DIFFERENCES IN PEDAGOGICAL APPROACHES ACROSS PUBLIC

AND PRIVATE SCHOOLS IN PAKISTAN:

IMPLICATIONS FOR SINGLE NATIONAL

CURRICULUM

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CERTIFICATE

This is to certify that this thesis entitled: "**Differences in Pedagogical approaches across Public and Private Schools in Pakistan: Implications for Single National Curriculum**" submitted by **Baneen Batool** is accepted in its present form by the PIDE School of Social Sciences, Pakistan Institute of Development Economics (PIDE), Islamabad as satisfying the requirements for partial fulfillment of the degree in Master of Philosophy in Public Policy.

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I _Basees Batool_ hereby state that my MPhil thesis titled _____ is my own work and has not been submitted previously by me for taking any degree from Pakistan Institute of Development Economics or anywhere else in the country/world.

At any time if my statement is found to be incorrect even after my Graduation the university has the right to withdraw my MPhil degree.

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Signature of Student

Basees Batool
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DEDICATION

This work is dedicated

To

My beloved sister Masooma, my husband and all family members

Their continued support, motivation, and guidance made this work come to fruition.

ACKNOWLEDGEMENT

ABSTRACT

This thesis employs qualitative research technique and exploratory research design to compare the quality of education in public and private schools of Islamabad, existing in same localities with similar socio-economic profiles. It intends to examine the teaching methodologies, broadly categorized into teacher-centered vs. student-centered pedagogical approaches, across public and private schools of the capital city that influence the 'fair, equal, and high-quality education' objective of the Single National Curriculum. The study has been developed through content analysis of SNC to identify its objectives and the certain obstacles it has faced during its earliest rounds of implementation in achieving the goal of 'uniform education for all.' Through teacher's semi-structured interviews and the class observations of public and private schools of primary level in Islamabad, the paper finds out that the differences in teaching approaches is the main reason hindering the achievability of uniform education system and equal, quality education across all the sectors. Based on the result of the study, this research ends on a recommendatory note by emphasizing on capacity building of the teaching staff and also suggested improvement in the physical infrastructure of schools, especially in case of public schools, in order to meet the objectives envisaged by the SNC. Findings from this research will help policy makers in educational sector to prioritize their efforts to focus more on pedagogical approaches which are most important for achieving uniform and quality education for everyone and will also help in future for better implementation of SNC.

Keywords: Pedagogical approaches, student learning outcome, teaching methodology, public and private schools, Single National Curriculum.

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LIST OF ABBREVIATIONS

NCE   National Curriculum Framework

SNC   Single National Curriculum

SCL   Student-Centered Learning

SLO   Student Learning Objective

TCL   Teacher-Centered Learning

CHAPTER 1

INTRODUCTION

Teaching is as a systematic process of transmitting knowledge, attitudes and skills in accordance with professional principles (Ayeni 2011). Traditionally, in educational institutions, instructors and teachers function in a paradigm in which they are required to convey knowledge to students in the form of "information transfer" (Fischer & Hänze, 2019). In this teaching method, students obtain information from teachers and memorize that information, thereby not developing their critical thinking, problem solving and decision-making skills. This process is considered to be traditional learning style, also called as teacher-centered learning and passive learning. These methods are least practical, and more theoretical preventing learner from expressing themselves and discouraging them from asking questions 0and engaging in logical discussions which affects student's learning outcomes.

Michel et al, 2009 study shows that our educational institutions have been following this method of teaching for many years. However, a pedagogical transformation is taking place whereby teaching methods are transforming from teacher-centered to student-centered. The latter are aimed at enhancing active learning, critical thinking and student learning outcome. Teaching, according to Ayeni (2011), is a process that entails inducing desired changes in learners in order to attain particular results. Ganyaupfu (2013) claims that in order for a teaching approach to be effective, teachers must be familiar with a variety of teaching approaches that acknowledge the amount of complexity of the subjects to be addressed.

The purpose of present study is to assess the pedagogical approaches in public and private schools of Islamabad, Pakistan. Pedagogical approaches are the wider techniques that are used to help students achieve desired learning outcomes. In this process, teachers are the main instruments as they employ these methods of teaching for students according to content and learning capability of students. Teachers should be able to identify which teaching method will properly support a particular learning outcome. To make the most appropriate choice, an instructor should consider students' needs and impart knowledge according to the learning. [1]

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[1] https://www.prodigygame.com/main-en/blog/teaching-strategies/

The ability and competence of teachers are considered to be the significant characteristic that are required to produce a competitive conductive learning environment for students. In this regard, the challenge for the educational institution is to ensure that the quality of education is sustained across many learning styles that exists within a classroom (Michel et al., 2009). The educational sector of Pakistan not only has a different kind of education system in the form of public, private, and madrassa education system, but also encounters the problem of different pedagogical approaches in these different educational institutions. Due to this, Pakistan is failing to achieve its objective of equal and quality education for everyone (Ahamad et al, 2013).

Recently, the government of Pakistan introduced the Single National Curriculum (SNC) 2020 with the objective of achieving fair and quality education for all. The SNC policy is for all the education institutions, and it is to be implemented in both public and private schools and also in madrassas with the hope of equalizing the learning outcome across all the schools. This research suggests that to ensure effective learning outcome for all, the guidelines for teachers on how to teach should include different kinds of teaching approaches that take into account the learner's learning style (Cuthbert, 2007). Researchers have found that teaching needs to be diverse in order to enhance active learning and increase classroom productivity. Effective teachers recognize their students' learning methods and improve teaching approaches according to them, and effectively address each learning strategy (Gomez, 2009). Student learning outcomes depend on teacher teaching methods and approaches as they take under consideration the students' learning style which directly impacts the students' learning outcomes (Keith Trigwell et al, 2007).

1.1 Statement of Problem

Farooq et al, (2017) Research shows that in Pakistan the main reason why school outcomes are poor is the lack of teacher motivation which inhibits them to adopt a student-center approach or any new method of teaching approaches. The educational institutions of Pakistan have multiple types and styles of teaching methodologies which lead to different quality of education and learning outcomes for students belonging to different classes and studying in different sectors. Public and private schools follow different pedagogical approaches which can intensify the inequalities that already exist in the learning environments of these schools (Farooq et al, 2017). This research aims to understand the differences in teaching styles adopted by the teachers in

public and private schools in Islamabad and the implications of these for the smooth implementation of SNC.

1.2 Research Problem

Teaching approaches and styles vary across school structures including public and private schools (Abbas and Hussain, 2018). Public school systems are inclined toward the traditional teaching approaches. The reasons behind this are manifold as either teachers are often not updated according to the newly emerging educational methods and techniques, or the resources are not sufficient for different activities other than class-room experiences that might enhance productivity, or the strength of the students in a single room is usually way more than the capacity of the room as well as teacher to accommodate, or all. These problems also exist is low-profile private schools that charge minimal fees as compared to hefty-fee charging institutions. It is these schools that are taken into consideration in comparison with the public schools for this research work. Henceforward, wherever the term 'private schools' is used, it denotes the schools, that operate in small localities, and have no multiple branches of their schools.

In the overall comparison of public and private schools, however, the private schools are to some extent able to update the system according to the demands of the competitive market (Ashraf, Azam &-Hafiza, 2016). These differences is adaptability according to evolving market needs lead to differences in students' learning outcomes and create educational inequality in Pakistan.
To overcome this predicament, the government of Pakistan recently introduced a new Single National Curriculum (SNC) in 2020, with the main goal to ensure a uniform standard of education in the country. This study analyzes the differences in pedagogical techniques in public and private school systems of Islamabad which they are practicing and whether these differences impact student-learning outcomes, despite a uniform curriculum.

1.3 Research Questions

This study employs a qualitative research approach to address the following questions:

1. What are the pedagogical approaches being used across public and private schools in Islamabad?

2. How do these approaches, practiced in public and private schools of Islamabad, impact student-learning outcomes- particularly those emphasized by the SNC.

1.4 Objective

The objective of this study is to identify teaching strategies across public and private schools as well as their implications for SNC. Specifically, this study aims:

1. To compare the pedagogical approaches of both public and private schools of Islamabad based on differences in teaching methods.
2. To examine teacher qualification and teaching practices (across private and public schools of Islamabad) which may influence the objective of fair and high-quality education under SNC.

1.5 Policy Context

Differences in pedagogical approaches in Pakistan's public and private educational sectors can have implications for the successful implementation of the SNC, which has the objective of introducing uniform and inclusive education in the country. This research identifies the nature of these differences.

1.6 Significance of the Study

Single National Curriculum (SNC) 2020 is an important policy initiative in ensuring educational equality as differences in teaching methodologies can affect the student learning outcome and create educational inequality. Both teachers and teaching methodologies are essential for quality and uniform education for all. The present study analyzes differences in pedagogical approaches of public and private schools as well as their relevance for the proposed curriculum. The results of this study will be helpful for policymakers, academicians, teachers, and heads of education institutions to understand what are the problems which still exist and are creating hindrances to achieve one equal level of education and opportunities.

1.7 Explanation of the Key Concepts

Pedagogical approaches have been evolving over time and several changes and improvements have been witnessed in these approaches over the past decade. Earlier approaches, based on traditional styles relied on the memorization of the content. In this situation, the lecture would be delivered by the teacher, and the students would take on a passive role. As a result, students'

knowledge was restricted and depended on teacher's knowledge and experiences. Moreover the main resources used in this context are notes and textbooks, while learning assessment is just through the final examination. This method is also known as passive learning and teacher-centered learning (Cui, 2013).

More recently, the approach which is getting preference in the educational institutions is active learning or student-centered learning approach which builds on intellectual growth of students. In this scenario, teacher acts like a facilitator in the process of imparting knowledge to students. Meanwhile, students gain knowledge by questioning and experimentation. This method of teaching is also known as student-centric, active learning method (Rachman, 1987).

Many other related approaches of learning are also being practiced in educational institutions to enhance the student learning outcome. These are cooperative learning, experimental learning, problem-based learning, and participative learning. However, all these techniques fall under the broader banner of active learning and are also connected to student-centered approach which aims to enhance student productivity and critical thinking and achieve effective student learning outcomes (Atta et al., 2021).

One of the principles of student-centered learning, according to the European Students' Union is a preference for 'enabling over telling:' "In simply imparting facts and knowledge to students (telling) the initiative, preparation and content comes mainly from the teacher. The student-centered learning (SCL) approach, aims to give the student greater responsibility enabling the students to think, process, analyze, synthesize, criticize, apply, and solve problems, etc." Within the Bologna process, in particular, the objective of employability and the related focus on skill development lead to a request for innovative teaching formats (e.g., German Rectors' Conference, 2013; Schaper, 2020). The teaching approach in Pakistan usually is the teacher-centered approach. It is a traditional teaching approach but now in modern education system, it is not considered an effective teaching method (Thomas & Qazi, 2012).

In this research, I investigate and identify components of teaching approaches that are effective in improving student-learning outcomes. The study uses two teaching approaches; teacher-centered approach and the constructive approach which is known as the student-centered approach. I have attempted to analyze which practices are prevalent in public and private schools in Islamabad and how these approaches make an impact on student learning outcomes.

1.7.1 Student-Centered Approach

There are different teaching approaches which are being practiced in different education institutions but two main teaching approaches which are well-known are teacher-center teaching approach and student-centered teaching approach, commonly used in educational institution. In this thesis I also use these two approaches to understand the differences of teaching pedagogy across public and private school of Islamabad.

Through Student-centered approach we can achieve the objective of SNC 'equality and quality education". Student-centered learning, referred to as active learning or a learner-centric approach, refers to teaching approaches that move the attention of education away from the instructor and onto the student. In a nutshell, student-centered learning aims to promote learner's autonomy and independence by putting responsibility for the learning path in the hands of students by imparting skills, the foundation for learning a specific subject, and the schemata required to meet the specific performance requirement. Student-centered education emphasizes skills and practices that promote lifelong learning and problem-solving independence. The constructivist learning theory stresses the learner's crucial role in generating meaning from new knowledge and past experience, which is the foundation of student-centered learning theory and practice (Student-Centered Learning, 2022)

Harrington & Debruler. (2019) identify four characteristics of SCL approach:

- Voice
- Choice
- Competency-based development
- Teacher monitors the student needs

In the SCL, students are independent and have both voice and choice. This implies that students independently discuss their opinion and interact equally and collaborate with each other. Teacher plays role just as instructor and monitors the work of students and guide them according to their needs.

Competency based system Learning refer to the system of assessment, instruction, and academic performance. Competency-based learning accepts the reality that everyone learns differently and that everyone should be allowed to advance at their own speed while expressing their knowledge (Ali, 2019).

Student needs are properly monitored in a student-centered learning environment. Technology is utilized to track students' progress as well as to help teachers and students analyze and alter their learning paths. "Assessment can be formal or informal, summative or formative, observational, anecdotal, via portfolios, rubrics, or projects, but ongoing monitoring of student progress is key to personalization of the learning experience" (Harrington & LeBlanc, 2019).

1.7.2 Teacher-centered approach

This approach is the one where class activity is centered on the teacher. Everything is based on how the teacher may present, practice, and produce lessons as the current (Kanorio & Mse, 2016). For example, in the most cases under the traditional approach, teachers issue orders in the class and exercise control full on what is happening in the class.

The study seeks to find out to what extent government and private school teachers use these approaches. Previous research suggest that successful and active teachers take into consideration the student's learning method when designing lesson plans and throughout the delivery of teaching Gomez (2009). The students' views, predilections, and experiences were not measured. There is very limited research using qualitative methods which consider students' and teachers' views and experiences in recognizing effective teaching approaches. This study discusses teaching approaches that have been determined to be useful for a single national curriculum policy.

1.7.3 Comparison of SCL &TCL

Teacher-center approach

Student-center approach

- Formal authority
- Knowledge is direct
- More-focus on memorization
- One dimension view
- Learning depend on teacher

- Student have voice and choice
- Teacher are facilitator
- Multidimensional testing
- Discussion
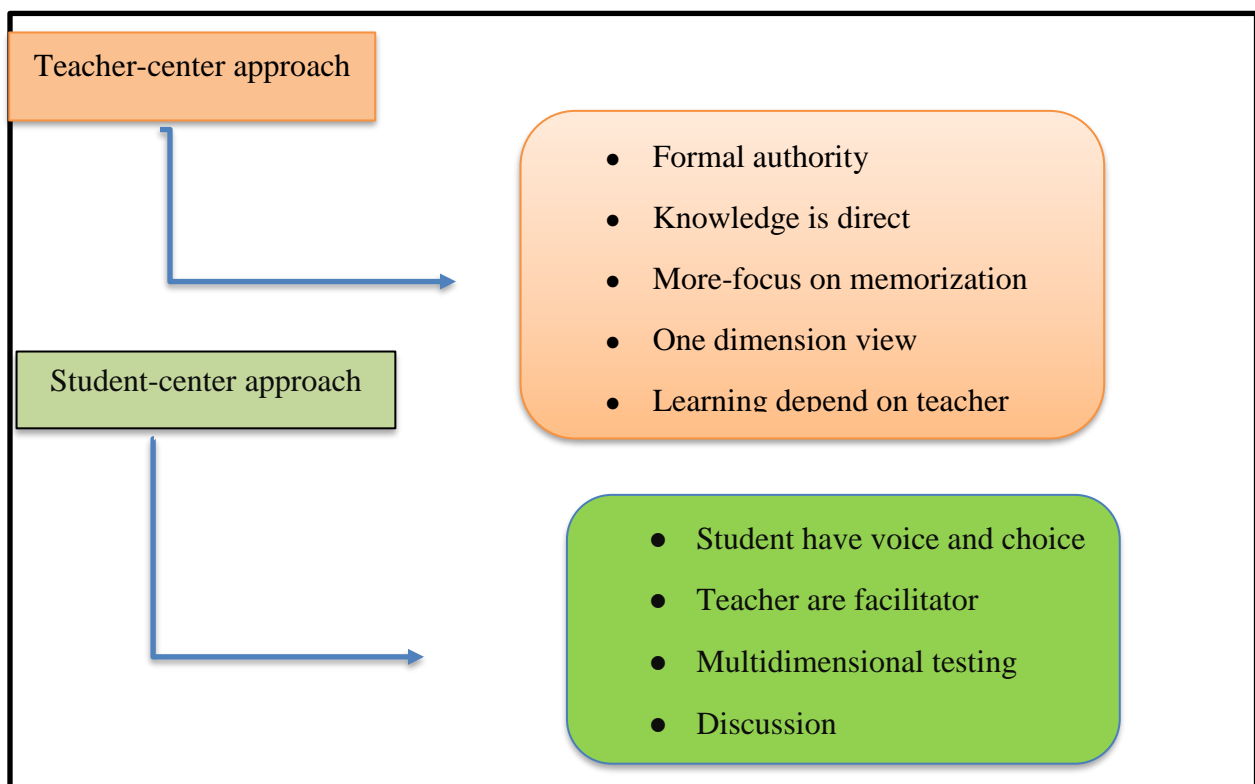
CHAPTER 2

REVIEW OF LITERATURE

Strengthening the quality of education has become global agenda at all educational levels and particularly at the primary level. The quality of foundational education not only prepares an individual for the subsequent educational levels but also equips them with basic life skills. For the last several years, emphasis has shifted from "Access to Education" to "Quality of Education" which is now an underlying concern of the international community. The World Declaration on Education for All (EFA) in 1990, committed countries to improve education quality. Particularly, goal 6 of the EFA goals stresses improving education quality (UNESCO, 2000). The EFA's 11th global monitoring report highlighted global learning crises and revealed that at the primary level one-third of children are unable to learn the basics whether the child attended the school or not (UNESCO, 2014). SDG 4 also puts emphasis on the quality education that improves learning outcomes. It advocates that to improve the quality of education, teachers should be empowered, professionally qualified, well trained, recruited on merit, and supported by efficient and resourceful governance systems (World Education Forum, 2015). The EFA 12th global monitoring report viewed the progress made in this field during the past 15 years (2000-2015). The report revealed that the teacher's quality training and unavailability of textbooks and resources remained significant challenges for improving the quality of education (UNESCO, 2015). This study also focuses on teachers' teaching method because delivering the quality education and student learning outcome depends on teachers' teaching methods.

2.1 Education equality

The theory of social justice by John Rawls also underscores the objectives of the Single National Curriculum i.e., everyone should have the same opportunity and equality and same educational quality. However, different teaching approaches and styles adopted in schools representing different socio-economic classes are creating educational inequality, which also affects students' learning outcome (Holtfreter, 2005). Social justice in education focuses on curriculum choices and how they can be used to broaden the minds of their students. In the social justice framework, the

curriculum is specifically selected to broaden students' global perspectives by incorporating different perspectives and challenging views. The social justice education framework focuses on this and encourages students to use analytical thinking (Walker, 2006).

According to previous research, the quality of the education system is unsatisfactory because the government prioritizes quantity over quality. Government opens public schools however pays little attention to quality especially on teachers' training and other basic needs of school (Awan & Rubab, 2020). Without working on teaching methodology, teaching quality, and teaching responsibilities, it is unlikely that the goal of quality education can be achieved. Teachers are the primary agents and sources of providing quality education. In a case study of district Narowal Tehsil, Shakar Garh, research indicates that the performance of the private school is much more satisfactory than a government school due to this reason. Government should work on teachers' teaching styles to reduce the gap between public and private schools (Awan & Rubab, 2020).

The quality of teacher which is key aspect in any education system, is poor in Pakistan. And the reason behind that is low level of education qualifications required to become a primary school teacher and also the system of nepotism which is effecting the quality of teachers in public school and also in private school. Low salaries of primary level teachers of public and some private schools are also the reason of low quality of teachers, as firstly because of very low salaries teachers do not give adequate attention and take less interest in students' learning which effects the education's quality (Rasool, 2007). Secondly, poor working conditions, low prestige factor, and low salaries also play a role in not attracting the best candidates suited for the teaching jobs. Education equality is the main component which needs to be emphasized first. Education equality between genders, classes, in teaching content and method and in many more aspects need to be focused to achieve uniform learning outcome in public and private schools (Sarmad et al, 1988).

2.2 Teaching methodology

A teacher plays an important role in the teaching and learning activities because he or she follows the curriculum to ensure that learners receive all of the necessary knowledge throughout the year. The basic goal of teaching at all the levels is to make a substantial difference in the learner's life (Jalbani, 2015). The majority of traditional methods have been teacher-centered, with limited room for activities for the students, making them passive learners and hence taking classes from the

teacher without substantial increase in their knowledge or the level of their engagement with the subject matter. This approach has been least practical, more theoretical, and memorizing-centric (Dunbar & Yadav, 2022). In contrast, because they support the concept of discovery learning, more effective student-centered approaches are promoted (Brindley, 2015). Most professors nowadays use a student-centered approach to encourage students' curiosity, analytical investigation, critical thinking (Hesson & Shad, 2007). Teachers must adopt the approach and methodology that best matches the student as well as the objectives and expected outcomes while transferring knowledge. The majority of students' low academic performance in many subject areas is mostly due to instructors' use of inadequate teaching methods to impart information to pupils, and hence teachers must be familiar with a variety of teaching tactics (Adunola, 2011).

2.3 Different teaching methodologies

Student-center approach   **Teacher-center approach**

- Cooperative learning approach
- Active learning
- Observation
- Experimental learning
- Game-based learning
- Project-based learning

These all methods of teaching focus of student-center approach

passive learning approach

direct learning
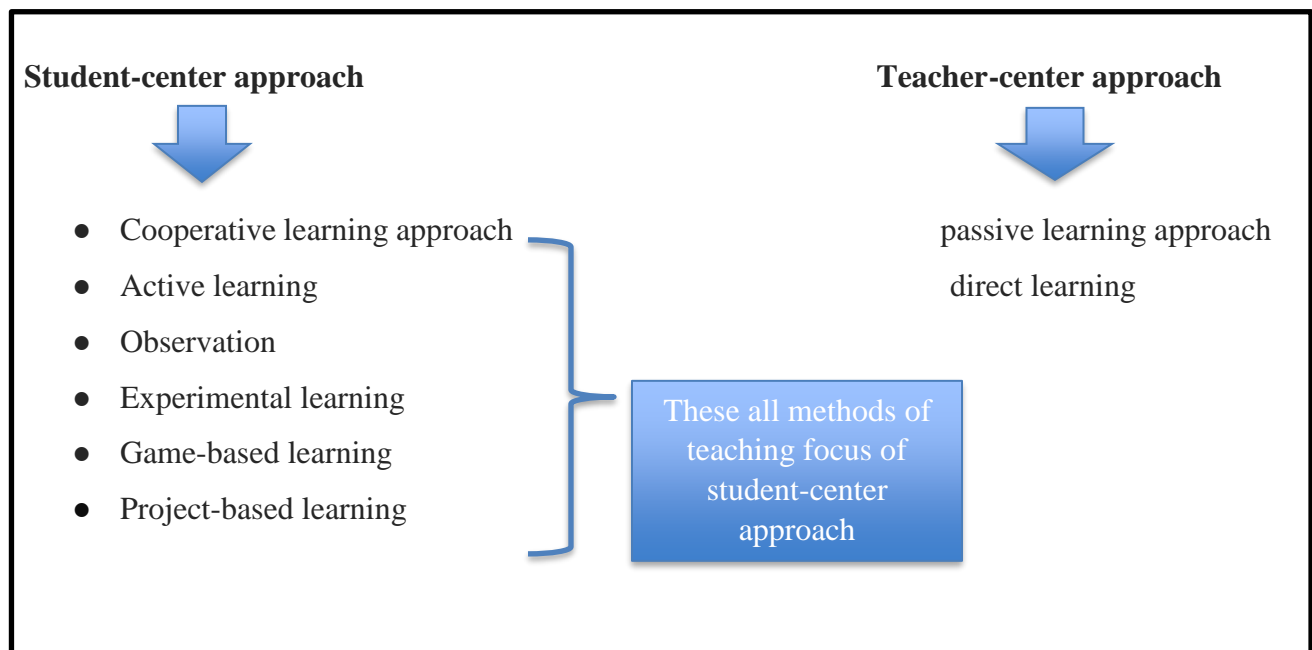
Figure 2.1: Different types of teaching methodology

The effective teaching skills is reflected in teacher preparation, adult learning concepts, and the use of modern technology in educational contexts by teaching staff. To deliver a good education and generate excellent graduates, teachers must combine subject matter knowledge with effective teaching talents (Biku et al., 2018). By recognizing students as self-learners and innovators, it is possible to assist them in raising questions and inspiring them to learn by utilizing effective teaching techniques. They are also encouraged to expand their knowledge. In order to deliver

successful education and produce great graduates, teachers must connect their knowledge and teaching abilities (Beausaert & Wiltink, 2013). Despite the fact that teaching quality has an impact on students' learning outcomes, it continues to face a variety of obstacles from all sides. In the education industry, there are still gaps between what students demand and instructor preparedness for providing relevant lectures (Dr. Isa & Dr. Mammam, July).

Different studies show that teachers play a significant role in students' lives to achieve quality education. The effectiveness of all schools depends on equipping the teachers with requisite practical teaching skills (Maria et al., 2012). The study by Khawal & Ajmal (2019) shows that student learning depends on teacher. In the comparison of public and private teachers, research shows that they are successful in maintaining the discipline in both sectors. They are also properly qualified and skillful in their relative fields. But, the training for teaching, instructing, and shaping the students' life is a school administration's duty as it is not readily known by the new-teachers. In the comparison of private and public-school teacher quality training and skill enhancement, the public-school teacher training is very less as compare to private school due to which quality education suffers. However, the important thing needed to improve quality of education is the qualification of teachers as well as their improvement in their teaching style in both public and private sectors (Khawal & Ajmal, 2019).

Previous research shows that the failure of Pakistan's education system is because of two reasons, one is lack of basic requirements in schools e.g., infrastructure, human resources, physical and financial requirements) and the other is lack of teacher motivation which inhibits them to adopt a student-centered approach or any new method of teaching approaches. Countries now moving towards different teaching methods as learners' requirement (Thomas & Qazi, 2012).

There are some effective teaching strategies have been discussed by Gomez, (2009) through different models, in order to identify an effective teaching strategy. The research study is based on grounded theory which in turn is based on learner experience. The study identifies student needs related to learning and develops lesson plans that efficiently address the learning method that coexists in their classroom. There should be considerable interaction between teachers and students related to learning preferences. This can be accomplished with simple surveys that teachers can prepare. These suggestions could potentially improve students' learning ability and promote appropriate academic development (Gomez, 2009)

In the comparison between public and private schools, Rafique (2022) district Mensehra Pakistan found out teachers at public schools are well-trained, but the administration and management do not provide recourses to assist students perform better, and most public schools do not have blackboards and instead utilize any board attached to a closet. Teachers in private schools, on the other hand, have the ability to employ various charts, models, computers, and other audiovisual aids and photos, among other things. Furthermore, in private schools, only 25 students are assigned to each instructor in a classroom, but in public schools, the average number of students assigned to each teacher in a classroom is about 50. As a result, private school performance is improved than private school (Rafique, 2022).

The education system is evolving and creativity and innovation are essential elements of modern education. The climate of innovation is necessary for public and private schools to educate children in a modern teaching method. Fidan & Erkocak (2015) show in their study that private school teachers are more innovative, intrinsically motivated, and creative than public school teachers. The reason is that private schools are relatively small, provide better conditions, and allocate more resources to schools than public schools. Nevertheless, opportunities and resources in Pakistan are still insufficient in public and private schools to keep up the innovation with the modern needs.

Another study shows that the differences between public and private schools are due to the differences in instructional supervision and monitoring systems (Azam & Ali, 2020). In a comparative analysis, author highlights and compares the public and private schools and indicates that government schools are much better in all physical facilities than private schools. However, private schools have better instructional supervision and monitoring systems; for this reason, private schools show better results in the exams than government schools. Despite having all the resources in government schools, the government fails to achieve quality education. The government needs to apply proper check and balance mechanisms to improve the performance of public schools (Ali, 2020).

A study by Farida & Madiha (2000) shows that private head-teachers focused on co-curricular activities in the institute while in comparison government school head-teachers performed well for administrative planning for the year. The activities are not considered in public school as an effective tool of learning. Public schools are more focused on theories because of these types of differences in public and private schools both are in different direction which effecting student learning outcome. Private school performance inputs are preferable to public school performance

According to another study, performance judgements are used to improve teaching quality by assessing levels of knowledge, methodology, classroom setting, instructor motivation, and students' behavior. According to the study, performance evaluation in private schools is better than in government schools, and government school outcomes are similarly poor, indicating that the government sector has to improve (Alderman et al., 2001).

Jimenez (1995) compared public and private schools in the United States and found that private schools in the United States improved kids' performance on standardized exams of verbal and quantitative skills. Moreover, it was believed that typical student presentation in private schools was superior to that in public schools. Teachers at private schools employ more than one teaching style and methodology, according to Iqbal (2006) in comparative research, and private schools provide more instructional material for teaching, art and science displays, laborites, and arrange more co-curricular activities than public schools. According to Liaqat (2009), the quality of private school teaching is higher than that of public schools, and private school instructors write entire lesson plans before teaching.

Khan et al (2012) argues that all students should be handled with more care and concern. Typically, public schools arrange co-curricular activities, whereas private school teachers have the opportunity to show their abilities in a variety of co-curricular activities. These activities are organized by private school administration, and private school principals-headmasters have more concepts and ideas for improving their school's performance in these areas than public school principals-headmasters (Tariq et al., 2012; Khan, 2012). Using primary data on students in Pakistan's private schools, researchers discovered that pupils at private schools have higher test results.

Data from 10 chosen private sector institutions in Rawalpindi and Islamabad was used to analyze the performance of private sector institutions (Rizwan et al.,2016). The study found that private institution tuition fees were extremely expensive, rendering the system inefficient by denying admission to the poor and enabling easy access exclusively to the children of well-off households. The report recommended that the government provides financial support to private sector schools by lowering taxes or offering financial aid to students attending private higher education through loans, among other things.

The results of a study by Shabbir et al (2014) comparing public and private elementary schools demonstrate that private schools have more young and inexperienced instructors than public

schools. The academic qualifications of public and private school instructors are similar, yet a large percentage of private school teachers are inexperienced. Teachers in public schools have higher professional degrees and teaching experience than those in private schools. In terms of working circumstances, there is a major gap between the two groups. Instructors at private schools are more engaged to their jobs and invest extra time on instructional activities, whereas teachers in public schools have higher absence and tardiness rates. When compared to public school instructors, private school teachers prepare and practice more teaching activities such as lesson preparation, use of instructional resources, homework routine, regular assessment, scheduling of class examinations, and reviews. Although there is no substantial difference in academic achievements, private school students have a higher proportion of marks than public school pupils (Shabbir et al, 2014).

The study by Zaman et al (2021) show that teachers have faith in SNC's ability to improve educational standards. According to the government and private schools' teachers, "SNC implementation is not a single means to improve quality education; further actions are required to promote quality education, such as capacity building of teachers and the availability of resources." Teachers in both public and private schools are also concerned about the development of school administrators and teachers. Teachers and principals agreed that "capacity building is essential to implement SNC in its entirety". Teaching capability, expertise and abilities are among the reasons why some teachers are reluctant to use SNC. Teachers' ability, competence, and skills can only be improved with appropriate teacher training.

2.4 Single National Curriculum

Government of Pakistan introduced the new education policy "single national curriculum" which is being implemented in the primary level schools of public, private and madrassa, for the academic year of 2020-2021. The main objective of SNC is fair and quality education for everyone. Everyone should be on one page and should share uniform curriculum to achieve same learning outcomes. The same learning outcomes can be achieved through same curriculum and same level of teaching methods for everyone. In the content analysis of SNC, the study focuses on the teaching methods used to implement SNC and its possible outcome, and how it is effecting student learning outcome of public and private schools of Islamabad.
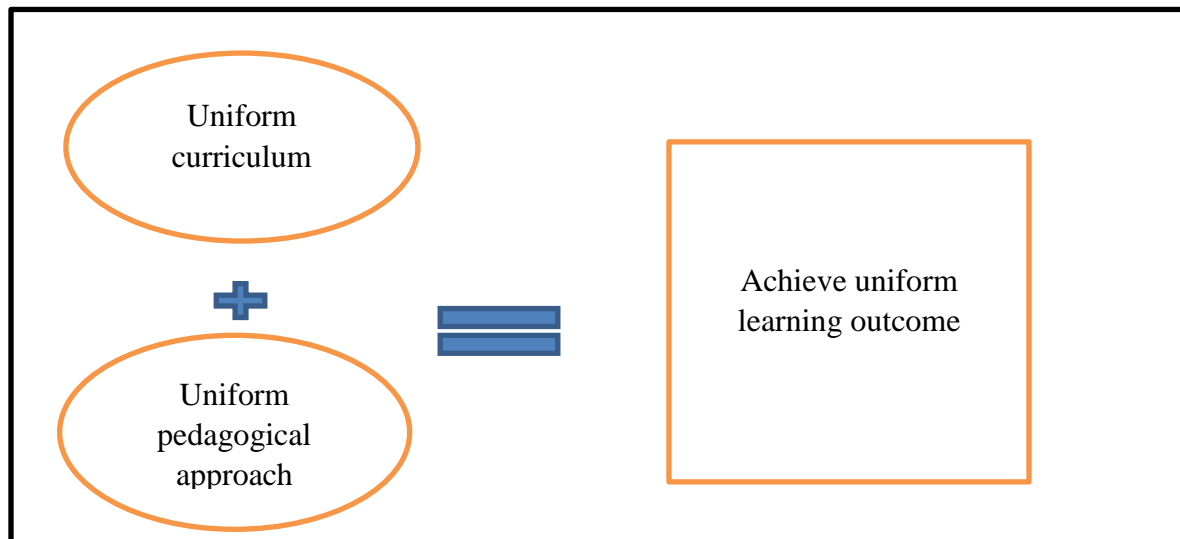
Figure 2.2: SNC main components

The curriculum is a central part of an education system. It is the means to indicate how students learn, teachers' teaching method and resource material, etc. To make the curriculum effective and successful (Kalhoro, 2020) suggests that curriculum designers and stakeholders should design the curriculum on international standards and focus more on creativity and critical thinking-based activities, which are goals of the Single National Curriculum (Kalhoro, 2020).

Pakistan introduced several education policies reforms to improve the education system in Pakistan. The new education policy SNC is a step ahead to ensure quality and uniform education in Pakistan. A major problem in Pakistan's education system is three different education systems, public, private, and madrassah. There is a huge gap between them in terms of content and teaching approaches. It is not just the lacking of uniform curriculum, but the teaching methodology and capabilities are also major reasons for the education problem, which also should be addressed to achieve the objective of quality education for all (Afzal, 2021).

The curriculum changes in Pakistan had been following the "one-way mechanism" the selective institutions design the curriculum and then implement that in the schools. Teachers role are just implement the curriculum, no instruction, training are given to them over their lack of enthusiasm about any changes in the curriculum (Priestley, 2010). A mismatch between teachers' teaching styles and students' desired learning outcomes may be evident. Moreover, ambiguities of curriculum change give rise to teachers' concerns during its implementation. It is evident that if curriculum initiators ignore teachers in curriculum change process, change may not be as effective as intended (Wallace & Priestley, 2011).

There is substantial and well-documented evidence that teaching methods influence students' learning (Brown, 2019). According to the data, learner learns best when teachers establish a supportive learning environment in which students feel valued and welcomed, and have positive interactions with their classmates and teachers. (Brown et al., 2002) Effective instructors foster respectful, inclusive, impartial, and cohesive learning environments for their students. The goal of classroom learning is to educate student which generally identify the knowledge, skills, and capabilities a student in the classroom should achieve. Effective instructors help students grasp what they're studying in class, why they're learning it, and how they'll apply what they've learned. They pique their learners' interest and push them to use what they learn in different situations. When students participate in group activities with other students, they learn more effectively.

Teachers may help by encouraging students to work together and assist one another during the learning process, as well as promoting and cultivating cooperative learning in the classroom. Teachers must integrate and build new knowledge on previous experiences and information in order to teach effectively. Students learn best when they are involved in a variety of tasks and activities to investigate new concepts from many areas of teaching methods, thus teachers must use a variety of ways throughout the acquisition of new information (Sunghye Park, 2007).

The SNC is also designed in a way that engages the student and enhances their creative and analytical thinking. In the first phase, SNC is implemented on primary level school of all education institutions from grade 1 to 5. The new methods of teaching and activities are included in the content.

Table 2.1: Suggested guidelines of SNC for grade one to five

Activities	Expected outcome	Teaching method
Construction of simple circuit	Helps and enhance student creativity	Experimental learning
Role play, Build your own constitution	Student will learn through different experiment	Student- center learning
Game base learning	Helps problem solving	Cooperative learning
Questioning	Enhance critical thinking	Active learning

Debate and discuss	Helps students process information rather than simply receive it	Student-center learning
Learning by doing	They learn how to do self-learning	Active learning
Observation	Helps and enhance new skills	Student- center learning

There are different activities which are mentioned in the SNC guidelines and also included in the books of grade 1 to 5. Different types of activities are included in every chapter to enhance quality learning outcome and to develop critical thinking, problem solving skill and innovation. Therefore, through this reform, they are shifting the focus of education from traditional way of memorization to critical learning to develop a bright future.

2.4.1Teaching and learning

The purpose of uniform curriculum is to achieve uniform learning outcome and prepare students to cope with rapid educational changes. Make students competent to deal with real challenges by themselves. The SNC shift the focus of teacher and learner from traditional way of learning to activity based learning. And these activities can only work if the teaching methods adopt accordingly (Training, 2022).

SNC focuses on following features:

Student-centered learning and activity-based learning

- Emphasizes on understanding the content rather than content coverage
- Promote teaching techniques which are useful and increase students' learning outcomes
- Emphasize to work on ethical and moral development of learners

SNC focuses more on student-centered learning and to promote this concept it includes different types of activities which are learner-centric, like game base learning, observation, experiment and many more activities which student can learn by themselves. Teachers only concentrate on introducing basic concepts and give space for learner to develop their understanding. Through this

process, students are motivated to drive their own learning and gain confidence by including teacher's feedback regularly (Cui, 2013).

SNC also emphasizes on understanding the content rather than just focusing on covering the content. These types of problems still exist in our education institution. Teachers focus more on content coverage and ignore the quality of content they are teaching to students. In the quality comparison of public and private schools, private schools still have more weightage than public school. There are several reasons as to why private schools focus more on quality. First, it's because teachers are accountable in front of both parents and principle in private schools. Thus, the burden is more on teacher than student in private schools as compared to public school. Now to increase more understanding of the content another reform made by government is SLO base syllabus from grade 6 to 12 which is also good initiative for quality learning.

Uniformity in learning outcomes of both public and private schools can be achieved by teaching same curriculum in the same way like the teaching of curriculum and content should also be same. For example, if in private schools the student-centered method of teaching is being used and in public school the teacher-centered than obviously the outcome automatically will be different which again create inequality in education quality. There are numbers of qualitative and quantitative research which show the effect of teaching on student learning outcome (Cui, 2013).

Moreover, Single National Curriculum focuses more on moral and ethical development of students by including different topics related to the development of these traits like how to be a responsible citizen. Minority rights and civic responsibility is also included and the Islamic topics related to norms and values, ethics are also part of the curriculum.

2.4.2 Transformation of pedagogical approaches

Methods of teaching are improving day by day. In the SNC guideline and also in the NCF, government properly highlighted the new method of teaching for effective learning outcomes like student-centric learning, game-based learning, observation, experiment, etc. Today's learning environment has changed and educationists understand that shift from instructional paradigm to learning paradigm (Khalid, 2021). Now the teacher's role has shifted from source of knowledge to guide to the source of knowledge. Public and private schools should adopt the new methods of learning which should be learner-centric. Both institutions should follow the same method of teaching to achieve uniform student learning outcomes and help to improve the quality and

equality of education for everyone. The SNC is overall good initiative to achieve fair, quality and uniform education system for everyone.

2.4.3 Research gap

The present study found a major gap in policies formulated to achieve the goal of equality and quality education, Considerable attention is paid to the curriculum building and fair and quality education. However, the required focus on main elements e.g., same pedagogical and teaching approaches for everyone through which same level of outcome for both public and private schools could be achieved, remains neglected. This study is unique in nature as it contributes newer insights into and highlights the importance and effect of pedagogical approaches for quality and fair education for everyone.

2.5 Theoretical and conceptual framework

The research used to support this study is the 'theory of constructivism' in learning as the theoretical framework. This theory of learning is based on the idea that humans construct their knowledge through direct experiences. Learners are provided the opportunity to build their senses. It believes that learning occurs when learners are vigorously involved in the process. For example, in the constructive approach, teacher is an authority figure but functions as a facilitator and instructor, and the class activities are surrounded by learners or students and help in developing different types of skills like problem-solving skills, creative thinking, and thinking outside of the box. (Kim, 2005)

Constructivist theory of learning

Concentration on

Development

Considers

Zone of proximal development

Impact on construction of knowledge

Have need of process-based evaluation

Different learning goals

Require different pedagogical approaches

Includes

- SCL
- Multiple perspective
- Observation learning
- experimental
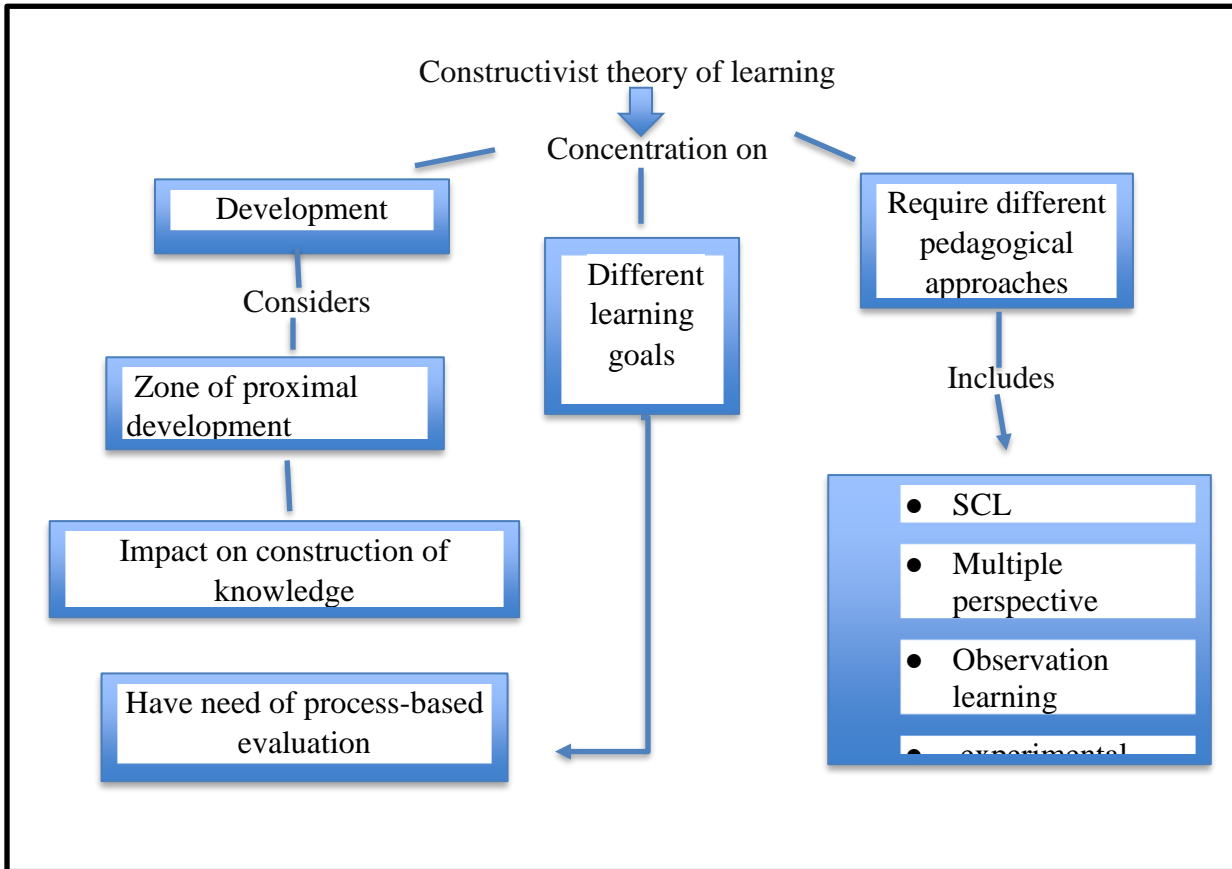
Figure2.3: Theoretical frame work of constructive theory of learning

To accommodate their students' learning styles, proactive educators use a variety of instructional tactics (Ford & Chen, 2001). The delivery of education gets strengthened and active learning occurs when new concepts are presented through imaginative numerous modalities. Learners should not be expected to grasp a new concept just after hearing it. Rather, in order to grasp a new idea, learners must have numerous and personally relevant opportunities to hear, manipulate, apply, and practice it (Exley, 2003).

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[2] https://web.mst.edu/rhall/ed_psych/constructivism.html

Conceptual framework of the study

Input	process	output

Curriculum, Content

Pedagogical approaches

student learning outcome

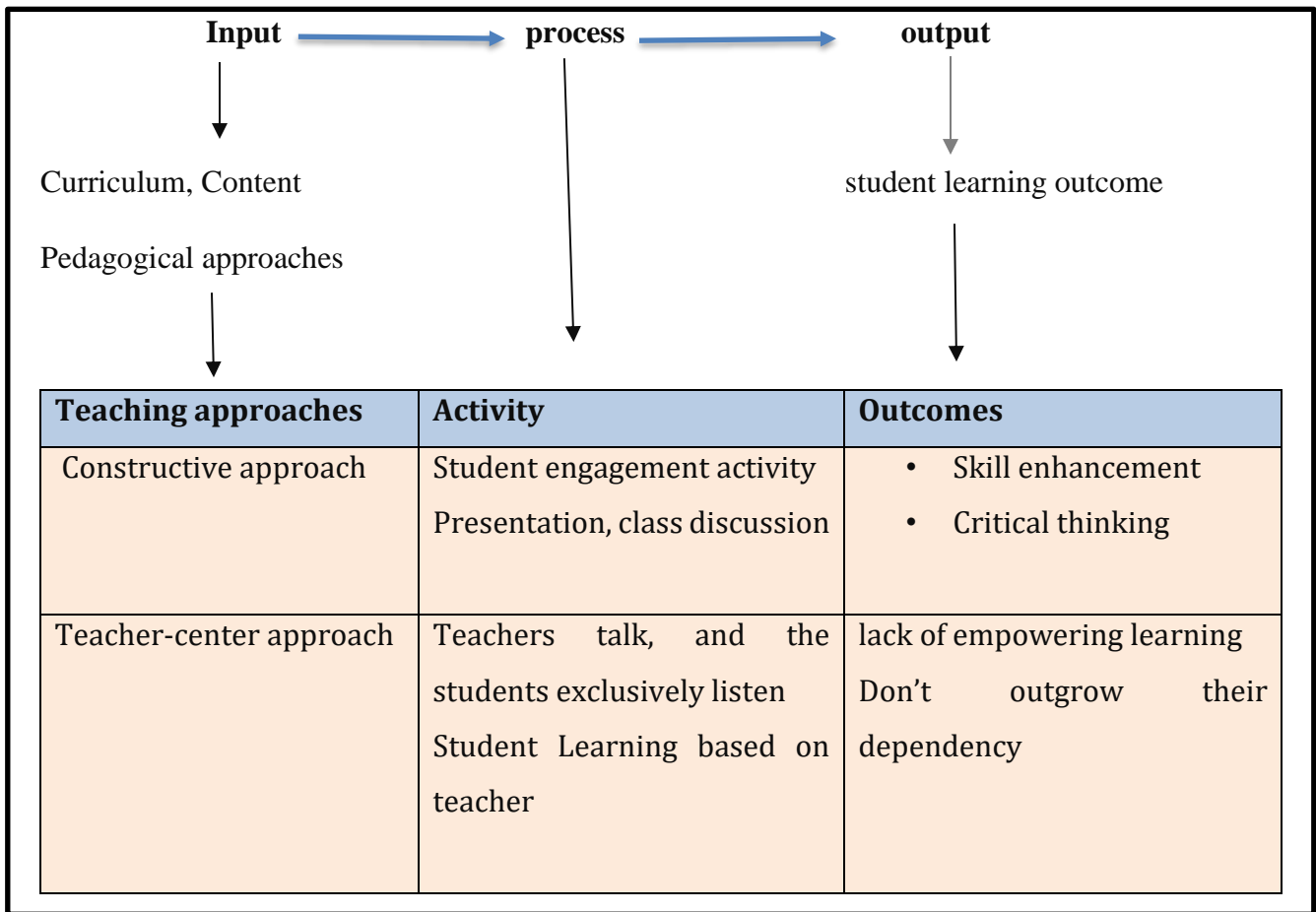| Teaching approaches	Activity	Outcomes
Constructive approach	Student engagement activity Presentation, class discussion	• Skill enhancement • Critical thinking
Teacher-center approach	Teachers talk, and the students exclusively listen Student Learning based on teacher	lack of empowering learning Don't outgrow their dependency

Figure 4: Conceptual framework of study

The above mentioned literature and theory of constructivism in learning show the transition in education system. Constructive teaching approach is the main input to get effective learning outcome. Applying this, can also help achieve the objectives of SNC of fair and quality, equal education for everyone. Constructive theory of learning shows that knowledge is centered on how meaning is built and constructed. Learners are constantly creating meaning by interacting with their environment. When there are different means of interrelating with the curriculum, it is more likely that learners will be capable to make sense and learn (Mcleod, 2019). The theme becomes meaningful as learners begin to adopt new concepts through many activities. When several approaches to classroom activity design are considered, the students will have more chances to learn through their preferred untestable style of teaching (Gomez, 2009).

CHAPTER 3

RESEARCH METHODOLOGY

This chapter discusses the tools and techniques used to collect primary data. The chapter is divided in to five different sections: research design, research strategy, procedure of participation selection, data collection tools, data collection process. The research employs qualitative data collection techniques including semi-structured interview, and class room observation.

3.1   Research Strategy

The research design of this study is qualitative and relies on observation and interviews as the main tools of data collection. According to Creswell (2003), qualitative research develops and reflects the human factors that interact in the natural environment. Qualitative researchers look for opportunities to build trust and understanding with participants so that they can be part of the data collection and understand the trend on an individual level.

This research aims to analyze the differences in pedagogical approaches in public and private primary schools in Islamabad, Pakistan. The data is collected from the primary schools of Islamabad because SNC is implemented from grade 1 to 5 till now. The data used for the analysis in this paper was collected from the primary schools of public and private middle income schools of Islamabad. In this study, private middle income schools are chosen because elite private schools cannot be compared to public school. According to ASER Pakistan report among **47.5 million** school-going children in Pakistan, 42% attend private schools. Of the 317,323 schools in the country, 38% are private, and around 70 to 80% children are going to public schools. So the major two section of Pakistani children are going to either public or middle income private schools. Now days the number of private schools is also increasing. Meanwhile, parents also prefer private school because of the lower standards of education quality in public schools (Qureshi, 2021).

The purposive sampling technique is used to collect primary data from teachers and students from private and public schools. The purposive non probability sampling technique is employed as this sampling technique is more fitting to my research. The respondents that are relevant to the study are chosen so that the suitable information could be gathered. The data collected from those teachers and schools where the SNC implemented and they also following different teaching

method. The method of data collection from teachers is semi-structured interviews and class observation of public and private schools. Content analysis method is used for Single National Curriculum document analysis. There are two approaches for assessing the teaching methodology in public and private schools, which are used in this study: constructive vs. teacher-centered. I have identified methods that are suitable for student learning and practices of these methodologies in public and private schools. In the present study the researcher first analyzed the data, code the data according to content, and then identified the different themes. After doing thematic analysis of collected data, the researcher has also been able to produce meaningful answers to the research questions and objectives.

As mentioned above the research is based on three main units of data collection, class observation, teachers, and policy documents. The use of observation and interviews is allowing for data triangulation which build validity of the research.

3.2   Research design

The study follows a descriptive research design. As it aims to understand the differences in pedagogical approaches between public and private schools as well as understand the Single National Curriculum. Through this research design, I have investigated what is the problem which is affecting our education system preventing it from achieving the objective of quality and equality in the education system.

3.3 Selection of participants

The process of participation recruitment started from the approval letter from university PIDE to visit public and private schools of Islamabad for data collection, and for the government schools visit an approval letter from government of Pakistan Federal Director of Education **(Appendix 1)** was received. The researcher contacted each school's principle to request permission to conduct research study in their school as well as discuss the study objective and research question and objective from the proposal. Once the required permission were granted the procedure of data collection from teacher in the form of interview and class observation started. Primary data with purposive sampling (non-probability sampling), the sample size was determined using the principles of data saturation (it is applied in purposive non probability sampling). It is the core principle used in qualitative research. It is usually used to let us know if there is suitable data form a study to develop a robust and effective understanding of the study phenomenon. The criteria for

selecting teachers and class observations is following: teachers of class 1 to 5 are selected in both public and private school for interview and for class observation I selected the classroom of grade 1 to 5 in which the SNC has been implemented

3.4 Units of data collection

For understanding differences in pedagogical approaches which effect overall education system and also the goal of SNC, primary data is used. Primary data was collected through two different tools: class observation and teacher interview. Only those teachers were interviewed who were teaching SNC content i.e., teachers of primary school classes 1 to 5.

Units of data collection for this research were:

1) <u>UDC 1:</u> Classroom observation of public and private primary schools in Islamabad
2) <u>UDC 2</u>: Teachers interview from public and private primary schools in Islamabad
3) <u>UDC 3</u>: Single National Curriculum document

The UDC 1: helps me to collect data for my first objective in which I compare the quality of education of both public and private schools of Islamabad based on differences in teaching methods.

UDC 2: help me in my second research objective which is to analyze teachers' education level, teaching methods, and quality of curriculum of both public and private schools in Islamabad. A total of 37 teachers from public and private schools in Islamabad participated in semi-structured interviews, which were conducted using a purposive sampling technique to select interview subjects based on the research's relevance and need. These teachers were chosen because I can obtain pertinent information from them in light of my current research needs. I make an effort to evaluate the curriculum quality and the instructional strategies they are currently using.

UDC 3: help me to meet my third research objective and understand the new curriculum need and the current situation of our teaching methodology is suited to meets the objective of the SNC.

3.5 Data collection Tools

For the understanding of differences in pedagogical approaches which effect overall education system and also goal of SNC the primary data is used. Primary data was collected through three different tools: the class observation method is used to collect data from UDC 1.

For UDC 2: the method of data collection was teacher interview. Only those teachers interviewed who were teaching SNC. Total 23 semi-structure interview conducted from public and private

school teachers. The interview is conducting according to availability of teachers and relevance information according to need of research. For UDC 3: content analysis method was used to deeply understand the SNC according to our objective.

3.5.1 Class observation

Class observation is second data source through which teacher teaching method was observed and also teacher student relation and interaction have observed. Total 18 to 20 days have taken for class observation of public and private schools of Islamabad. The class of grade 1 to 5 have observed and the subject was being taught was Social Students (SST) and General Knowledge (GK) this subject was chosen because major changes and problems are facing in these subjects. The data collect from teachers and class observation is in the form of notes and also recorded some interview of teacher which are prepared and comfortable for audio-recording. But mostly data is taken through notes.

3.6 Sampling

There are three units of data collection for this study which are:

UDC 1: For class observation of public and private primary schools in Islamabad the sampling technique is purposive.

UDC 2: For teachers of public and private primary schools in Islamabad the sampling technique is purposive.

UDC 3: Single National Curriculum draft and the sampling technique is based on content analysis of the SNC draft.

For this study, Purposive sampling is used. Purposive sampling is a type of non-probabilistic sampling method in which the researcher relies on his\her judgment while choosing participants from a population for a study. The sample size is determined using the principle of data saturation.

The concept of data saturation is widely used in qualitative research. The concept of saturation according to Schwab (2021) is:

- The point in time when the collection of new qualitative data no longer changes in coding manual.
- The point at which each recent qualitative interview produces only previously discovered data.

- The point at which the performance of research declines like each new interview makes smaller contribution than the previous one.

3.7 Analysis

For the data analysis, two methods will be used; first one is the thematic analysis and the second one is the document analysis of the NSC. The thematic analysis is used to analyze the semi-structured interviews taken from teachers and class observations. The content analysis is used to understand the SNC goals and objectives which are listed to be achieved through this policy.

3.8 Locale

The study is conducted in Islamabad, Pakistan. The data is collected from comparable middle and low-income private and government schools in Islamabad. For this study federal territory of ICT selected for data collection from public and private school. The objective of selecting this locality for research is because to see the impact of SNC in ICT.

Zia (2015) research show that now a days private schools are becoming more favorite and attractive for majority of the students due to their better education systems, test criteria and knowledge creation vis-a-vis public schools, which are comparatively very cheap but inefficient and are losing their attraction. Parents prefer to send their children in private schools and avoid public schools.

The tables below give a tabular illustration of the sample size

Table 3.1: Data collection from public school

Public Schools	No of teachers interviewed	Class Observation (No of Classroom observed)
Public School (A)	5	3
Public School (B)	4	3
Public School (C)	6	2
Public School (D)	2	4
Public School (E)	3	3

Table3. 2: Data collection from private school

Private Schools	No of teachers interviewed	Class Observation (No of Classes observed)
Private School (A)	4	2
Private School (B)	3	4
Private School (C)	2	4
Private School (D)	3	2
Private School (E)	4	3

3.9 Ethical considerations

Every step of this research, from creating interview instructions to analyzing data, was done with ethics in mind. A permission letter and previous appointment were signed before interviews could be done. Interview were conducted without harming anyone's viewpoints and beliefs. The responders' identities have been kept private as well. Respondents received guarantees that the information gathered would only be used for scholarly reasons. The research was conducted based on the SOPs and guidelines of PIDE.

CHAPTER 4

ANALYSIS & DISCUSSION

4.1 Findings from Classroom Observations:

Class observations were conducted to collect data with the purpose of evaluating and comparing the pedagogical approaches being used across public and private schools. It was followed by ascertaining the quality of teaching and learning in public and private schools. A thematic analysis was performed on the recurring and common observations across classrooms in both the public and private schools. The results of these class observations are presented in the table below:

Table 4.1: Class Observation Tool and Analysis

Competencies & Dimensions	Thematic Analysis of the Class Observations	Findings (Identified Themes)	
		Private Schools	Public Schools
Planning & preparing for Thinking and Learning ● Class strength ● Class Protocols- For Students to follow up in terms of Class activity ● Student-teacher socialization ● Teacher teaching approach	(Discussed in Discussion and Analysis chapter)	● Private schools' class strength was between 10 to 25 students on average. ● Yes, there were standard protocols and scheduled days for	● Class strength in the government schools were around 50 and more students. ● There were no defined protocols for students to take part in class activity ● No vigorous student-teacher socialization in government schools. However, students were found comfortable in

		student activities. ● Teachers were friendly with their students, so socialization was good. ● Teaching approach was cooperative, student centric and sometimes teacher centric as well.	interacting with their young teachers, as compared to their interaction with teachers of older and mature age. With them, students appeared timid and under-confident. ● Teaching approach appeared more teacher-centric in public schools.
Stimulating Interest and Presenting New Learning ● Lesson Plan Activities ● Do the SNC-mention activities implemented in class? ● How are the rules communicated for activity time?		● Private school teachers prepared weekly lesson plans for the students. ● They conducted activities, particularly of scientific nature, which	● No lesson plans followed by public school teachers. ● SNC-mention activities are conducted depending on the available time and resources like projectors, experimental equipments and computers etc. ● Teachers' role was more of a dictator.

• Student interaction with teacher and class fellows regarding activities designed • Teacher's role as the facilitator (teacher centred or student cantered) • Does the teacher use different ways to reinforce a new concept?		are mentioned in the SNC. • Classes were more interactive. • Teachers' role kept on switching as per the needs of students. • Yes, they used innovative ways to teach concepts to students.	They were following the same traditional teacher centric approach. • Government school teachers do not use innovative ways of teaching.
Student Behaviors: • Actively process new content • Communicate about their learning • Raise their own questions		• It also depended on students, but teachers kept on involving each and every student on the class discussion. It was because	• It depends on students' personality and aptitude as well. Some students were actively sharing their input, and some were quiet (especially those who were sitting at the back benches)

• Can summarize what they`ve Learned		of smaller size of class.	
Class infrastructure Are the students comfortable (functional fans, adequate seating, desks) What are the available tools of instruction? Blackboard? Any gadgets or video		• Buildings were small. • Classrooms were well maintained. • Congested classes	• Government teachers has massive physical infrastructure in the form of big class rooms, playgrounds etc. • Available tool of instruction was white board.

4.2 Key Findings from interviews:

Both public and private schools' teachers were interviewed to analyze teachers' education level, and their teaching methods. A thematic analysis of the recorded responses was conducted, which highlighted following results:

- **School Teachers' Academic Qualifications:**

During interviews, it came to our notice that government school teachers are relatively more qualified academically as compared to private school teachers. It is because government school teachers are recruited through competitive exams conducted by institutions like Federal Public Service Commission. To apply for educators' jobs in public schools, a B.Ed degree is must apart from other academic requirements. Whereas, private school teachers are not mandated to have a B.Ed. degree. Many of the private school teachers had simple BA\BS degrees.

- **No teacher training provided on the Single National Curriculum:**

Respondents from both public and private schools mentioned that they were not given any pedagogical training to meet the minimum set learning outcomes envisaged by the Single National

Curriculum. Public and private both teachers said, "*We were only informed of the roll out of Single National Curriculum by our principle, and no guideline was provided to us.*" Similar was the response from a private school teacher. Private school teachers were also asked if they had to go through any additional training on the new curriculum and how it was to be taught. All of them didn't recall any such training workshops. One teacher from the target private school said, *"We didn't receive any training on the effective implementation of Single National Curriculum either from the government or from the school administration. However, an elite private school, Beacon House, kept a four days training session for our school teachers. But it didn't focus on improving the teaching methodology for achieving the learning outcomes set by the Single National Curriculum."*

- **No Improvement in Teaching Standards**

Public school teachers responded that introduction of Single National Curriculum brought only one positive change, which is the incorporation of learner-centered activities as required by the new curriculum. These activities had no effect as much of the time is consumed by teaching the theoretical content of the syllabus. Whereas, private school teachers mentioned that no specific changes have taken place even after the roll out of Single National Curriculum. *One teacher from the private school said, "Because the new syllabus is in Urdu. We do not strictly follow it. We prefer to teach them English medium Oxford syllabus, which is linked with higher learning outcomes of the students."*

- **No Effective Implementation of Single National Curriculum:**

A majority of government teachers responded that no specific guidelines have been provided to them regarding the implementation of Single National Curriculum either by the government or the school administration. When asked if they were aware of the student-centric and teacher-centric teaching approaches, they replied in affirmation. Because they studied about these approaches in their B.Ed degrees. They showed their will to try student-centric teaching approach for better learning outcomes, but concurrently they said it will take some years to switch from teacher-centric approach to student-centric approach which has been in practice in public schools since the beginning. Teacher centric- approach was also observed to be the dominant approach during our research observation. The reason of probable adoption of student centric approach is because of the class activities, which are part of the SNC.

Private school teachers said that we are instructed by principle that our teaching method should be more students oriented. And we are trying to implement that.

- **Single National Curriculum Poor Quality (More Generic and Less Conceptual in Nature):**

Private schools' teachers viewed that they were not pre-informed of the introduction of SNC. They also said that the syllabus content was too general rather than being technical, especially for science subjects. According to them, the syllabus suggested by Single National Curriculum was not at par with the Oxford syllabus they had been teaching earlier, which was more conceptual in nature. This observation was sort of backed up by a public-school teacher, who said, "*Single National Curriculum aims to engender equality in educational attainment, which is not a best approach. All the private schools are following Oxford or British syllabus which is good. Forcing them to adopt to syllabus mandated by Single National Curriculum would bring their quality down. So, the government should try to improve the content and syllabus of public schools, and bring it at par with the syllabus that private schools are teaching to their students.*"

- **Non-implementation of Single National Curriculum by the Private Schools:**

Since the private schools' teachers deem the syllabus of Single National Curriculum of poor quality, they do not teach this syllabus to their students. According to them, the quality of learning gets compromised if we implement the Single National Curriculum. This is because the new syllabus is more generic and less technical\conceptual in nature. One of the private school teachers responded, "*The syllabus suggested by Single National Curriculum is not at par with the Oxford syllabus we have been teaching to our students.*"

- **Resource Constrained and Effective Implementation of Single National Curriculum**

According to government schools' teachers, they have very limited resources to implement the new curriculum. Every subject has around three to four student activities, which can't be performed within a period. Also, activities consume much of the time, which could be allocated in covering the syllabus. So, they pointed out two barriers in way of implementing the curriculum. One is the time limit, other is the lack of resources. Especially, they do not have the material for the experimental and game-based activities to conduct in the classrooms. If the activities are to be performed in classrooms or in the playing ground, they are managed. But some activities require

resources like projectors, which they do not have. Thus, such activities cannot be performed. This problem was majorly faced by the government schools, as the class strength was more than fifty and they neither had the resources nor enough time to conduct these learning activities. One teacher said, "*Government provided us with a bus to provide pick and drop service to the students, but without a driver. And no budget was provided to pay for the diver's salary, such that after two months, we had to hand the bus back to the education ministry. Because school administration didn't have the money to pay to the driver*." In short, inadequate resources are provided to public schools. Similarly, pointing towards the dearth of teaching staff another public-school teacher responded*, "Now Nazra-e-Quran part in the Islamiyat textbook constitutes around 40% of the content. But we do not have a single teacher who can teach students Nazra. Because the already Islamiyat teacher is not competent enough to teach this part to the students."*

- **The Capacity and Resources to Implement Single National Curriculum:**

Private school teachers were able to conduct student-centric class activities because of their relatively lesser class strength, and more resources. If they did not have the resources, they would assign such activities to students as their homework. Or they would ask their students to bring materials on their own for these activities like charts, boards etc. Whereas, government teachers cannot demand such things from their students. Otherwise, parents visit principal office and complain that teachers demand materials from students, which can't be afforded by them.

- **No Lesson Plans to Implement Single National Curriculum:**

Government school teachers do not prepare any lesson plans. According to them, they have been teaching for more than ten and twenty years and know what and how to teach as per their traditional approach. Some government teachers said that they make lecture plans but they do not have to get it approved from the principal. So, less check and balances are also a hindrance in public schools.

- **Implementation of lesson plans in private schools:**

In contrast to government school teachers, private school teachers not only prepare lesson plans but also strictly follow them. They had to prepare a weekly lesson plan and get that approved from the principal. So, there is proper mechanism for effective implementation of lesson plans in private schools.

- **Vigorous Assessment of Learning Outcomes in Private Schools:**

Private school teacher's conduct on the spot verbal tests, weekly written tests, and their results are recorded and discussed with the parents. Thus, they maintain a proper assessment mechanism for students' learning.

- **Weak Assessment of Students' Learning in Public Schools:**

According to public schools' teachers, they also conduct weekly, term wise ad annual tests but that is not discussed with the parents. Thus, this assessment is of very little value.

- **No Check and Balances on Private Schools by the Government:**

The reason private schools are not following Single National Curriculum in strict sense is because of lack of government oversight. Private schools have managed to get NOC issued from Punjab Curriculum and Textbook Board to get the Oxford and Cambridge books for their students. Also, since they are teaching these books, portraying as part of Single National Curriculum, they are getting it free of cost from the government. But the parents have to buy the books from their book stores. In this way, the aim of government to lessen the cost of educational provision for the parents is also not being met.

4.3 Content Analysis of SNC draft

"One system of Education for all, in terms of curriculum medium of instruction and a common platform of assessment so that all children have a fair and equal opportunity to receive high quality education. Single National Curriculum is a step in that direction"

SNC one main objective is education equality for everyone through same curriculum. The same national curriculum should be there for all, all students should follow the same national curriculum, and however there are several obstacles that must be overcome for this to be achievable. Firstly, all institutions, whether public or private, ought to have qualified instructors who can provide the student the knowledge they so much need. For student with poor faculty, having the same subjects taught at a lower level of knowledge and instruction can simply make matters worse.

4.3.1 Activities included in SNC

There are several activities included in the SNC.

➢ Game-based learning

- ➢ Cooperative learning
- ➢ Experimental learning
- ➢ Inquiry learning etc.

After doing SNC draft content analysis the study finds out in the new curriculum government more focus on activities and student critical thinking. In all the books of SNC grade 1 to 5 different types of activities included which targeted different learning outcome i.e., skill enhancement, critical thinking, problem solving skill etc.

The purpose of uniform curriculum is to achieve uniform learning outcome and prepare students to cope with rapid educational changes. Make students competent to deal with real challenges by themselves. The single national curriculum shifts the focus of teacher and learner from traditional way of learning to activity-based learning. And these activities can only work if the teaching methods adopt accordingly. Different teaching method will be the main obstacle to achieve equality education and same learning outcome for everyone. Government should focus more on same medium of instruction for everyone.

4.3.2 Methods of teaching

In the SNC guideline and also in the NCF, government properly highlighted the new method of teaching for effective learning outcomes like student-centric learning, game-based learning, observation, experiment, etc. Today's learning environment has changed and our educationists understand that shift from instructional paradigm to learning paradigm (Khalid, 2021). Now the teacher's role has shifted from source of knowledge to guide to the source of knowledge. Public and private schools should adopt the new methods of learning which should be learner-centric. Both institutions should follow the same method of teaching to achieve uniform student learning outcomes and help to improve the quality and equality of education for everyone. The SNC is overall good initiative to achieve fair, quality and uniform education system for everyone.

Manifest content analysis

The SNC document manifesto content analysis indicate that education equality is main objective of government. One system education for all and fair and equal opportunity for everyone is goal of government. The SNC design according to these objective for all the education institution. SNC also mention about the enhancement of student critical thinking, problem solving skill and other modern skill according to modern world demand.

There are 5 draft in the website of Ministry of Federal Education and Profession Training. The draft design for grade 1 to 5 and in every draft subject wise activities, curriculum guideline and learning outcome mention. There are different activities they mention like game based learning, cooperative learning, group activities and learning activity mention in every subject.

Latent content analysis of SNC

The latent content analysis of SNC indicate that through same curriculum and content can achieve education equality and also able to provide same level of opportunity to everyone. Teachers are the main agent through which we can achieve the goal of SNC. The teachers teaching methods and approaches are not specifically mention in the draft but they mention the activities which is teachers responsibility to do in the class like game-based learning, cooperative learning enhancement of student critical thinking and problem solving skill these all activities are student-centered-teaching approach where teacher play role as facilitator and students learn by doing it self .

**4.3.2.1 Key Findings:**
Findings from SNC draft:

SNC draft were reviewed for the content analysis of Single National Curriculum. The purpose of this analysis was to get familiarity with the content and the objectives of Single National Curriculum. The following findings were brought forward in our content analysis of the Single National Curriculum;

- Single National Curriculum lays down a uniform curriculum across the schools: public, private and Madrassas
- Single National Curriculum ensures uniform learning standards across all school systems
- Single National Curriculum calls for student-cantered approaches by incorporating class activities in the syllabus.
- Single National Curriculum focuses on following features:
    - Student-centered learning and activity-based learning
    - Emphasizes on understanding the content rather than content coverage
    - Promote teaching techniques which are useful and increase students' learning outcomes

        o   Emphasize to work on ethical and moral development of learners

Data triangulation

Triangulation method is use in qualitative and quantitative research both but mostly it is viewed as a qualitative research. The triangulation refer as use of multiple data and methods to understand phenomena comprehensively and its gives validity and quality in result. There are different types of triangulation. In the present study I use "Within triangulation" where multiple qualitative method can be used as I have used in my thesis interview, class observation, document analysis.

Semi-structure interview

Collected data
triangulation

Class-observation

Document analysis
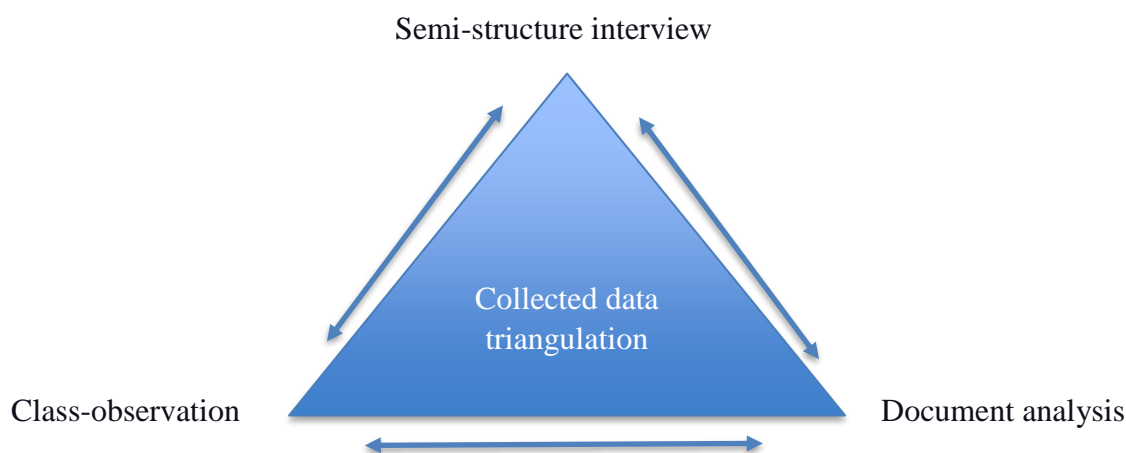
Discussion:

To understand the pedagogical difference in public and private school of Islamabad three different methods were used to collect data from different source. Semi-structure interview is taken from teachers of public and private school of Islamabad. The class-observation used as second method of data collection and third method is use to collect data was SNC document review through triangulation the study validity increase and paper find out there is education inequality because of different teaching approaches in the public and private schools of Islamabad and new SNC can be effective if modern teaching methodologies same implemented in all education institutions.

The objective of this research is to explore the implications of prevalent pedagogical approaches across private and public schools on effective implementation of the newly introduced Single National Curriculum. It starts with the content analysis of SNC draft and review of the syllabus mandated by Single National Curriculum. To study the content, guidelines and objectives of Single National Curriculum. The analysis reveals that Single National Curriculum proposes a uniform

curriculum, which is to be followed by all the private and public schools including the Madrassas. This is to ensure a set of minimum learning outcomes for all the students enrolled in classes (one to five) across different schools. The curriculum also advocates for student-centric approaches to be followed by the teachers in class rooms. This is evident from the fact that the curriculum guidelines incorporate some class activities, which aim to foster a culture of cooperative, active and experimental learning (Federal Education and Professional Training, n.d.).

To investigate the implications of prevalent pedagogical approaches across public and private schools on the successful implementation of Single National Curriculum, the first step in this research was to evaluate the types of teaching methods being used by public and private school teachers, and to assess the quality of learning environment in classrooms. To understand and evaluate the nature of pedagogical approaches, classroom observations were conducted in public and private schools. The reason this data collection tool was selected was to observe the teaching methodology in a naturalistic setting. It also provided more detailed and precise evidence. Another significant reason was to secure a coherent and well-substantiated knowledge of the pedagogical approaches being used in public and private schools. An observation protocol, highlighted in the Competencies & Dimensions column of the above table (in the key findings chapter), was prepared to achieve focus while observing the classrooms. It also helped in synthesizing and evaluating the observations in a prompt manner. It is important to mention here that only low-cost private middle schools were visited instead of elite private schools like Beacon house. The rationale behind was to seek a fair and accurate evaluation of teaching methodology as elite schools provide better education facility, learning outcomes, faculty and infrastructure in exchange of the hefty fee they charge from their students. Whereas, in public and private middle schools, children of low- and middle-income families are enrolled. Thus, only low-cos private middle schools were selected for comparison with public schools to mitigate the effect of external factors, like socio-economic background of students, on the learning outcomes of students. Observations (detailed in appendix A) were made to assess the nature of pedagogical approaches being used by the teachers in public and private schools.

Anecdotal evidence, related to above questions, was recorded. The collected data\evidence was then examined to identify common patterns\observations. The repeated observations were coded. For example, by visiting nearly 10 classes in the public school, it was highlighted that the average class strength is around 50 students. It was also a common observation that very few class activities

were conducted in the public schools. Students also spoke less in class in public schools. Teachers in the public schools were mostly above forty years of age. Their conduct was strict with their students. Whereas, teachers in the private schools were mostly young. They maintained a friendly environment in the class. Some of the teachers in private schools cracked jokes within the classrooms, which their students seemed to enjoy. After coding these relevant observations, major themes were identified. For example, fewer class activities and lower students' participation hint towards a conventional teacher centric approach in public schools, which is one major finding of our primary research. Using such a thematic analysis all other themes were identified, which are mentioned in the "Findings (Major themes Identified)" column in table above (key findings from class observations).

The thematic analysis of class observations brought forward some interesting insights on the prevalent pedagogical approaches. For example, the reason private school teachers used student-centered teaching methods was because of their relatively smaller class strength as compared to the average student strength in public schools. Because it made easier for the teachers to interact and engage with each and every student in class. Also, small class strength requires less resources (tools like sheets, projectors, and other experimental stuff) for performing experiments. And it is easier for the teacher to complete individual and group presentations within the class period. Whereas, the larger student's strength in public schools' classrooms didn't let teacher complete a round of group presentations, let alone individual presentations, within the lecture time. Also, it was not possible for the teacher to check if each and every student was understanding the lecture. Therefore, backbenchers were mostly ignored and their learning was negatively affected by it. Because of varying learning needs of students, the teacher could not switch his teaching style to facilitate each and every student in public schools. Rather, the public-school teachers preferred to be more of dictators, and less of facilitator. The students' participation seemed to depend on their individual personalities and aptitude. But private school teachers were managing to involve every student by either asking those questions or encouraging them to question. In case of public schools, some students were actively sharing their input, and some were quiet (especially those who were sitting at the back benches). Some observations, like broken chairs, with no tables in public schools' classrooms, were creating hurdles for the students to concentrate on the lecture. Because, they kept setting their books and bags, which used to fall aside because of no tables with them.

Whereas, private schools' classrooms were equipped with proper chairs and tables, and students were comfortably listening to their teachers.

To evaluate teaching methods of teachers both in the public and private schools, some interviews were also conducted. It also gave information about their motivation behind the pedagogical approaches they use in class rooms and what are some of the barriers they face in switching to student-centric active learning for effective implementation of Single National Curriculum. They were asked a set of questions, which are given in appendix B.

Class observations combined with responses of interviews further helped in data triangulation. It also helped in substantiating the data collected. Class observations helped in understanding the pedagogical approaches, whereas interviews helped in understanding the reasons behind adoption of particular teaching methods. For example, when the public-school teachers were asked why they still follow the old traditional teacher centric methods, they replied in majority that they do not have the resources and time to adopt student-centered pedagogical approaches. For example, for student centric learning, they need resources like experiments' tools and projectors to facilitate cooperative learning by the students. Also, because of time constraints, they are not able to make sure individual, even group presentations in class because of larger class strengths. Furthermore, they are also not given any sort of training on innovative teaching methods. Whereas, private school teachers use student-centric approaches to foster an environment of active and cooperative earning in class because they are provided with the resources by the school administration. However, they do not follow single national curriculum strictly as they claim the new syllabus lacks quality. According to them, it is more generic and less conceptual in nature. Therefore, they instead teach the Oxford syllabus, which is more scientific and technical. This was also backed by class observations, as the books they were teaching were of Oxford publication rather than the syllabus instructed by Single National Curriculum. Despite higher education level and experience, public school teachers still follow the teacher-centered methods. They are only transmitting the information and focusing on covering the syllabus. Whereas, their students are passively memorizing the information without critically analyzing it. When public school teachers were asked why they were not encouraging active learning within classrooms, they said that it was just not possible considering the class strengths and deficit of resources they face. One of the public-school teachers referred to the example of the subject of Islamiyat. According to him, the new syllabus of Islamiyat under single national curriculum constitutes Nazra-e-Quran as 40% of the

content. But the government school do not have separate teachers to teach students Nazra Quran. Separate teachers of Islamiyat are required as the one who were already teaching Islamiyat just didn't know Nazra Quran themselves. Also, they seemed reluctant to adopt to student-centered approaches because they just didn't want to give away their teacher-centered traditional way of teaching. This behavior can be explained by the theory of path dependency which explains that people change as a result of their inability to commit to change. When asked why they didn't switch to student centric pedagogical approaches, one of the public-school teachers said, "We have been teaching our students in a traditional way for the last twenty years. We know how to teach because our way has been working." One reason behind their reluctance to adopt to innovative student-centric approaches could be lack of check and balance by the government and the school teachers. In comparison, private teachers had to be very careful and considerate towards students' learning because of the dual accountable. They are accountable before the school principal, as well as parents of the students. That is the reason they prepared weekly lesson plans, and tried their best to encourage students' participation in class. The assessment criteria in private schools were found to be more vigorous as compared to the public schools.

The primary data, collected via classrooms and teachers' interviews, collectively suggest that public school teachers have been using the same old teacher-centered pedagogical methods both pre and post the rollout of Single National Curriculum. This is because of lack of teacher training and dearth of resources. This is negatively affecting students' learning outcomes. Such a teacher centric is detrimental to the objectives of Single national Curriculum. Whereas, private schools' teachers, though following innovative student-centered approaches, are not teaching the syllabus instructed by Single National Curriculum due to their concerns over the quality of new syllabus. Thus, prevent pedagogical approaches and learning environment are not conducive for successful implementation of single national curriculum. The chapter below is dedicated to providing some practical solutions to align the pedagogical approaches with requirements of Single National Curriculum for its effective implementation and realization of uniform learning outcomes across private schools, public schools and madrassas.

CHAPTER 5

CONCLUSION AND RECOMENDATION

CONCLUSION:

Single National Curriculum, with the aim of one education system for all, in terms of curriculum, medium of instruction and a common platform of assessment, was rolled out in 2021. It aimed to provide a fair and equal opportunity of quality education for students across all the school systems; private schools, public schools, and Madrassas. The Single National Curriculum emphasizes on developing analytical, critical and creative thinking among the students through a more activities-based approach rather than static teacher centric learning. It also opined that Single National Curriculum will bring the cost of education down for the students enrolled in private schools as well, because now they won't be buying expensive Oxford or Cambridge syllabus. This research delved into comparing prevalent pedagogical approaches across private and public schools to investigate the extent to which these approaches are conducive to the successful implementation of Single National Curriculum. The research highlighted that public school teachers are still following tradition teacher-centered approach. As per this approach, the whole class activity is centered on the teacher, who exercises full authority in classroom. Knowledge is a transmission from a teacher to students, without any participation of students in it. Students only memorize the information they are receiving without critically analyzing it. Findings highlighted a number of factors which discourage public school teachers to adopt to innovative student-centered learning. They include lack of resources to perform class activities, and non-provision of pedagogical training to the public-school teachers. Lack of accountability is another reason public school teachers have not bothered to update their teaching techniques. Such a teacher-centered approach does not foster analytical, critical and creative skills among students. In case of private schools, in comparable localities, teachers are using a mixed- teaching methodology, combination of traditional teacher-centric approach and constructionist student-centric approach, which is correlated with relatively better learning outcomes. And this is the reason, parents prefer sending their children to private schools because of better teaching approaches when the fact is that both, public and private school teachers, are teaching the same syllabus under Single National Curriculum. However, they are not following the Single National Curriculum strictly. In short,

prevent pedagogical approaches are not conducive to the successful implementation of Single National Curriculum. Therefore, certain suggestions are presented to improve and update the pedagogical approaches in alliance with the uniform curriculum to actualize the objectives of Single National Curriculum. Most important of these recommendations is the development of pedagogy training institutes for capacity building of public-school teachers. It is followed by provision of necessary funds for the procurement and delivery of material\equipment required to conduct student-centric activities in class. Government should also cancel giving NOCs to private schools for teaching syllabus of their choice. If the above recommendations are implemented in letter and spirit, one can hope our public and private school teachers will Trans ion from teacher-centric static pedagogical approach to student-centered constructionist teaching approach. This will help improve the learning outcomes, as envisaged by the Single National curriculum.

RECOMMENDATIONS:

The research discusses the critical importance of pedagogical approaches across public and private schools, for successful implementation of SNC. In the absence of active and cooperative learning enabled by student-centered pedagogical methods, SNC may fail to ensure uniform minimum learning standards across different school systems. Therefore, following suggestions are highlighted, which focus on improving the teaching methods across the schools, and enabling effective implementation of the Curriculum:

- Government should work on the capacity building of its public-schools' teachers. For this, it needs to collaborate with education departments of public or private universities (if willing) for providing training to the public-school teachers for the required innovative teaching techniques. The reason private schools' teachers are excluded from this exercise, is because they are able to build capacity by recovering costs in the form of fee they charge from their students.
- Since the private schools are not implementing SNC and teaching the Oxford syllabus instead. Government must intervene and prohibit Punjab Curriculum and Textbook Board to grant NOCs to private schools to teach syllabus of their choice. Provincial government should also instruct the Punjab Curriculum and Textbook Board to cancel the already issued NOCs. And inspection teams should be formed to check if any private school is not

following the Single National Curriculum. In case of violation, that school can either be fined or ordered to shut down its operation. This will also help cultivate a healthy competition between public and private schools by levelling the field for public schools. Otherwise, private schools get a leverage on public schools due to curriculum differences between them.

- One reservation on implementing the Curriculum is that most of the subjects like Pakistan Studies, Islamic Studies, General Science, Social Science, and General Knowledge are read in Urdu. This was a point of concern for the private schools' teachers particularly. According to them, it would make it harder for students to study all the English medium subjects when they will progress to higher classes. So, revising the Curriculum syllabus into English for even the lower grades (1-5) students might pacify the grievance of private schools. This policy option can also be looked for.

- The traditional teacher-centric pedagogical approaches, which are dominantly practiced by public school teachers, appear to be the biggest hurdle in way of a comprehensive implementation of the Curriculum. Following steps can be taken to improve the quality of teaching methodologies in public schools:
    o Provincial education department should make teaching pedagogical expertise a mandatory criterion for recruitment the new public schools' teachers. This criterion should be given equal importance as that of applicants' subject expertise and academic qualifications.
    o Provincial governments should make well established pedagogy training institutes. At these institutions, public school teachers, should be given thorough training on pedagogical techniques and their usage while teaching the children. They should be taught adequate classroom practices to expand the learning capabilities of their students. After these teachers graduate from these institutes, regular assessment of their pedagogical approaches should be conducted.
    o Students and teachers' views should be incorporated in designing pedagogical standards framework to be implied in schools.
    o Those public-school teachers who apply these innovative pedagogical approaches in their teaching should be appreciated and incentivized. They should also be given

rapid and higher promotions. This will entice other public-school teachers as well to adopt these innovative students-centric approaches in their classrooms.

- One reason public- school teachers fail to use innovative teacher centric approaches while teaching their students is because of the larger theoretical content share in syllabus. Therefore, theoretical content should be cut to make space and time for student-centered activities. This will also reduce the burden on public school teacher, who have to cover a whole lot of theoretical content.

- Without an update in these teaching methods, from teacher-centered traditional approach to student-centered constructionist approach, the objectives of Single National Curriculum are unlikely to be met.

- Government should provide necessary funds for the procurement and delivery of material and equipment required to conduct student-centric activities in class.

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APPENDIX 1

EXPLANATION OF RESEARCH

Project Title: Differences in Pedagogical approaches across public and private schools in Pakistan: Implications for Single National Curriculum

Principal Investigator: Baneen batool, MPhil Public Policy

Version Date: March 17, 2022

Purpose: You are being asked to take part in a research study. The purpose of this research study is to examine pedagogical approaches in the school of Islamabad and the relevance for the proposed single national curriculum.

Activities: The study activities include an interview with school teachers as well as class observations in Islamabad school.

Time: Your participation in this study will last about 25 minutes.

Risks: We do not anticipate any risks to you participating in this study other than those encountered in day-to-day life.

Confidentiality: The records of this study will be kept private. Please note that it is only for research purposes and will be used for our analysis. The information that you share will remain confidential. I would be happy to share the final report with you before it is made public so that you can confirm the accuracy with which our discussion is reported. In any sort of report, we make public we will not include any information that will make it possible to identify you. Research records will be kept in a locked file; only the researchers will have access to the records.

Voluntary: Participation in this study is voluntary. You are free at all times to stop with the question.

Study contacts: If you have any questions about this research project, please contact: baneen.20@pide.pk.edu.

Your Signature _____ **Date** _____

Your Name (printed) Baneen batool

_____

This consent form will be kept by the researcher for at least 3 years beyond the end of the study

Teacher Interview Schedule

Assalam o Alaikum,

My name is Baneen batool, I'm an MPhil student at PIDE. I am working on pedagogical approaches in public and private school of Islamabad to understand your teaching approaches and new curriculum challenges.

There will be one interview of teachers and students of public and private school Islamabad. I will ask questions about your teaching experience, strategy, challenges, efforts, and suggestions for Single National Curriculum development.

I would also like to ask for consent for this interview and for it to be recorded. Please note that it is only for research purposes and will be used for our analysis. The information that you share will remain confidential. I would be happy to share the final report with you before it is made public so that you can confirm the accuracy with which our discussion is reported.

If yes: Thank you. You may let us know if, at any point, you want me to stop recording or exclude some of our conversations from the transcription.

If not: Thank you for your response. I will only record this conversation via notes.

Before we begin, do you have any questions in mind?

If any questions arise during or after the interview, I would be happy to respond as and when required.

Question No 1

What is your designation (current role), and what capacity are you teaching at school?

Question No 2

Have you and other teachers been asked to do any additional training on the new curriculum and how it is to be taught? (For how to implement the SNC)

Question No 3

What are the most important changes that have taken place in your school since the implementation of the SNC?

Question No 4

Are there any differences in the implementation of the curriculum based on the subject being taught?

Question No 5

What supports and guidelines have your school provided to you regarding teaching method and how to teach? (Are these different for the SNC than the guidelines in the place before?

Question No 6

What is your view of the Single National Curriculum?

Question No 7

Is the school set up with available resources in support of its new curriculum implementation?

Question No 8

What is some teaching style that you use in class to deliver the content effectively both before and after the introduction of SNC?

Question No 9

Planning: How do you design lesson plan for learning? How is this different from how you planned previously?

Question No 10

Assessment: How do you assess student learning outcomes?

Question No 11

Do you have any recommendations for the SNC policy improvement?

Question No 12

Is there anything else you want to share?

APPENDIX 4

Baneen Batool

MPhil Public Policy

Classroom Observation Tool

Subject		Date	
School		Class	

Competencies & Dimensions	Feedback Notes	Observer's Remarks
Planning & preparing for Thinking and Learning • Class strength • Class Protocols- For Students to follow up in terms of Class activity • Student-teacher socialization • Teacher teaching approach	The teacher feedback related to class and SNC	My remarks related to class and teacher teaching after class observation.
Stimulating Interest and Presenting New Learning • Lesson Plan Activities • Do the SNC-mention activities implemented in class? • How are the rules communicated for activity time? • Student interaction with teacher and class fellows regarding activities designed • Teacher's role as the facilitator(teacher center or student center) • Does the teacher use different ways to reinforce a new concept		

Student Behaviors: • Actively process new content • Communicate about their learning • Raise their own questions • Can summarize what they`ve Learned		
Class infrastructure Are the students comfortable(functional fans, adequate seating, desks) What are the available tools of instruction? Blackboard? Any gadgets or video		
Assessment and Application of Learning • Is it a student-centered learning setup? (constructive approach) • Is teacher-student discussion able to connect students' learning to their experience and observation? • How are the problem-solving faculties being enhanced by the teacher and lessons planned? • What is an example of a line of inquiry used to explore a certain concept? • What is the role of the teacher? Facilitator or observer and negotiator or both? Do the roles switch?		