



THE CONCEPTUAL GAP IN PATRIOTISM AND CITIZENSHIP: A COMPARATIVE CASE STUDY OF SINDH (2020) AND NATIONAL (2023) CURRICULA (AT SECONDARY LEVEL)

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Abstract

Pakistan's education system plays a significant role in developing national unity. The study will explore the conceptual division between aspirational standards (vision) and measurable student learning outcomes (SLOs/Instructional Design) in secondary education. The comparison that is made between the Sindh Curriculum (2020) and the National Curriculum of Pakistan (2023), to explain why the discipline does not often spark interest in students and civic participation, or cannot develop their interest in patriotism (enthusiasm). The researcher used qualitative comparative curriculum analysis, which involved mapping the action verbs onto the strands of the two documents. The Taxonomy was revised as Bloom defined it, classifying verbs into the passive (low-order) and active (high-order) domains. The results of the analysis reveal a very strong structural shortcoming, herein referred to as the pedagogical simplification, to develop enthusiasm among students by using text sentences in the curriculum that foster enthusiasm and citizenship, thereby developing interest in their studies. Although the standards of the Sindh curriculum promote active citizenship, the SLOs that accompany it are primarily passive in form, i.e., describe, list out. On the other hand, verbs like propose and critically analyse, which are verbs of higher order, are included in the National Curriculum but have the passive sound during reading. The research presumes a lack of student interest and assumes that excessive memorisation is the primary cause. In order to renew the focus on the themes and SLOs, the curriculum developers, Reviewers and policymakers should focus SLOs on higher-order thinking skills; the priority should be the implementation of citizenship and patriotism among students, rather than their definition or cramming.

Keywords: *active citizenship, curriculum realignment, Bloom taxonomy, student learning outcomes, civic education, Patriotism, Pakistan studies.*

1. Introduction

Education is not merely about economic utility; it is the primary engine for shaping responsible citizens. In Pakistan, Pakistan Studies is the state's primary tool for transmitting national identity, history, and civic duties to the next generation (DCAR Sindh, 2020). As Saigol (1995) argues, the curriculum acts as a mechanism for the state to construct a unified identity. Therefore, this course carries the heavy responsibility of preparing young people to be both loyal patriots and active, thinking citizens. Ideally, this subject should serve as a pedagogical bridge, translating the state's high-level vision into classroom activities that inspire students. Pakistan Studies is a Compulsory subject at School, College, and University level. The curriculum of Pakistan Studies designed according to the need of 21st Century (DCAR Sindh, 2020).

However, Dean (2007), described that in many Pakistani classrooms, this bridge is broken. The translation of vision into reality relies entirely on the technical structure of the curriculum document. Pakistan Studies is a core subject at School, College, and University level. The National Curriculum is designed on the benchmark with the international level, yet across to the economic,



religious, and social needs of young students of Pakistan. NCP aims to shift classrooms toward the Concept based learning than rote learning (NCP,2023).

1.2 The Curricular Context: Sindh vs. National

Following the 18th Constitutional Amendment, curriculum development became a provincial subject, leading to varied approaches across the country (Jamil, 2019). This study isolates two major recent documents for a comparative case study: the Sindh Curriculum for Pakistan Studies (2020), specifically the revised version for Grades IX-X (DCAR Sindh, 2020) adopted the NCP and the National Curriculum of Pakistan (2023): The suggested federal framework for Grades 9-12 (NCCP, 2023). By comparing the provincial policy (Sindh) with the federal suggestions (National), this research highlights the structural choices that determine whether "Citizenship" is taught as a memory test or as a change in lifestyle, serve for society, preparing students to serve in society.

1.3 Problem Statement

Despite its critical importance, civic learning at the secondary level (Grades 9-10) often fails to spark student interest. As observed by Nayyar and Salim (2003), students frequently perceive the subject as a static set of facts to memorize rather than a dynamic set of skills to use, give a change in their behaviors. This leads to a profound lack of "interest or charm" or "intellectual enthusiasm" in the classroom, resulting in low civic engagement after school.

The researcher proposes that the root cause of this failure is not the teacher, but a flaw in the curriculum's design. An initial review suggests that while the Curriculum Standards (the vision) are high-level and motivated, the Student Learning Outcomes (SLOs) retreat into low-order thinking skills. This creates a "Conceptual Gap": the intent is to create the active citizens, but the instruction is designed to create passive learners.

1.4 Research Objective and Questions

Objectives:

The study aims to comparatively analyze the "Conceptual Gap, in patriotism and citizenship: A Comparative Case Study of both Curricula (Pakistan Studies Subject Grades 9-10)", in the Standards (Vision) and the Student Learning Outcomes (Instructional Design). It seeks to understand why the subject's engagement (lack of developed interest) is weak when translating motivated goals into technical requirements.

Research Questions:

- To what extent are the concepts of "Citizenship" present in the Standards but absent or low/weak in the SLOs of the Sindh Curriculum, and there SLOs have no message of develop interest or Patriotism among students?
- Does the National Curriculum (2023) offer a higher frequency of "Action Verbs" (Affective/Psychomotor domains) compared to the Sindh Curriculum (2020)?

1.5 Scope of the Study

This research is vital for curriculum developers in Sindh. If the SLOs remain focused on low-order thinking (e.g., "Define," "List-out, discuss"), textbooks will remain unexciting. By identifying the specific Gap, this paper provides concrete evidence to help policymakers Text Books and curriculum developers, Teachers revise the curriculum and include "High-Order" and "Affective" objectives, ultimately restoring the "charm, interest" toward civic education.



2: Literature Review

2.1 The Two Dimensions of Civic Learning

To analyse the lack of student interest, I must first distinguish between two types of civic learning. Scholars like Westheimer and Kahne (2004), categorised these as: Passive Patriotism (Lower Engagement): This focuses on the transmission of factual knowledge, dates, names, and symbols. It relies on lower-order cognitive skills. While necessary, Hoodbhoy (1998) argues that this dimension alone creates a rigid narrative that does not foster emotional attachment or interest "charm." Active Citizenship (Higher Engagement): This involves critical thinking, participation, and the incorporation of values, It requires higher-order skills such as "justification, analysis and evaluation". UNESCO (2015), suggests that student enthusiasm is generated only when this active dimension connects local duties to global realities.

2.2 Structural Misalignment: Standards versus SLOs

A fundamental requirement for a successful curriculum is "Constructive Alignment" (Biggs, 2014), in which the broad goals align with the specific daily tasks. However, in the documents under review, a significant separation appears: The Standards (The Theoretical Intent): These are the aspirational. For example, the Sindh Curriculum aims for students to understand "rights and responsibilities" (DCAR Sindh, 2020). Similarly, the National Curriculum emphasises the creation of "responsible citizens" (NCCP, 2023).

The SLOs (The Operational Reality): These are the measurable outcomes. In many cases, the broad vision is restricted when converted into SLOs. As Durrani (2008) stated, complex civic values are often reduced to tasks such as "List the major institutions." This misalignment shifts the focus from affecting values to recalling facts.

2.3 Pedagogical Reductionism and Student Disinterest

The lack of interest "charm" identified in the problem statement can be attributed to use the term "Pedagogical Reductionism." This happened when complex values are reduced to simple lists to facilitate easy examination. Cognitive Dominance: The current structure places heavy emphasis on the Cognitive Domain (knowledge) at the expense of the Affective Domain (attitudes) (Bloom et al., 1956). The Consequence: When the SLOs introduced in the curricula prioritise rote memorisation, then the subject loses its importance. Freire (1970) famously described this as the "Banking Concept" of education, where students are empty vessels to be filled. This structural flaw explains why the high-level Standards fail to generate actual enthusiasm interest.

3: Methodology

3.1 Research Design

This study employs a **Qualitative Comparative Content Analysis**. According to Bowen (2009), this method allows for a systematic examination of the language within documents to count and categorise the type of learning they demand.

3.2 Data Sources

The data is drawn from two authentic policy documents:

The Sindh Framework: Curriculum for Pakistan Studies Grade IX-X (Revised 2020). (DCAR Sindh).

The National Framework: National Curriculum of Pakistan (2023): Pakistan Studies Grades 9-12. (NCCP).



3.3 Structural Analysis (Strands and Domains)

To locate the concepts, I first analyzed the document structure. The Sindh curriculum follows a "Widening Horizon model, and Holistic approach used" with six strands, embedding Civics within "Political Science, Geography, History, Economics, Sociology as well Skill Development," (DCAR Sindh, 2020). In contrast, the National Curriculum adopts a "Concept-based" approach with seven domains: Geography of Pakistan, History of Pakistan, Environment of Pakistan, Resources and Economic Development in Pakistan, Citizenship, Society and Culture of Pakistan, and Pakistan and International Affairs, including a dedicated domain for "Citizenship" (NCCP, 2023).

3.4 The Coding Framework: Revised Bloom's Taxonomy

To measure interest "Charm" (cognitive engagement), I utilised the Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001). I categorised the verbs in the SLOs into two levels:

Level 1: Passive/Low Engagement (No Charm): Verbs like Define, List, Describe. These indicate rote memorization. And described Level 2: Active/High Engagement (Active Charm): Verbs like Analyse, Evaluate, Propose. These indicate critical thinking in descriptive form.

3.5 Data Analysis Procedure

The analysis followed a "Gap Analysis" procedure. I extracted the Standards to identify the frequency of keywords such as "Patriotism," then examined the SLOs to see whether these keywords appeared or were reduced to low-order verbs.

4: Data Analysis and Findings

This present study analyses the findings of the qualitative content analysis. The researcher draws the data directly from the strands of the Sindh Curriculum (2020) and the standards/domains of the National Curriculum (NCCP, 2023).

4.1 Comparative Analysis (The Evidence Table)

The following table compares how the two documents treat specific civic themes.



Table 1: Analysis of SLOS on Action Verbs used

Strands (6/7)	SLOs	Sindh Curriculum (Revised 2020) verbs used as Passive Approach	Domains (7)	SLOS		NCP (Revised-2023) verbs used as Passive Approach	Analysis the Gape
				IX	X		
History	68	Discus, Identify, List, Describe, Summaries, Explain, Assess, State, compare (42)	Geography of Pakistan,	13	Nil	Explain, Locate, Describe, Label, Compare (05+)	The SC curri: SLO designed on descriptive that have no message for the designer a text books same in NCP
Geography	27	Discus, Identify, List, compare, Understand Describe, Explain, (16)	History of Pakistan	6	12	Define, relate, <u>outline</u> Understand, explain Discuss, recognize (05+6)	The SC SLOs is repeated as need to specify general, overloaded NCP need to two strands have no SLOs are given in 9-10
Political Science/Civics	28	Discus, Identify, List, compare, Understand Describe, Summaries, Explain, Assess, State (22)	Environment of Pakistan	Nil	Nil	Nil	Mostly, SC& NCP tried covered in all but its need to revised authentically
Economics	12	Classify, Enlist, Describe. Explain, Identify, (08)	Resources and Economic Development in Pakistan	Nil	11	Explain, Locate, Describe, Label, Compare (05+)	There should be need of in both curricula Entrepreneurship and digital literacy
Sociology	29	Discus, Identify, List, Describe, Summaries, Explain, Assess, State, outliner (15)	Citizenship,	Nil	Nil	Nil	The SLOS are not covered for wellbeing a perfect person serves for society only SLOs are giving message that students will be Pass the



						exam or have knowledge, but no change on their behavior.	
Skills Development (Inquiry)	30	Present, use, Identify, List out, Formulate, point out, outline (10)	Society and Culture of Pakistan	09	13	Explain, Describe, Define, Discus (04+6)	Mostly both covered the memorization or rote learning but not able to create the interest in students
			Pakistan, and International Affairs	Nil	06	Importance (+1)	
	194	113 SLO(K-U)		28	+42 =	21 SLOs (K-U)	
				70			



4.2 Detailed Findings: Lack of "Charm and Interest."

After the deep analysis on Curriculum Documents the final study reveals those specific areas where the Sindh curriculum and National Curriculum Fails engaged to students in the development charm, Interest and enthusiasm during the study.

1. There are the total 194 SLOs are used in SC-2020 Curriculum and total 72 in NC-2023, especially SC SLOs used overlapped and over load.
2. 113 SC-SLOs are used Level 1 Lower Order Thinking (repetition) from Cognitive Level only for memorizations and Level 2: 81 SLOSs used for High order but not for practice life or give the justification, compare with real life or developed the interested but its only for the memorization,
3. Level 1: 21 NC-SLOs are used Lower Order Thinking (repetition) from Cognitive Level only for memorizations and Level 2: 51 SLOSs used for High order but not for practical life or give the justification, compare with real life or developed the interested but its only for the memorization.
4. The "Definition, Discuss, compare, Explain enlist" vs. "Practice, criticism and justifications" are the Gaps in The Sindh curriculum and National Curriculum are the missing from the both curium's.
5. The SC curriculum is overload and overlapped with the repetitions of SLOs
6. NC curriculum in 9-10 have two strands missing SLOS and well benchmarks and Standards
7. In NCP and SC used in their Curricula the SLOs as example:"to Define the process, to Justify the Two nations theory/ Ideology of Pakistan, to Solve of conflict or Effect of British time period on Muslims". Such type of SLOs is integrated but that have no worth or charm where the textbook developers also develop their text on give SLOs from curriculum but they will not produce any interest or enthusiasm among the children. need to create such SLO that give message to the readers and developers integrate or relate with their life.
8. There is The Missing "Digital Literacy Identity, Enter unship and AI as technology used ": Sindh as well NCP, that ignored only NCCP some except students "Highlight the importance of being a knowledgeable digital citizen. But have not passed the way to text book developers that develop charm or interest as **ex: to Develop the interest by using the digital citizen in their Life or to compare the British colonial rule with present society that positive effect on your life "**
9. There is not used any survey or action research or research based SLO, if used then limited on notes taking, not for use in daily life in both curricula.
10. Environmental Action: There is lack of effects, justifications in Sindh asks to "Identify hazards." NCCP asks to "Suggest approaches to minimize impacts. "
11. Gender Disconnect: Sindh focuses on bureaucratic institutions (Protection Cells). NCCP focuses on empathy and evaluating conditions.
12. Foreign Policy: Sindh and NCP ask to "Explain" the past. But need to be used the "Predict" the future.
13. Rote Ideology: Sindh and NCP treat ideology as a list to be described, explain, rather than a concept develop enthusiasm among students.
14. The SDG Gap: NCCP links citizenship to UN SDGs. Sindh lacks this global integration.



15. Skill Assessment: Sindh asks for the theory of communication (SMCR model) rather than the practice of debate.

4.3 Conclusion of Findings

The data proves that the RQs and the objectives of present study indicates that Sindh curriculum is structurally designed for passive reading ad sequence of 2006 Curriculum where the NCP curriculum is Concise and merged the SLOs but both curricula have the lacks the "Action Verbs" as found in the NCCP(2023), but for the rote learning not for the developing interest in students. The "Charm and Interest " is missing in SLOs for the text book developers and Students as well the teachers, because the SLOs ask students to describe, define the world rather than engage with it in text, analyses and enquiry based as well develop the interest.

5: Discussion, Recommendations, and Conclusion

5.1 Discussion: The "No Charm" Phenomenon

The analysis confirms a "Structural Disconnect." While the Standards call for "Responsible Citizenship," the SLOs reduce this to "Describing structures." This confirms Aziz's (1993) critique that Pakistani curricula often prioritize historical narrative over critical engagement. The choice of "Passive Verbs" (List, Define) is the primary reason the subject feels dry. Furthermore, the absence of Digital Citizenship makes the Sindh curriculum feel outdated to modern students.

5.2 Implications

- For Curriculum and Textbook developers/Reviewers: They are forced to write descriptive paragraphs rather than designing activities and make a SLOs developing charm or interest.
- For Teachers: As Black and William (1998) stated that assessment drives learning, the SLOs emphasize rote memorization, teachers need to end the cramming, need to develop the interest and enthusiasm.
- Give Students Such Task: develop Patriotism as a concept, interest not a rote learning

5.3 Recommendations: To restore the "charm, and Interest" I propose the following:

- The "Verb Swap" Strategy: Change passive verbs ("Describe, define") to active verbs ("Propose/Solve situational verb") in the SLOs and make a challenge that student think and try to reflect and compare with present life.
- Need to incorporate the Integrate Digital Citizenship: Update the Civics strand to include online rights and responsibilities.
- Align with SDGs: Link local duties to global goals to foster a sense of purpose.
- Assessment Reform: Introduce Action research or case-study questions format in exams that require high-order thinking.

5.4 Conclusion

A curriculum is the blueprint for a nation's future (Tyler, 1949), This study proves that the curriculums suffer from "Pedagogical Reductionism." It takes vibrant concepts and reduces them to dry facts. If we want students to love their country, we must stop asking them to define citizenship and start asking them to practice it. The transition from "Vision to Void" can only be fixed by transforming the SLOs from a test of memory into a call to actions, interest and patriotism messages for the country. There is also a Gap to revise the curricula according to the need of Global level, need to revise curriculum by authentic subject specialist, used such strategies where the



teachers and developers develop interest enthusiasm among the readers and stakeholders. Future researchers: must need to work on the alignment of Curriculum with the Text books9-10.

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