriculum development process at a local context at the primary level of education. Things are going on, as we all know that Sindh is a province of Pakistan and Karachi is the one the biggest city of the province. As we know every area has a different environment .

### **Problem statement**

The study attempts to develop a framework for promoting the implementation of curriculum in primary level. The current layout of the curriculum implementing primary schools have been reviewed and analyzed to identify gaps as well as suggest a viable framework for improvement of the curriculum implemented in the private schools in Karachi.

### **Significance**

The reason of the study is to give solution that could help to implement curriculum in better way in primary level so that curriculum should be fruitful for every learner and teachers as well, the problem is to be solve in this research is that the teachers of primary level must know about the curriculum the importance, objectives and the main area to be implement in the small levels of school, teachers are main part of whole the system so they must be aware about every conditions

of system. Without the involvement of teachers it's most difficult to provide quality education and it's also difficult to be a developed country.

As the research is based on implementation in primary level grade one English lesson , so it's being observed that , is in English subject curriculum is being implemented properly , the teacher is teaching the learners so is he/she aware about the curriculum of English and the teacher is agreed about it that the curriculum is developed well and it's quite possible to implement in the classroom .by this research the teachers of private school of primary level will be well aware of the circumstances that they are facing and comparing it to present educational policies could give them an idea that what they actually need for their students because these are the wealth of a nation which should be fully focused and should be given their proper rights as well teachers are the builder of the students and also nation it's also their right to be aware about curriculum and they must know the implementing in the classroom. In this research our educational related staffs and even the educational minister can take the benefit to implement a certain curriculum system in Karachi that could be helpful for the development of students and. by this research and awareness can be created in the atmosphere of education system that the resources should meet up human resources as well which means that the educational authorities should make up proper internal curriculum system based on the geographic location and should look up for the up to date whether it could be in the sense of teachers training programs, implementation of new technologies, changing of syllabus, changing the way of teaching, or even greater involvement of students in education related fields in order to build up their interest again these all are part of curriculum system of any area if it is Karachi so planning could be according to it , students should be taught according the needs of the area ,the must know the demand of area . Every area or we can say every province has their own norms, values and beliefs , so the curriculum must be designed based on the basic needs of the students and the teacher must be involved in that and must know how to implement it in the class.

### **Objective**

There are two objectives of this study:

- To investigate primary teacher awareness of National Curriculum of English Language 2006
- To explore the perception and beliefs of the teacher in implementing of the National Curriculum of English Language 2006

### **Research question**

- How was the National Curriculum of English Language 2006 introduced to teachers?
- How do teachers implement the National Curriculum of English Language 2006 in their English lessons?
- What are teachers' beliefs and understandings of the National Curriculum of English Language 2006 and why do they have those beliefs and understandings?

### **Methodology**

Raw idea: to do qualitative research as a case study by taking interviews of 4 English language teachers of grade 1. The nature of data and information Qualitative method of data collection was used. The responder was 4 and there were teachers to respond. Research strategy **Case study** strategy was used for this research.

The research study was conducted in primary schools of and 4 responder primary levels participated in the data collection. In the following research, the people who responded to 80% of sampling were selected from the target population. The sample of the study was selected through convenience sampling procedure according to the nature of primary level of data and information was collected through a series of self — made questionnaires and primary sources were used to gathered information from the private schools Karachi

### **Data Analysis**

This study had two points of focus, the first of which was: to seek qualitative information from teachers as important stakeholders to determine how policy intentions align with practices when a curriculum is implemented. This study investigated the second level/phase of implementation in a curriculum development process at a local context at the primary level of education.

The data will help to understand teachers' beliefs about the concept of the curriculum implementation process, and classroom practices of primary grades English lessons. By doing that, this study contributes to the broad topic of educational change in the Single National Curriculum (SNC) concerning curriculum implementation processes from a local context or point of view. At the same time, it contributes to the debate about curriculum change, and highlights factors that are context specific which may assist in local implementation processes of the current SNC proposed by the Government of Pakistan Ministry of Education Islamabad.

### **Discussion and Conclusion**

In my research the curriculum I did a questionnaire called for data collection and my close questionnaire data was inside of that 1 asked 50% percent question. Related to this and after that 1 divided both into independent and dependent variables and approximately responded within a majority of teachers 4 teachers ,test showed that all accepted to modals the Alternate hypothesis is accept and null hypothesis .the curriculum implementation impact schools progress or education system. To the individual questionnaire see individual frequency analyzed.

The purpose of this research study was to study curriculum implementation system on education system a study of primary level schools in Karachi. To the qualitative procedure and descriptive design of data collection was used and developed questionnaires were provided to respondents. The study was data collected to primary level of schools Karachi the total responder were 4 and asked to 50% questions . Responded almost respond within a majority of teachers in primary school. To the individual questionnaire see individual frequency.

### **Recommendation**

In their qualitative method was used for data collection in which responded bitter not expresses their perception and opinions entirely. The present study shows that there is curriculum implementation on the education system primary level of schools. There have some weak points of curriculum. It will be helpful to the class teaching in their growing career. To thought out the school staff don't collectively brainstorm on resolutions to provide of effective learning it provide a good faculties of their learning. It is also importance the staff and students are committed to school values add to something more for the improvement in the school

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