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Holistic Development Of Students Through The Single National Curriculum

[1] Parveen Baloch, [2] Dr. Fayyaz Ahmed Shaheen

[1] Mphil scholar, Department of Education FSSH, Hamdard University Karachi Sindh Pakistan. parveenbaloch098@gmail.com
[2] Associate Professor, Department of Education FSSH, Hamdard University of Karachi Pakistan. dr.fayyazshaheen@gmail.com

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Abstract

The single national curriculum (SNC) refers to Standardized educational framework in implemented by the Government of Pakistan in 2020 to ensure uniformity and consistency in the curriculum across all schools within country. It aims to establish common learning objectives, standards and content for subjects taught at various educational levels. The goal is to provide all students with an equitable and quality education regardless of their geographical and socioeconomic background. This research was conducted to review the Holistic development of students through Single National Curriculum after its launch in 2020 as being the first policy document for educational reformation at the national level. In this research the perspective of concern stakeholders was explained about holistic development of a student through Single national curriculum. This research hopes to explain that how much SNC is successful in pursuing the holistic development of a student. This descriptive study examines the SNC from the standpoint of a child's overall development at the primary school in the Lasbela district. To find out the head of school and senior teacher's thoughts on SNC, a semi-structured interview protocol was used. To collect data 05 urban primary schools were selected and 05 educational administrators and 05 senior teachers were designated to distinguish their perception about SNC. The interview-style open-ended questions concerning pertinent research findings. Based on the collected data, a descriptive explanation of the research findings was provided. The conclusion of this research is to adopt this curriculum in education system is difficult because there are a lot of barriers faced by stakeholders i.e., lack of resources, lack of competence among teachers.

Keywords: Holistic development: single national curriculum

1. Introduction

The Single National Curriculum (SNC) is a uniform system of curriculum, instruction medium, and assessment platforms that aims to provide every child with an equal and fair chance at a top-notch education. In order to prepare students for conceptual learning in higher grades, the Single National Curriculum is built on content progression at early levels. This helps students meet international standards and gives them 21st century skills. The in-formal dimension is also make an interaction between learners and the environment either in school or other environment. Students in primary and secondary schools are highly impressionable and at a formative and learning age. The educational system therefore tries to give students every opportunity to pursue their desired values. Everybody will have access to the same curriculum, instruction in a single educational system, a single platform for assessments, and a just and equal chance at a top-notch education. One of the biggest advantages of having a national curriculum is that it promotes social

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equality. An effective education system is a crucial determinant of the political, social, and economic development of any nation. Curriculum is a planned series of syllabus or we can define that curriculum is anything comprising course of study in any institution, school or college. Academic objectives can be met through the curriculum, which is divided into various categories. The national curriculum, which covers a country's past, present, and future, represents concepts of life, religion, beliefs, goals, and mindset.The Single National Curriculum encompasses uniform language standardized assessment opens doors for every child to access quality education equally. The SNC stands as stride in this direction among its merits and to mitigate social disparities. According to Abbas, Basit and Akhtar (2021), education system of Pakistan facing a series of significant obstacles in implementing a uniform SNC at the Primary level. There is a continuous struggling in public schools to deliver quality education.

The Single national curriculum is used as single vision. It is based on the concept which is called education for all. It used a one system of curriculum for all classes. The medium of instruction is same for class 1 to 5. The curriculum has the ability to shape youth into the people we want them to be, but this can only happen if we provide the same curriculum to every country in the world, in line with our political beliefs. Although efforts were made in Pakistan to implement the national curriculum, the elite class and the private school system were successful in lunching and using the other curriculum in school education. Sadly, it was not possible to offer the national curriculum in letter and spirit to the entire country. Under Article 25-A of the Pakistani Constitution, the government is required to provide free and compulsory education to all children between the ages of five and sixteen. This obligation has been reflected in every educational policy since the National Educational Commission of 1959.As indicated by the UNESCO providing quality education and fostering lifelong learning require work towards the goals and core pillars for building inclusive prosperous societies. Pakistan is 50 years behind in primary education and 60 years behind in secondary education in order to meet the educational goals, according to the 2016 United Nations Global Education Monitoring Report. In Pakistan there are numerous systems are existed run by various public semi-private and private agencies. Each system stakes distinct vision and purposes and deals with different approaches to increase the nation literacy rate and capacity building (Aftab, 2015). While looking at the situation of Pakistan education system the govt. of Pakistan has tried reformation by introducing one system of education for all initiated the development of Single National Curriculum for Pakistan Students. In the first phase, the Early Childhood Education Curriculum and one to five grades Curriculum were formed in 2021. The Islamic perspective holds that spiritual development results from moral education (Ismail, 2016). The individual with strong moral convictions takes ownership and accountability for their deeds and choices. The cost of modern acceptance in adolescence is the scarification of certain aspirations in the name of a greater good. Vygotsky argues that when social norms gain significance in an individual's later years, children eventually internalize them as beliefs (Hedges, 2022). Primary level curriculum plays a vital role in shaping the mindset and in also holistic development of the young students. By talking and interacting with knowledgeable people, the kids learn in a rational and methodical way. According to Vygotsky's theory, the concept of scaffolding relates to learning principles, meaning that a child can learn with the help of adults who possess greater knowledge and experience. In the holistic development of an individual the development of all areas of life occurs, spiritual, intellectual, physical, social and emotional. So that it is possible to include holistic approach at all levels of education, including preschool, lower-secondary, upper-secondary and higher education. The holistic approach can affect the quality of education in the teaching and learning process. The holistic approach is designed to satisfying the individuals intellectual, emotional and practical needs and interest, which is main objective of education. Holistic development drives the values now a renewed realization achievement at school and so are academic to all educational systems. Values are element to human flourishing and so are fundamental to students wellbeing in a school environment, irrespective of their

placement in faith or government school sectors (Davidson, Lickona & Khmelkov, 2008). The Early Childhood Care and Education curriculum was revised in the Single National Curriculum development process. The Early Childhood Care and Education Curriculum considered local context, international and contemporary standards and SDG goals one of the silent features of this curriculum is to focus on a child personality and character development by including values of tolerance, empathy, patience, citizenship and accepting the diversity of the people. Moreover, building morals values, ethics and civic sense is also part of the objectives of the curriculum. The age group of children for which this curriculum has been designed seems to be 3-5 years old. The primary goal of curriculum is academic rationalism that intrinsic value and role of subject matter growth of learner's humanism, intellect and rationality (Clark, 1989). The curriculum derived focuses on developing knowledge, skill and attitudes which create the environment and the distribution of tolerance, the acceptance of diversity and peace would be encouraged. The learner's belongings to different socioeconomic background would foster equity if the same curriculum and the same syllabus would be executed. It would be able to generate the equity among learners. That's the way the students would be able to get benefit from the excellent education. It would be able built the one nation when all the educational system adheres to a unified curriculum.

The Single National Curriculum (SNC) initiative has been introduced and launched by the Pakistani government, which is a commendable step toward reforming the nation's educational system. This would help bring the country's youth together. It might not be as easy as it seems to get all school systems to follow the same curriculum; there will be more opposition to adopting and implementing this SNC agenda by ignoring its results. In Pakistan, the current educational model is a state-by-state system. This has not been a problem until the past decade. The once academically dominant Pakistan has been on a downward trend in the international rankings. To combat this negative trend in academics, a unified national curriculum has been proposed, the Common Core State Standards Initiative. Like every proposed plan in the history of propositions, there will be individuals on both sides of the issue. The real question is, is a national curriculum right for Pakistan to increase student scores on assessments and increase overall student learning? Hence it is suggested that ESL curriculum should be based on an understanding pf present needs of learners and ideologies of a society. An education system for all is a shared platform for instruction and evaluation in terms of curriculum. Every child has an equal and fair chance to get a top-notch education.

In a curriculum extracurricular activities can enhance the overall study experience in several ways:

- Complimentary Academic Learning: Extra-curricular activities provide opportunities for students to apply knowledge gained in the classroom to real life situations.
- Developing Transferable Skills: Activities such as sports teams, debate clubs, music ensembles help students develop different important skills such as team work, leadership, communication and time management.
- Fostering well-rounded Development: Co-curriculum activities offer avenues for students to explore interests and talents outside of the academic curriculum promoting holistic development.
- Building Confidence and Self-Esteem: Success and recognition in extra-curricular activities can boost student's confidence and self-esteem which can impact their academic performance.
- Promoting Social Connections: participating in extra-curricular activities allows students to interact with peers who share similar interests, fostering friendship sense of belonging within the school community.
- Providing Opportunities for Personal Growth: through the challenges and setbacks in extra-curricular pursuits, students learn resilience, perseverance and the importance of goal-setting which contribute to their personal growth and development.

Overall integrating extracurricular activities into the academic experience enriches students learning journey by offering diverse opportunities for skill development personal growth and social connection. New global trends as well as children's holistic development in the context of local teacher aspirations and SNC student development. One of the Federal Ministry of Pakistan's long-awaited projects was the Single National Curriculum. SNC pledged that kids needed to have access to a top-notch education. SNC strongly supports the curricula of both private and public schools. It was expected that the nation would be united and due to unified curriculum. Socio economic background would be minimizes through the single curriculum. The goal of SNC to ensure consistency in what students learn, regardless of their location or type of school they attend.

1.1 Objective of the Study

To evaluate how effectively single national curriculum nurtures a child's balanced growth across multiple development domains including cognitive, social, emotional, physical and moral dimensions while attempting to eliminate educational disparities across public, private and religious school streams.

1.2 Research Questions

Following are the questions for this research;

· How does the SNC indulged various teaching and learning experiences to promote holistic development?·

. How does the SNC address the physical education to foster holistic development of children?

1.3 Significance of the Study

The significance of the single national curriculum aims to standardized education across the country, promoting unity and equality. It seeks to provide a consistent educational experience, reduce disparities, and enhance the quality of learning for all students, fostering a more cohesive national identity. The SNC introduced a significant change in Pakistan's educational paradigm focusing the outcomes of holistic development of students.

Historically Pakistani education focused strictly on rote memorization and academic moving towards a holistic model is critical for individual student growth and broader national development for several key reasons. The Single National Curriculum in Pakistan aims to ensuring the uniformity in curriculum content, teaching standards and assessment methods. It includes Equity, Quality Enhancement, National Cohesion, Mobility, Efficiency and Global Competitiveness. This curriculum outlines the minimal learning outcomes required of students and gives the essential details regarding the aims and objectives for teaching particular subjects. Schools are free to select any textbooks they want as long as they follow the guidelines. Based on changes in social and economic conditions, teachers can modify the learning environment, provide resources, and help students with materials that meet their needs. It suggests that curriculum changes are caused by schools, teachers, and curriculum changes. Thus, curriculum development and implementation can be influenced by teachers and school environments.

Table 1.

Feature	Traditional Pakistani framework	Holistic framework SNC
Primary goal	Passing exam through rote memorization	All-round growth (intellectual, emotional, moral)
Student role	Passive listeners and information absorbable	Active participant via inquiry based learning
Social focus	Divided school streams and social classes	Unified civic identity and social cohesion
Assessment	High-take annual paper and pencil test	Formative and continuous and concept based

1.4 Limitation of the study

This study is delimited to examining the role of the Single National Curriculum (SNC) in promoting the holistic development of students. The research focuses on selected public schools implementing the SNC and includes students, teachers, and school administrators as participants. The study is limited to assessing four key dimensions of holistic development: academic, social, emotional, and moral development. The research is confined to a specific geographical area and does not include schools from all regions of the country. Data are collected during a single academic year, providing a snapshot rather than a long-term evaluation of the curriculum's impact. The study relies primarily on questionnaires and interviews to gather participants' perceptions and experiences and does not include classroom observations or standardized measures of student achievement. Furthermore, the study examines the implementation of the Single National Curriculum at the school level and does not evaluate national education policies or compare the SNC with previous curricula or international curriculum models. Therefore, the findings are intended to apply only to the selected sample and context and should not be generalized to all schools or educational settings

2. Literature Review

The aim of Single National Curriculum is to provide guidance on improving the primary school edition of SNC to ensure equal educational opportunities for all children. It is essential to establish a unified education system with a standardized curriculum, a common language of instruction, and a consistent method of assessing student advancement. The implementation of a uniform national curriculum is a beneficial step forward. It is recommended that every nation embrace a similar educational framework, including standardized curriculum, language of instruction, and assessment structure, to guarantee educational equality (Ministry of federal education, 2020).
The primary objective of the SNC implementation is to ensure that every child has access to a top-notch education, regardless of any form of discrimination. The Ministry of Education envisions a society that is united and inclusive, where existing disparities in educational opportunities are minimized across different educational routes. This initiative guarantees equal opportunities for social progress, thereby promoting fairness in education. Moreover, it facilitates seamless mobility for both teachers and students across provinces.

2.1 Single National Curriculum

The Single National Curriculum is founded on the goals and vision of creating a single educational system that encompasses all curriculum areas, instructional languages, and common assessment

platforms. This will guarantee social cohesion and national integration while providing equal opportunities for all children to receive high-quality education. The cornerstone of any nation's social, political, and economic advancement is its curriculum and educational system. A single national curriculum is a stage which accomplish a bridge the gaps between the educational classes. And the students made part of society by acquiring skills, knowledge and norms with the suitable steps in the right direction Lee, V. E., & Loeb, S. (2000). The implementation of SNC is the major initiative of the government towards the development, equal opportunity for all students. It might be the right start towards fostering social cohesion and a sense of unification among the different provinces. The SNC in Pakistan is an initiative aimed at standardizing and unifying the education system across the country. Introduced to address disparities and enhance the quality education, the SNC encompasses unified curriculum framework for primary and secondary education levels.

2.2 Holistic education is a paradigm in Curriculum

The goal of holistic education is to raise the standard of instruction in classrooms. The students' developing cultural conditioning has a direct bearing on the realization of holistic education. The school's cultural dimension becomes crucial because achieving holistic education necessitated efforts to alter the circumstances and behaviors of the school, school community, and school supporters. As a result, a fundamental component of the implementation of holistic education is school culture. According to (Prabowo.S.S. (2008), holistic education develops each learner's potential in a harmonious way by viewing education as a multilevel process of cultivating their culture. This culture can be cognitive, emotional, social, physical, artistic, creative, or spiritual. Every aspect of a child's development happens concurrently and is integrated; no component exists in isolation. SNC was established in order to bridge the gap between the three distinct types of systems (Jahanzaib, Fatima, and Nayab, 2021). The goal of Single National Curriculum (SNC) was to provide all young people in the nation with a single curriculum. But there's little proof of what this curriculum's implementation will accomplish in terms of government plans (Irfan, 2021). In the first phase, the curriculum is introduced to students in grades 1 through 5 for the 2021–2022 academic year. The second is for the 2022–2023 academic year, for grades 6–8. Third is for the 2023–2024 academic year; which spans grades 9–12.

In primary school, a national curriculum was implemented. This implementation involves some complexity. Governments face a challenging task because not all private and public schools across all states accept SNCs, necessitating the creation of a strict government monitoring system. Each province now has the authority to establish its own curricula and educational standards following the ratification of the 18th Amendment to the Pakistani Constitution (Tahir, 2022). Congress may have violated state privileges previously violated by the SNC by enacting the 18th Amendment. When explaining why his state does not adopt the SNC, Sindh's Education Minister, Mr. Sardar Shah, stated as much. He contended that the SNC's assertion that it is state property compromises the state's sole authority over the formulation and distribution of educational policy. The federal government had imposed this egregious rudeness. Since the Sindh government has refused to put the SNC into effect, it is no longer considered to be "state owned" (Bashir, Yasmin & Ahmad, 2021).

Holistic development is a paradigm in curriculum and it represents an educational philosophy that goes beyond focusing on solely on academic knowledge and places equal importance on nurturing all aspects of an individual, including cognitive, social, emotional and physical dimensions (Flaherty, J. & Mc. Cosmack, (2019)

In a curriculum guided by the holistic development paradigm

- Cognitive skills: academic subjects are taught with an emphasis on critical thinking, problem solving and creativity to enhance intellectual learning.

- Social skills: the curriculum includes activities and interactions that foster positive social skills, collaboration and communication, promoting healthy relationships.
- Emotional intelligence: strategies for developing emotional intelligence, self-awareness, and empathy are integrated in to the curriculum to support emotional well-being.
- Physical well-being: health and physical education are incorporated to promote a healthy lifestyle, motor skills development and overall physical well-being.
- Cultural and Ethical understanding: the curriculum includes elements that promote cultural awareness, ethical reasoning and a sense of social responsibility.
- Creativity and expression: opportunities for artistic expression, creativity and exploration are provided to develop the aesthetic and creative dimensions of a student's personality.
- Individualized learning: recognizes and addresses the unique learning styles and needs of each student ensuring a personalized and inclusive approach.

Holistic development acknowledges that a well-rounded education is essential for preparing individuals to navigate the complexities of life, contribute meaningfully to society and adapt to diverse challenges. This paradigm emphasis the interconnectedness of various facets of learning and personal growth. The literature even suggests that holistic education is a matter of heart, a paradigm that underpins everything the teacher does in light of this understanding (Bari. F. (2021) rather than a pedagogical style. Although holistic education has taken on various forms throughout history, one of them was to focus on the whole child—body, mind, and spirit as well as their relationships with others and the world around Irfan, H. (2021). It is anticipated that holistic education will be able to meet the demands of a rapidly evolving age, allowing for the holistic growth of educational consciousness. Comprehending holistic education is crucial for molding instructional strategies and approaches that are inherently holistic. Thus, education in Indonesia will be able to support the development and kindness of the nation (Irfan, H. (2021). The school community must recognize and support holistic education because the values, beliefs, customs, and habits that students develop there have a big impact on its success. A well-thought-out values structure seeks to be realized in day-to-day interactions through efficient interaction processes.

It is anticipated that an effective school culture will enhance the academic and affective values of education. According to Hasnun (2010), the principal's shortcomings in running the school are a result of the school culture management system's shortcomings. According to (Ebba Ossiannilsson, (2019), a supportive school environment can foster ideas that enhance teacher effectiveness and contribute to the development of high-quality educational institutions. Each and every student must be able to adapt to the current school culture. A positive school culture can encourage a mindset that will enable teachers to perform better in their roles, thereby raising the standard of the institution.

Many cultures coexist in a school, with one dominant culture and several subordinate cultures. Apart from the broad consensus on numerous beliefs and values in schools, there exists a certain degree of agreement within certain groups with respect to particular beliefs and values. The human minds that work in schools create values. The "organizational mind" is the result of human minds coming together in a school setting. Shared values then emerge from the organizational mind, and these values will eventually become the cornerstones of school culture. That culture gave rise to a variety of symbols and behaviors that are evident in school life on a daily basis. Irfan, H. (2021) asserts that schools have a unique culture of their own. There are complex customs surrounding interpersonal relationships, a variety of folkways, absurd regulations, and mores in schools. A code of morality founded on them. There are teams, elaborate ceremonies surrounding them, and games that are essentially glorified wars. There are customs, and those who adhere to them fight innovators in an age-old conflict. These developmental domains were integrated into the play-based curriculum through the use of outdoor areas and learning centers. It has long been believed

that children learn about the world primarily through play. Holistic education addresses the sentimental and cognitive levels of human development to the greatest extent possible. A person can realize their full potential and fully develop "those capacities that together make up a human being" as it aims for the highest degree of human development. One of the main tenets of holistic education is the emphasis it places on the relationships between experience and reality. The holistic education's goal is to create a dynamic, interconnected pedagogy that is in tune with the universe. Conversely, a large portion of traditional education is often stagnant and disjointed, which eventually fosters anguish and alienation (Eruin, F. Sparapani, & Abel, F. J & Easten, E. S. & Edwards, P. (1997).

2.3 Holistic Education and SNC

Indigenous peoples are the ones who first codified the holistic concept. Holistic educators want to reclaim the aboriginal and indigenous worldview, which views the land and the cosmos as imbued with significance. The Greek word "Holon," which meaning "whole" or "integrated," is where the word "holism" comes from, claims. The Greeks advocated a more all-encompassing education. Socrates may be viewed as a holistic educator due to his emphasis on introspection and learning to "know yourself". The "New Age" movement and the 1960s counterculture are not the origins of holistic education; rather, it is the ancient spiritual traditions and cosmologies that Aldous Huxley referred to as the "perennial philosophy." The holistic paradigm is a dynamic and unified intellectual movement that arose in the 1980s and has been articulated by thinkers from many different disciplines. The comprehension of humanity's deep connection to the expanding universe, known as perennial wisdom, was relegated to a rebellious movement known as romanticism during the eighteenth century's so-called Enlightenment, which gave analytical and scientific reason almost complete dominance in the western world.
A curriculum can foster holistic development by incorporating a variety of learning experiences that address different aspects of a child's growth.

- Multidisciplinary Approach: Various domains such as physical education, arts, sciences, social studies and languages are included along with different subjects.
- Experiential Learning: It based on experiments, and projects that encourage exploration, problem-solving and creativity.
- Social Interaction: Promoting collaboration, communication and team work through group projects discussions and cooperative learning activities.
- Emotional Development: The integrating activities that promote self-awareness, empathy and emotional regulation such as mindfulness exercise or discussions about feelings and relationships.
- Physical development: Offering opportunities for physical activity sports and outdoor play to support gross motor skills, coordination and overall health.
- Cognitive Development: providing challenging tasks, critical thinking activities, and opportunities for inquiry based learning.
- Moral and Ethical Development: incorporating discussions about values ethics and character education to help children develop a sense of morality, empathy and responsibility towards others.

By integrating these elements into the curriculum, educators can create well rounded learning experience that supports the holistic development of a child.
Goal of Holistic Education

According to Scott Forbes (2003), the term 'ultimacy' best captures the goal of holistic education. His definition of ultimacy was as follows: (1) the highest level of human potential, which can be understood as either a developmental stage (e.g., enlightenment), a life moment that is the greatest but is experienced by few people (e.g., grace), or a phase of life that is common in the general population but typically uncommon in the life of any one individual (e.g., Maslow's peak-experience); and (2) the highest level of concern or engagement to which a person can aspire (e.g., serving something sacred). These two interpretations may blend together or overlap.Ultimacy, sometimes referred to as enlightenment or unification with cosmic harmony, is a recurring motif in holistic literature. When a student participates in a holistic educational process, their highest potential is realized (Adeney, K. (2007). Forbes' research "provides enlightenment as to the philosophical coherence of what distinguishes holistic education from mainstream approaches to education" and advances the idea of "Ultimacy."

2.4 Worldviews Underlying Holistic Education

The holistic development of a child is the ability to move forward with the confidence and competence in a different physical, mental, moral, social and spiritual activities in multiple environment that benefits the healthy development of a whole person. A variety of teaching styles, developing student's socio-emotional intelligence and identities and building sense can be developed to the students by the holistic development approach. The six main concepts or worldviews are systems theory, feminist thought, life philosophy, ecological worldview, perennial philosophy, and indigenous worldviews, that educators in the holistic tradition identify as supporting the holistic approach used in modern education
K. (2010).
Why Holistic Development is important?
Holistic development involves all the dimensions of the growth of a child. It is the development of all the dimensions like physical, mental, emotional, social development designed to be nurtured. There are 8 holistic development components like:

- Physical development
- Social development
- Cognitive development
- Moral development
- Intellectual development
- Spiritual development

The physical growth is the process in which, height, length, Mass etc. of an individual increase. Social development is a process to interact with others around them like a child develops friendship and relationships and hoe a child handles the conflict. The cognitive development deals with the mental process. It has further 6 classes:

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

A child acquires appropriate attitudes and behaviors toward society as well as knowledge of social and cultural norms, laws, and regulations through the process of moral development. Holistic

development focuses on the growth and self-actualization of individuals. it encourages them to explore their interest talents and passions, leading to a sense of purpose and personal fulfillment. The Holistic development promotes critical thinking skills by encouraging individuals to make connections across different disciplines, perspectives and experiences. It helps them develop a broader understanding of the world and challenges them to think critically and creatively. Emotional Intelligence and Well-being holistic development places emphasis on Emotional and social skills. It helps individuals develop self-awareness empathy, resilience and effective communication skills. The basic processes of early childhood development are influenced by outside factors (e.g., physical maturation, bonding, and symbol usage). Due to the intricate connections between the physical, cerebral, social, and emotional aspects of growth, health, nutrition, sensory stimulation, and care are all crucial components of a child's overall development. It's a comprehensive strategy, and missing any one piece might have devastating consequences.

2.5 Early childhood education and SNC

As a rule of thumb, "early childhood" refers to the years before the age of six. Development of the developing child (ECD) starts long before a child is born. The term "development" is used to describe a child's progress as he or she learns to execute more sophisticated levels of motor, cognitive, affective, and social skills in relation to their surroundings (Asghar, J. & Ahmed, A. (2022). All facets of a child's development, including interaction, health, nutrition, and sensory stimulation, are included in early childhood development (ECD). Holistic development is very important because it addresses the diverse facets of individual's growth, recognizing that success in life extends beyond academic achievement (Hedges, M. L. & Cooper, M. (2023) .
Here are key reasons why holistic development matters.

- Comprehensive skill set: holistic development ensures the acquisition of a broad range of skills, including cognitive, emotional, social and physical abilities, preparing individuals for diverse challenges.
- Adaptability and Resilience: it fosters adapting by nurturing creativity, critical thinking and problem solving skills, enabling individuals to navigate rapidly changing world with resilience.
- Well-rounded individuals: It contributes to the formation of well-rounded individuals possess the emotional intelligence, ethical values and sense of social responsibility.
- Healthy lifestyle choices: holistic development include physical well-being, promoting healthy lifestyle habits such as regular exercise, proper nutrition and stress management.
- Social skills and Relationships: It emphasizes the development of social skills, communication, and team work, essential for building positive relationships and functioning effectively in society.
- Cultural and global Awareness: Holistic development encourages cultural diversity and global perspectives, fostering open-mindedness and a sense of interconnectedness.
- Enhanced Emotional Intelligence: It focuses on emotional intelligence, helping individuals understand and manage their emotions.
- Long term success: holistically development individuals are often better equipped to handle the challenges of higher education, employment and personal relationships leading to long term success and fulfillment.

- Prevention of Burnout: a balanced approach to development reduces the risk of burnout by recognizing the importance of mental and emotional well-being alongside academic achievements.
- Contributions to society: individuals with holistic development are more likely to contribute positively to society, engaging in civic responsibilities and promoting ethical values.

In essence holistic development recognizes the interconnectedness of various aspects of an individual's life fostering a comprehensive approach to education and personal growth. This approach is crucial in preparing individuals to lead fulfilling lives, contribute meaningfully to society and face the complexities of an ever evolving world.

Conceptual Framework

The Single National Curriculum (SNC) in Pakistan was developed with the goal of giving all students in the nation, regardless of their socioeconomic status, gender, religion, or place of residence, equal access to high-quality education. The SNC seeks to establish an inclusive, standardized curriculum that centers on helping all students, regardless of background, develop a shared understanding of fundamental concepts and values. The SNC is intended to foster social cohesiveness and national unity and is founded on the values of equity, access, quality, and relevance. Along with practical skills and vocational training, the SNC also places a strong emphasis on the development of critical thinking, problem-solving, creativity, and innovation skills. The curriculum is made with the learner in mind, encouraging involvement and active participation in the educational process. The social justice and equity theories, which seek to guarantee that every child has access to the same quality of education, regardless of their socioeconomic status or other factors, serve as the philosophical foundation for the SNC. In addition, the SNC highlights the value of diversity and inclusivity while recognizing the various linguistic, cultural, and religious traditions among Pakistan's populace. The Single National Curriculum's overarching goal is to foster social cohesion and national unity by offering a top-notch educational system that is equitable, accessible, and relevant to every student's needs (Zaman, S. & Saleem, K. & Ali. S. (2021)

3. Methodology

3.1 Research design

This was a qualitative research study. The research study was conducted to find out Holistic development of a student through Single National Curriculum in lasbela. The data of the present study was collected by using interviews. An open-ended set of questions for interviews was designed for the relevant research responses.

3.2 Population

In this research the population was all primary school's Head teachers and senior teachers of district Lasbela Baluchistan. There were only 10 primary schools were selected.

3.3 Sample

In this research the researcher selected only 10 primary schools (girls and boys) of district lasbela. From these schools 05 senior teachers and 05 administrators each were selected by using convenient sampling technique.

Table 2.

Schools in Lasbela	No of schools	No of Heads participants	No of senior teachers participants	Total no participants
GPS (girls)	05	05	05	10
GPR(boys)	05	05	05	10
Total No of primary schools	10	10	10	20

3.4 Research Instrument

Researcher used interviews as research tool. Interviews were conducted through given sample. There were 05 items designed to conduct the interview and all questions were open-ended.

3.5 Data Collection

The researcher has visited different schools to collect data personally. After taking consent of the participants, questionnaire was distributed and responses were noted for analysis.

4. Data Analysis

The data was analyzed by qualitative method using inductive thematic analysis approach and the data was analyzed by the personal observations and experience of the researcher.

Table 3.

Theme	Nature	Code/ frequency	Percentage
Learning styles	Interview	44 positive 06 negative	88% 12%

The above result shows large no of respondents agreed the SNC pursue the learning styles of students to ensure holistic development.
The above result concluded that the SNC pursue the learning styles of students to ensure holistic development.

Table 4.

Theme	Nature	Code/ frequency	Percentage
Critical thinking Creativity skills	Interview	38 positive 12 negative	76% 24%

The above result shows majority of the participants satisfied to the SNC encourage the Critical thinking and problem solving skills in students. But some participants showed their disagreement.

This result shows the 76% of the respondents their satisfaction towards the SNC encourage critical thinking creativity skills in students.

Table 5.

Theme	Nature	Code/ frequency	Percentage
Diverse learning needs of students to foster their holistic development	Interview	41 positive 09 negative	82% 18%

The result shows most of the participants are satisfied with the diverse learning needs fulfilled by the SNC to foster holistic development of students. But few of the respondents are dis-satisfied. According to the above result the large no of respondents show their agreement to the SNC takes into diverse learning needs of students to foster holistic development.

Table 6.

Theme	Nature	Code/ frequency	Percentage
Experiential learning	Interview	41 positive 09 negative	82% 18%

The above result shows 82% of the respondents agreed to the SNC incorporate opportunities for experiential learning. But some respondents show their disagreement. The above result concluded that the SNC incorporate opportunities for experiential learning. development of a child. But 6% of the respondents didn't agree to this.

Table 7.

Theme	Nature	Code/ frequency	Percentage
Academic and non-academic aspect of holistic development of a child	Interview	38 positive 12 negative	76% 24%

The result shows that large no of respondent has positive attitude towards the SNC aim to balance the academic and non-academic aspect of holistic development of a child. The above research result shows most of the respondents agree that SNC aim to balance academic and non- academic aspects of children's development.

4.1 Findings of interview

The 88% of the respondents agreed the SNC pursue the learning styles of students to ensure holistic development. but 12% of the respondents didn't accept this.

The 76% of the participants responded the SNC aim to balance academic and non-academic aspects of holistic development of children. But 24% didn't agree.
The 76% of the participants agreed the SNC enhanced the critical thinking creativity skills of child. But the 24% of the respondents showed their negative response
The 82% of respondents replied in favor of diverse learning needs of students to foster their holistic development. But the 18% of the respondents showed dis-satisfaction.
The 82% of the participants replied the SNC incorporate opportunities for experiential learning. But 18% 0f the participants showed dis-satisfaction.

5. Conclusion

The conclusion of this research to analyse the SNC in Lasbela Balochistan, focusing on holistic development of a child. Through qualitative method used to explore whether SNC addressed the holistic development or not. Through findings of the research the significant role of SNC is, to add revealed the SNC fulfilled the holistic approach in education system. The textbook is modified with new chapter and new exercise to foster the cognitive, emotional, social, physical and mental learning experiences

5.1 Recommendations

The future recommendation after the research should be continuous evaluation and adaptation based on feedback from educators, parents and students to ensure it meets the evolving needs of society. There should be a focus on professional development for teachers to effectively incorporating modern teaching methodologies and technologies to enhance learning outcomes. Through this research the findings offer some valuable suggestions for improving the SNC. These involved in designing the curriculum there is a meaningful guidance is to consider the ideological impact of the materials in the curriculum to make SNC fruitful in educational system of lasbela. In the SNC the teachers need training to enable them teach effectively in standardized curriculum. The following suggestion made through this research
Teachers training: implement policies to enhance teachers training programs, focusing on effective strategies delivering the SNC and addressing diverse classroom dynamics.
Project Base learning**:** Implement projects that require critical thinking and critically allowing students to apply knowledge in real world scenario.
Social and Emotional learning**:** Integrate SEL into the curriculum to help students develop self-awareness, interpersonal skills and emotional intelligence.
Assessment methods**:** Use diverse assessment methods such as presentation, portfolio and group projects to cater to different learning styles.
Life skills education**:** Integrate practical life skills like time management, decision making and financial literacy to prepare students for real world challenge.
Inquiry based learning**:** Encourage students to ask questions, explore topics independently and develop a love for learning through curiosity-driven inquiry.
Physical education and wellness**:** The curriculum include the regular physical education to support physical health and well- being.
Environmental Education**:** Include the lessons on environmental sustainability, ecological awareness and responsible citizenship.
Technology integration**:** Fostering digital literacy and preparing students for the digital age while balancing screen time with other activities.

By incorporating these elements into the curriculum, educators can create a more comprehensive and well-rounded learning environment that nurtures the holistic development of a child.

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