



THE CURRICULAR DIVIDE: REALIGNING PAKISTAN'S NATIONAL CURRICULUM FRAMEWORK (NCF) FOR ALPHA GENERATION COMPETENCIES

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Abstract

The National Curriculum Framework (NCF) of Pakistan has a basis on the national ideals, which include the vision of Quaid-i-Azam and the constitutional requirement of a unified and modern society (NCF, p.15). A strict qualitative analysis, however, shows that the NCF's structural design is outdated. The existing sequential Tyler Curriculum Model divides the nation's vision and its implementation, forcing schools to focus on rote learning despite the NCF's focus on critical thinking and scientific inquiry (NCF, 3.6.vi, p. 35). This essay, submitted by a student scholar, introduces the TN Nadia Integrated NCF - Alpha Generation Model 2025 (TN-INCF-AlphaG2k25). The proposed framework will be based on the grassroots Taba Curriculum Model, which will replace the previous sequential paradigm with a lean, simple tripartite framework that focuses on the learner. The model obliges competency integration by integrating project-based learning and performance assessment, enabling the Alpha Generation in Pakistan to be competent in meeting the requirements of the global environment in 2030, in line with the constitution.

Keywords: *curriculum in Pakistan, realignment, 21st-century skills, Taba model, Alpha Generation, integrated framework.*

1. Introduction:

In many classrooms across Pakistan, students spend hours memorizing historical dates but often do not understand their significance. This reliance on rote learning has contributed to a severe crisis; as Ayra (2025) notes, Pakistan's learning poverty rate is now at 77%, ranking among the highest in the world. This statistic highlights an urgent need for change. As we work to prepare our nation's future, we are hindered by an outdated instructional design. The National Curriculum Framework (NCF) emphasizes the



development of critical thinking and problem-solving skills rather than a reliance on memorization, aiming to serve as the foundation of the education system based on the Constitution of 1973 and the ideals of the Islamic Republic of Pakistan (Ministry of Federal Education and Professional Training, 2018). Scholars have noted that the main purpose of such frameworks is to help students gain the skills needed to meet the challenges of the 21st century, particularly through scientific inquiry (Jamil et al., 2023). However, the implementation does not match these goals. As a student within this system, I, Thalso Nadia, must highlight a key issue: the current execution of the curriculum acts as a structural barrier to the success of the Alpha Generation (Thalso, 2025). The gap between policy and practice keeps the system focused on outdated rote learning (*Reforming Pakistan's Education System*, 2024), and we must solve this problem quickly

Research Question

How can Pakistan's National Curriculum Framework (NCF) be changed to move past rote learning and better support 21st-century skills and national progress?

Research Objective

This study recommends using the Thalso Nadia Integrated NCF - Alpha Generation Model 2025 (TN-INCF-AlphaG2k25) as a structural reform. It will show how this updated model can introduce 21st-century skills while staying true to the country's core values and constitutional principles.

2. Literature Review

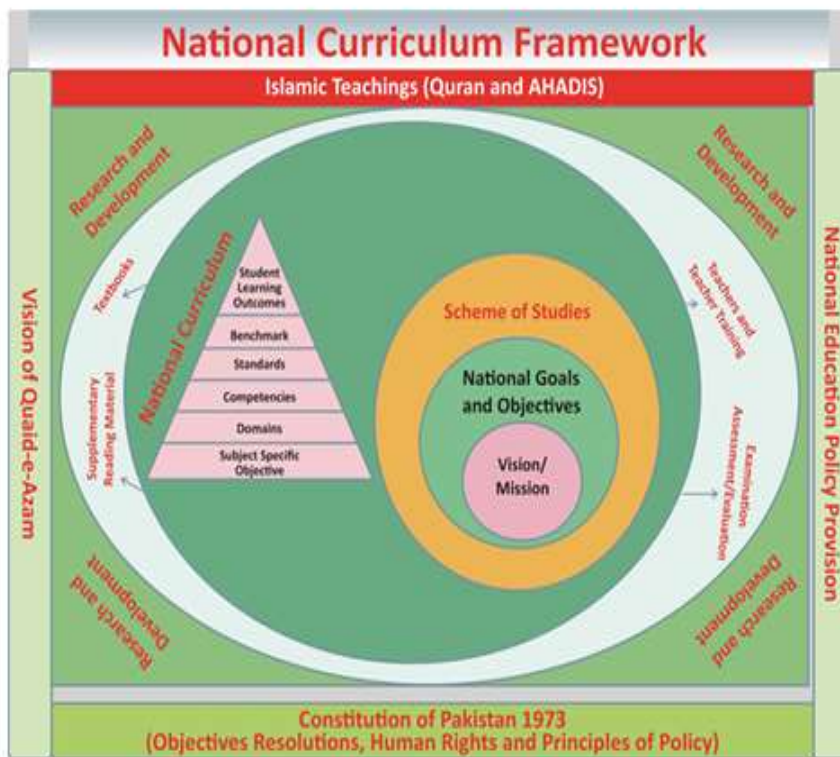
The knowledge-based teaching is demanding to shift in competency-based Thinking skill that required for the Global education (Fullan, 2013). For the assessment of the curriculum's architectural model need explicit requirement for the evaluation (Trilling & Fadel, 2009).

2.1 The Pakistan's NCF follow the Tyler Model

The Tyler Curriculum Model (Tyler, 1949) and the current NCF Document (NCF, 2018) uses as a similar designed. This model is **top down and sequential**: goals are set centrally, content is derived, and assessment is placed last, as a separate check. This old structure creates a policy to classroom divide: the aspirational goals for "analysis and creativity" are far removed from the ground level reality of the high stakes **Examination/Assessment** (NCF, 2018). The NCF document itself



confirms that exams are "based on assessing information rather than students' critical thinking". This structural flaw directly hand-over the nation's mission to produce analytical youth, as the entire system defaults to rote memorization.



2.2 The Necessity of the Taba Model for Structural Change

To escape the rigidity of the old blueprint, the new curriculum must adopt the **Taba Model** (Taba, 1962). The Taba Model is an **inductive, grassroots, and skills first** approach. It demands that curriculum planning begins with the **Diagnosis of Society's Needs** and an **Integrated Selection of Learning Experiences**. This structure is alert to structurally enforce the



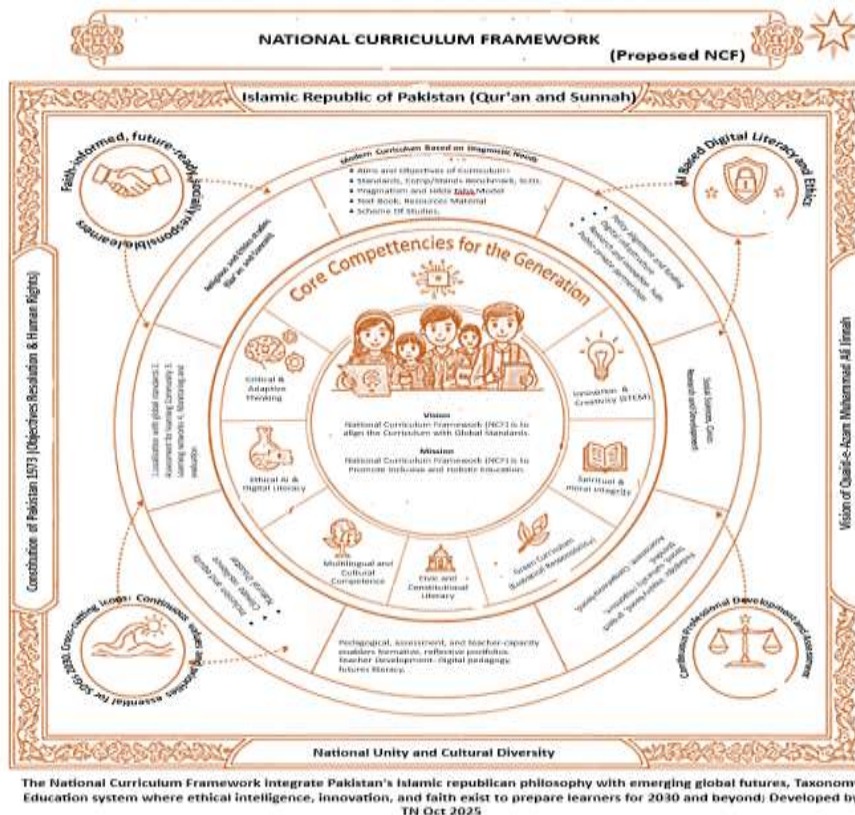
national need to prepare the **Alpha Generation** for the competitive global economy (OECD, 2018).

Research Methodology and the TN-INCF-Alpha25 (Taba Model)

The core methodology of this study is the qualitative analysis and critique of the existing NCF document, which is then used to justify the proposed alternative blueprint: the **Thalho Nadia Integrated NCF-Alpha Generation Model 2025 (TN-INCF-A)**

3.1 Placement of the TN-INCF-Alpha25 Framework

This section presents the original structural diagram developed by **Thalho Nadia** to correct the NCF's flaws.



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The TN-INCF-Alpha25 is a **Taba based structural evolution** that achieves integration by putting **The Learner** at the center of a three-pillar system. This structure is a direct answer to the flaws of the old, disconnected circle model (NCF, 2018).

3.2 The Structural Divide: A Direct Comparison of Blueprints

This table is the core of the analysis, demonstrating the critical difference between the sequential, Tyler-based structure and the integrated, Taba-based TN-INCF-AlphaG2k25:

Component	Existing NCF Blueprint (Tyler Model) (Based on NCF, 2018)	Proposed TN-INCF-AlphaG2k25 (Taba Model) (Designed by Thaho Nadia, 2025)	The Flaw and the Solution
Curriculum Flow	Sequential (Top-Down): Goals →→ Content →→ Assessment.	Integrated (Grassroots): Learner →→ Skills ↔↔ Context ↔↔ Approach.	Flaw: Vision is isolated. Solution: Vision is enforced functionally and continuously.
Assessment Focus	Summative Exams: Measures "information rather than... thinking" (NCF, 2018).	Performance Tasks: Mandates assessment of applied skill ("Show What You Can Do").	Flaw: Rote learning is rewarded. Solution: Creativity and application are rewarded.
Modern Skill Status	" Integration of ICT " is listed as a distant Eme	Digital Literacy (Ethical AI) is a Foundational	Flaw: Neglect of the digital future. Solution: Man



	Learning trend (NCF, 2018).	Competency (Pillar I).	datory, ethical skill integration.
Teacher Delivery	Unspecified and described as unsatisfactory" CPD mechanism (NCF, 2018).	Project-based Learning is a mandated Pedagogy (Pillar III).	Flaw: Teachers default to rote methods. Solution: Teachers are forced to acquire and use modern, hands-on skills.
Value Integration	Values are an external layer: Islamic Teachings (Quran and AHADIS) (NCF, 2018).	Values are embedded: Ethical AI (Pillar I) and Green Curriculum (Pillar II) directly enforce a moral framework in modern contexts.	Flaw: Values are theoretical. Solution: Values are made practical and measurable.

4. Analysis and Policy Justification: A Unified Path Forward

The TN-INCF-AlphaG2k25 is not an external invention; it is the **structural upgrade** required to execute the constitutional and spiritual goals of the NCF. The new structure ensures that progress in one area *must* trigger positive change in all others.

4.1 Enforcing National Ideals in the New Blueprint

The TN-INCF-AlphaG2k25 ensures our national ideals are met effectively: the **Green Curriculum (Ecological Responsibility)** (Pillar II) fulfills the national and human right to a safe future, and the **Digital Literacy (Ethical AI)** component (Pillar I) ensures all technology skills are taught in the light of the **Islamic Ethos** (NCF, 2018).



4.2 Final Policy Recommendations (The Necessary Steps)

The national decision must be to choose progress. I offer these immediate, actionable steps:

1. **Mandate Performance Assessment:** Provincial Examination Boards must be directed to launch a pilot to transition key summative exams into mandatory **Performance Tasks** (Pillar III). This is the single most effective way to eliminate rote learning (NCF, 2018).
2. **Overhaul Teacher CPD:** All **Continuous Professional Development** must be revised to be practical and process-focused, training teachers in **Project-Based Learning** (Pillar III) using national resources to close the critical capacity gap (NCF, 2018).
3. **Institutionalize a Revision Cycle:** The ministry of Federal must be bound for the revised the curriculum framework or policy after the 3 years. That action will be preventing the cultural Gaps and identify the main authentic Futuristic findings.

4.3 Recommendations for Future Research

This scholarly work creates the foundation for crucial future research:

1. **The futuristic research must be work on quantitatively as can analyses the correlation ship between the implementation and performance tasks and can evaluate then students support toward the role learning and memorization**
2. **Scholar must be assessing the Instructor/Teachers competencies during integrated the curriculum and Ethical Ai CPD**
3. **The academic Institutions and curriculum developers must be bound to compare the Taylor Model and Tabba Model in the light of new TN-INCF-AlphaG2k25 Model value and effectiveness in the Pakistan educational contexts.**

5. Conclusion:

The NCF documents 2018 has no longer worth, its outdated for the nation, need to incorporate or redesign new model Thalso **Nadia Integrated NCF-Alpha Generation Model 2025 (TN-INCF-AlphaG2k25)**. The education system of Pakistan truly follows the ideology of Islamic republic where to produce a generation for survive in citizen and Problem solving. this study is the critically produce the national progress that will save the future Alpha Generation.,



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