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KEYWORDS	ABSTRACT
Aligning, Curriculum, Philosophy of Progressivism, Analysis	The pedagogical principles of progressivism, characterized by a dedicated emphasis on the cultivation of critical thinking societal improvement, and interactive pedagogy, hold substantial potential for the augmentation of Pakistan's educational framework. Thus, this expository article undertakes thorough and all-encompassing inquiry into the prospective alignment of the Pakistani curriculum with the foundational principles of progressivism. 10-year research studies were selected for analysis so as to capture relevant research within a recent time frame. The thematic technique was used for data analysis. Findings show that using hands-on learning methods that are interactive and engaging. It involves connecting vital societal problems to what students learn, making education more relevant. The progressivism approach focuses upon students and their interests, and it values different viewpoints to create welcoming and open-minded environment. Besides, it creates ways for the students to pursue career goals. By combining these vital ideas into way, we teach, Pakistan has a great opportunity to create a learning environment that effectively readies students to be responsible and involved citizens.
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INTRODUCTION

Understanding the basic ideas of progressivism and how they could fit into Pakistan's education system is really important. The progressivism in education is about making society better, helping students think better, and having exciting and active learning. This way of teaching lets students have a say in how they learn and encourages ways of teaching that focus on each student (Yunaini, Rukiyati, Prabowo, Hassan & Hermansyah, 2022). If Pakistan's education system combines these progressive ideas with its own curriculum, it could make education even better. This is especially true since Pakistan has lots of diverse cultures and learning ways (Hakro, Abbasi & Mahesar, 2021). So, when these progressive ideas mix with the lessons, it could really improve how education works

in Pakistan. This thorough exploration delves into the strategies for aligning Pakistani curriculum with principles of progressivism (Derakhshan, Greenier & Fathi, 2022). In this regard, progressivism philosophy places significant emphasis on active learning, urging students to actively partake in hands-on exercises, critical thinking, and the tangible application of knowledge. Consequently, to synchronize the Pakistani existing curriculum with the progressivism, integration of experiential learning is pivotal.

This entails infusion of group dialogues, project-centered education, and field excursions, affording students the chance to energetically interact with subject matter and employ it in practical, real-world scenarios (Hines & Fallace, 2023). Philosophy of progressivism underscores the significance of honing critical thinking abilities, which enable the students to scrutinize, assess, and amalgamate information. Aligning Pakistan's curriculum with progressivism involves integrating activities that cultivate these skills, such as deliberations, debates, and problem-solving exercises (Kooli, 2019). Educators can inspire students to interrogate and challenge assumptions, dissect many viewpoints and formulate autonomous opinions founded on evidence and rationality (Kumar, Zusho & Bondie, 2018). The progressivism philosophy propounds the advancement of societal transformation through nurturing socially conscious, engaged, and proactive citizens (Mitra, Ghosh, & Mehta, 2020). A comprehensive endeavor is requisite for the alignment of progressivism essence with the Pakistan's curriculum. In the Pakistani context, curriculum alignment with progressivism entails the inclusion of subjects talking prevalent societal concerns like poverty, gender parity, ecological sustainability and human rights.

This approach fosters avenues for students to understand and deliberate on these issues, cultivate empathy and emerge as catalysts for change within their communities (Moore, 2000). Progressivism philosophy champions a learner-centric approach to education, wherein requisites, preferences, and capabilities of individual scholars take precedence (Mitra, Ghosh, & Mehta, 2020). Within Pakistan's context, curriculum alignment can be achieved by integrating pedagogical techniques that prioritize the learner, including tailored instruction, personalized learning trajectories, and student-driven projects (Zhang, Basham, & Yang, 2020). Thus, teachers can also facilitate student participation and autonomy in learning journey, empowering them to delve into topics of interest and take charge of their educational experience (Pintar, 2020). The ethos of progressivism places a strong emphasis on integrating a multitude of viewpoints into the educational framework, thereby facilitating students' development of inclusive global perspective and fostering deep appreciation for diversity. In the context of Pakistan, a progressive curriculum can be thoughtfully adapted to encompass content that genuinely represents diverse cultural, ethnic, and religious backgrounds of Pakistani students.

This adjustment may entail the inclusion of literature, historical narratives, and social studies that underscore the contributions of various communities, thus championing inclusivity and nurturing tolerance. Harmonizing the principles of progressivism with Pakistan's curriculum necessitates the provision of targeted professional growth opportunities for educators, enabling them to grasp the fundamental principles of progressivism and adeptly infuse them into their instructional methods (Hakro, Abbasi, & Mahesar, 2021). Teachers require guidance and backing to cultivate aptitudes

and tactics imperative for facilitating dynamic learning, critical thought cultivation, and a learner-focused pedagogical approach in classroom (Yunaini, Rukiyati, Prabowo, Hassan & Hermansyah, 2022). Designed professional development wits can aptly equip teachers to seamlessly incorporate progressive ideas into curriculum structuring, teaching techniques and assessment methodologies (Kumar, Zusho & Bondie, 2018). This entails active promotion of experiential learning, nurturing of critical thinking, propagation of societal transformation, and endorsement of a student-centered instructional paradigm. By seamlessly weaving philosophy of progressivism into educational fabric, Pakistan can erect robust educational system that nurtures student engagement, cultivates critical reasoning, instills social consciousness and prepares students to conscientiously partake as proactive and accountable citizens.

Purpose of Study

This research aims to conduct an exhaustive examination of harmonization between educational philosophy of progressivism and curriculum in Pakistan. The primary objective of this study is to delve into diverse strategies for seamlessly integrating developmental principles into the Pakistani curriculum. These strategies encompass infusion of active learning methodologies, cultivation of critical thinking proficiencies, advocacy for social transformation, endorsement of student-centric pedagogical ethos, incorporation of diverse perspectives, and facilitation of avenues for teacher empowerment and professional development. Study endeavors to delineate potential advantages and potential obstacles linked to aligning philosophy of progressivism with curriculum in Pakistan. It aspires to serve as guiding resource for policymakers, educators, and stakeholders in skillfully implementing core tenets of progressivism within educational framework. The research culminates in the provision of informed recommendations based on its findings. The insights generated from this study donate significantly to existing body of knowledge surrounding philosophy of progressivism within the educational domain. Furthermore, these insights offer valuable guidance for enhancing the Pakistani curriculum, aligning it with the aspirations and requisites of students, educators, and society at large.

LITERATURE REVIEW

The educational philosophy of progressivism, which traces its origins to influential the thinkers like John Dewey and Jean-Jacques Rousseau, has garnered credit for its student-centered approach, emphasizing active learning, critical thinking, and social reform. In recent times, there has been a growing interest in aligning principles of progressivism with Pakistan curriculum, aiming to catalyze positive transformations within the education system. This review of existing literature presents an all-encompassing analysis of the subject matter, with primary focus on integration of progressivism philosophy into the Pakistani curriculum (Naatonis, Masitoh, & Nursalim, 2022). An integral facet of harmonizing progressivism philosophy with Pakistani curriculum involves the infusion of active learning strategies. In this connection, numerous studies have underscored the efficacy of practical and experiential learning endeavors in heightening the student engagement, involvement as well as elevating educational outcomes. As an illustration, Bukhari, Kaka, Dehraj, Jamali, Nawaz and Bhattu (2019) discerned that integrating hands-on activities, such as experiments and simulations,

into the science education in Pakistan that yielded the enhanced comprehension and retention of scientific principles.

Similarly, [Khan and Khatoon \(2020\)](#) illuminated the advantages of introducing group discussions and problem-solving exercises into mathematics education, fostering heightened critical thinking and adeptness in resolving challenges. An additional pivotal dimension in aligning progressivism philosophy with Pakistan curriculum involves the cultivation of the critical thinking proficiencies. Research underscores the paramount importance of critical thinking in equipping students to be engaged and well-informed citizens. To exemplify, [Bhutto \(2020\)](#) contended that critical thinking skills are indispensable for the Pakistani students to dissect and appraise intricate societal matters, proposing the infusion of critical thinking exercises like debates and discussions into curriculum. [Kalsoom, Qureshi, and Khanam \(2019\)](#) accentuated necessity of integrating critical thinking skills into English language curriculum in Pakistan to boost language aptitude and analytical acumen. Advocating for societal transformation remains fundamental tenet of the progressivism philosophy, harmoniously pliable to Pakistan's curriculum. Scholarly investigations underscore intrinsic value of infusing social concerns within the curriculum to cultivate societal consciousness and active civic involvement among students.

[Fuad, Musa and Hashim \(2022\)](#) underscored the imperative of incorporating themes encompassing gender parity, human rights & ecological sustainability into Pakistan curriculum, imbuing student with a heightened social awareness. Correspondingly, [Bukhari, Kaka, Dehraj, Jamali, Nawaz and Bhutto \(2019\)](#) contended that the assimilation of societal issues into the curriculum can effectively foster a sense of social responsibility among Pakistani students, impelling them to serve as agents of positive transformation within their communities. Integration of student-centered methodologies into curriculum stands as another key facet in aligning progressivism philosophy with education in Pakistan. The research underscores the criticality of tailoring educational approaches to individual learners' requisites and inclinations to foster impactful learning experiences. For instance, [Akram, Lei, Haider and Hussain \(2020\)](#) spotlighted advantages of differentiated instruction, personalized learning pathways, and student-led projects in elevating student engagement and motivation within Pakistani classrooms. Likewise, [Raza et al. \(2021\)](#) underscored the significance of embedding student voice and choice within learning process to cultivate a sense of ownership and autonomy among Pakistani students.

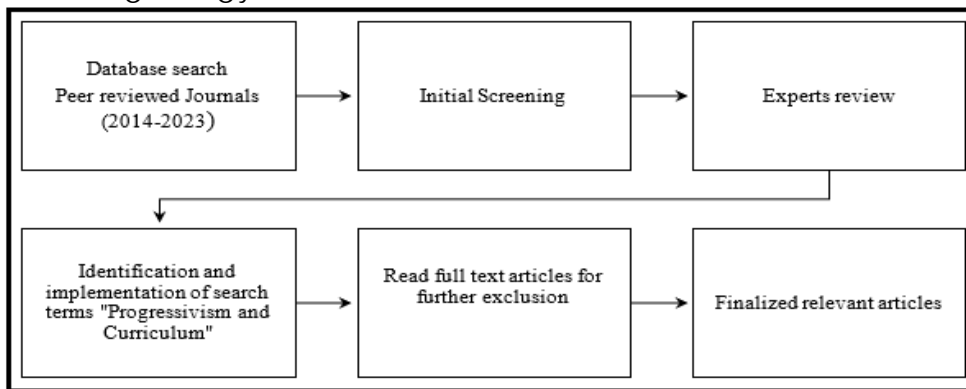
The integration of diverse viewpoints within the curriculum emerges as a pivotal factor in aligning progressivism philosophy with education in Pakistan. Research has underscored the imperative of fostering the inclusivity and tolerance by infusing content that mirrors the rich cultural, ethnic, and religious tapestry of Pakistani students. Hartono, [Arnyana, and Dantes \(2023\)](#) underscored the significance of incorporating the literature representing diverse cultural origins into the English language curriculum in Pakistan to nurture cultural comprehension and tolerance. In a parallel vein, [Fuad, Musa, and Hashim \(2022\)](#) asserted that embedding multifaceted perspectives within history curriculum can empower Pakistani students with broader comprehension of their nation's past and advance inclusivity in different circumstances and contexts. Ultimately, the provision of professional development avenues for educators stands as a cornerstone in aligning progressivism

philosophy with Pakistan's curriculum. Consequently, the teachers necessitate robust training and support to adeptly grasp the principles of progressivism and proficiently translate them into their pedagogical practices.

RESEARCH METHODOLOGY

The methodological approach for this analysis was based on the frameworks proposed by Fink (2020) and Barth and Rieckmann (2018). The objective of this review was to explore the aligning progressivism philosophy with the curriculum in Pakistan. A ten-year literature sample was selected for analysis in order to capture relevant research within a recent time frame. For analysis, the last ten years (2014-2023) latest research studies were used. Therefore, thematic data analysis technique was used.

Figure 1 Processing Strategy



FINDINGS OF STUDY

Several research studies reviews have explored the alignment of progressivism philosophy with the curriculum in Pakistan, shedding light on various findings and insights. Some of key findings from different research studies includes:

Theme 1

Integrating active learning methodologies: Research has indicated that the integration of active learning approaches, such as hands-on experiences and practical exercises, within the curriculum, holds the potential to amplify the student engagement and elevate educational achievements in Pakistan (Ahmad & Farooq, 2018). Techniques such as interactive tasks, collaborative dialogues, and challenges for resolving issues have demonstrated efficacy in fostering comprehension, concept retention, honing critical thinking capacities, competence as well as nurturing problem-solving proficiencies among students.

Theme 2

Fostering critical thinking abilities: Extensive research underscores the significance of cultivating critical thinking skills within the Pakistani curriculum. In this linking, the inclusion of the critical thinking exercises, such as deliberations, dialogues, and analytical assignments, and reasoning has

proven to augment the students' linguistic adeptness, analytical acumen, as well as general and societal consciousness.

Theme 3

Fostering social reform: Research has underscored the importance of infusing social concerns into the curriculum to cultivate heightened social awareness and engaged citizenship among students in Pakistan. The integration of subjects concerning gender parity, human rights, and ecological stability into the educational framework in diverse circumstances and situations has demonstrated the potential and ability to instill a sense of social accountability and constructive transformation within students.

Theme 4

Encouraging student-centered approaches: Scholarly investigation have underscored significance of integrating student-centered methodologies into Pakistani curriculum. Approaches like tailored teaching, individualized learning, and student-initiated projects are identified as the catalysts for fostering student engagement, motivation, a sense of ownership, and an increased level of autonomy within the educational journey.

Theme 5

Incorporating diverse perspectives: Research has illuminated the necessity of infusing an array of viewpoints into the curriculum to foster the inclusiveness and tolerance among students in Pakistan. The inclusion of literature and materials that mirror the varied cultural, ethnic, as well as religious contexts of students has demonstrated the capacity to nurture cultural comprehension and a sense of inclusivity.

Theme 6

Providing professional development for teachers: The research investigations have highlighted the vital role of offering professional growth paths to educators for capably harmonizing progressivism philosophy with Pakistani curriculum. Equipping teachers with training and guidance is essential for comprehending core tenets of progressivism and adeptly integrating them into their teaching practices. On the whole, diverse research findings indicate that aligning progressivism philosophy with Pakistan's curriculum can yield numerous advantages. These encompass heightened student engagement, honed critical thinking capabilities, enhanced social consciousness, and the broader sense of inclusiveness. Nonetheless, a range of challenges, such as the imperative for the teacher development, availability of the resources, and cultural sensitivities, may necessitate attention to ensure the effective implementation of progressivism principles within the Pakistani educational framework.

DISCUSSION

The convergence of progressivism philosophy with Pakistan's curriculum has garnered extensive attention and discourse within the realms of educators, policymakers, and researchers. Within this comprehensive analysis, several pivotal facets merit exploration to gain a deeper comprehension of the ramifications and obstacles entailed in aligning progressivism philosophy with Pakistan's

educational framework. Primarily, the discourse can delve into prospective merits associated with harmonizing progressivism philosophy with curriculum in Pakistan. Empirical studies underscore that the integration of dynamic learning techniques, cultivation of critical thinking proficiencies, facilitation of social reform, endorsement of student-centered methodologies, integration of diverse perspectives, and provision of professional growth avenues for the teachers can engender positive ramifications. Such integration has been shown to invigorate student engagement, elevate learning outcomes, instill societal awareness, as well as enhance inclusivity (Wahono, 2022). These accrued benefits possess potential to engender more comprehensive and learner-focused scholastic milieu within Pakistan.

The students become active participants in learning journey, are fortified to engage in discerning analysis of social issues, and are afforded prospects for both personal and academic advancement. Moving forward, discourse should also underscore intricate challenges intertwined with aligning progressivism philosophy with Pakistan's curriculum. This endeavor, finely orchestrated, equips students to confront challenges of contemporary era with confidence and adeptness. These hurdles encompass imperative for comprehensive teacher training and professional growth to proficiently imbue progressivism principles within classroom setting. The limitations pertaining to accessibility of resources and structure for boosting active learning methodologies, nuances of incorporating diverse perspectives in light of cultural considerations, and potential resistance originating from conventional pedagogical techniques and established curriculum content further compound the challenges. Overcoming these problems demands collaborative effort, necessitating synchronized commitment of policymakers, educators and stakeholders. This collective effort aims to surmount barriers and engender successful alignment of progressivism philosophy with education framework (Hernández et al., 2019).

Moreover, the discussion should delve into the nuanced implications stemming from harmonization of progressivism philosophy with Pakistan's curriculum. The distinctive amalgamation of cultural, social, and educational dimensions within Pakistan necessitates meticulous contemplation of these facets (Rosevear, Trebilcock & Mota Prado, 2021). The congruence amid progressivism philosophy and Pakistan's cultural and religious values, willingness of educators and institutions to embrace student-centered methodologies and ratification of parental and shared support for educational reform are among the intricate considerations to factor in (Suardipa, 2019). Nonetheless, this pursuit is beset by challenges that necessitate meticulous consideration. Balancing these elements within the Pakistani context underscores the multifaceted nature of aligning progressivism philosophy with the curriculum. This endeavor, finely orchestrated, equips students to confront the challenges of the contemporary era with confidence and adeptness. Concluding the discourse, the focal point shifts towards delineating potential recommendations tailored for policymakers, educators, and vested stakeholders, aimed at the effectually harmonizing the progressivism philosophy within the Pakistan's curriculum.

These actionable propositions encompass the establishment of robust and pertinent professional development avenues for educators, assurance of requisite resources and infrastructure conducive to active learning methodologies, the propagation of an all-encompassing and diverse spectrum of

perspectives within curriculum content, and the active involvement of parents, communities, and students in decision-shaping process (Vandarakis, 2023). The confluence of concerted endeavors from all stakeholders emerges as a prerequisite, heralding need for a collective approach to ensure the triumphant integration of progressivism philosophy into Pakistan's curriculum (Grad, 2023). The synchronization of progressivism philosophy with Pakistan's curriculum holds the promise of forging educational milieu that is student-centric, engrossing & inclusive. Implications expounded upon, along with recommendations elucidated within this analysis, serve to boost comprehension and advancement of the alignment of progressivism philosophy with Pakistan's curriculum (Al-Mansoor, 2023). This endeavor aspires to elevate caliber of education, effectively cater to requisites of both students and society and steer the educational landscape toward a more progressive and equitable future.

The alignment of the progressivism philosophy with Pakistan's curriculum mandates a judicious amalgamation of diverse considerations and concerted endeavors from multiple stakeholders. By providing targeted professional progress, securing resource availability, championing inclusivity and diversity, involving parental and the communal contributions, addressing cultural dynamics, nurturing research and assessment, and promoting collaborative engagement, Pakistan can forge an educational milieu that is student-centric, captivating, and all-encompassing. A key facet in effectively embedding progressivism philosophy is the active involvement of parents, communities, and students in decision-making framework. This can be realized over consistent communication, mechanisms for feedback, and participatory initiatives, affording stakeholders the opportunity to contribute insights, express concerns, and partake in the educational voyage. Embracing the ethos of progressivism, curriculum content must encapsulate array of inclusive and diverse perspectives. This entails incorporating the multifarious cultures, religions, genders, and societal issues. Such an approach enriches students' global comprehension, nurturing traits like tolerance, empathy, and social consciousness.

CONCLUSION

In summary, aligning the progressivism philosophy with Pakistan's curriculum brings forth both favorable prospects and noteworthy challenges. The progressivism's philosophy emphasizes active learning, critical thinking, social reform, and the student-focused strategies. Yet, translating these principles into Pakistan's curriculum necessitates a thoughtful contemplation of cultural, social, and educational aspects. Analyzing existing literature comprehensively reveals that progressivism philosophy can yield numerous advantages for Pakistani education, notably enhancing student engagement, learning outcomes & inclusivity. Still, significant hurdles remain to be addressed, including requirement for teacher training, resource availability, cultural thoughts, and potential resistance from conventional teaching methods. Overcoming these obstacles would entail joint events from policymakers, educators & vested stakeholders to effectively integrate progressivism philosophy into curriculum.

For successful integration of progressivism philosophy into Pakistan's curriculum, several approvals are advised. These include offering comprehensive and pertinent professional development for the educators, ensuring disposal of essential resources and infrastructure for active learning methods,

fostering inclusive and diverse views within curriculum content, & involving parents, communities, and students in decision-making process. These events aim to establish educational environment in Pakistan that is centered around students, captivating, and encompassing. In conclusion, aligning progressivism philosophy with Pakistan's curriculum holds the potential to enhance educational quality and better cater to the needs of both students and society. This endeavor necessitates careful consideration of Pakistan's unique circumstances and demands collective pledge of all stakeholders. Continued research and practical application of progressivism philosophy within curriculum stand to enrich Pakistan's educational landscape and equip students for challenges of the modern era.

Recommendations

- ✓ Recognizing the pivotal role teachers play in implementing progressivism philosophy, it is imperative to provide comprehensive and pertinent professional development chances. Workshops, training programs, and continuous guidance from educational institutions and policymakers can equip educators with adeptness in active learning strategies, critical thinking, and student-centric methodologies.
- ✓ Effectively integrating progressivism philosophy often hinges on availability of essential resources and infrastructure. Ensuring schools in Pakistan possess requisite teaching aids, technology, and learning materials is paramount. In this connection, the well-furnished classrooms, libraries, laboratories, and other learning spaces are crucial to support active learning strategies.
- ✓ Pakistan's distinctive cultural and religious ethos necessitates a nuanced approach when aligning progressivism philosophy with the curriculum. The implementation must be culturally attuned, respecting and harmonizing with local community values and beliefs. Constructive dialogue, empathy, and judicious consideration of cultural norms are integral in achieving this alignment.
- ✓ A sustained commitment to research and evaluation is imperative to gauge the efficacy of integrating progressivism philosophy into Pakistan's curriculum. Thus, the rigorous research endeavors can illuminate best practices, challenges, and areas warranting refinement, thereby serving as a compass for the future policy formulations and curriculum alignment strategies.
- ✓ Effectively melding progressivism philosophy with the curriculum hinges upon fostering collaborative synergies in the policymakers, educators, parents, and students. A collective convergence toward shared objective of attractive Pakistan educational demands cohesive endeavors. This multi-stakeholder alliance ensures effective assimilation of progressivism principles into the curriculum.

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