

**“A Comparative Analysis of South Asian National Curricula at the Primary Level:
Evaluating English Language Education in Pakistan’s SNC 2020, India’s NCFSE 2023, Sri
Lanka’s National Curriculum, and Bangladesh’s NCF 2021”**

Abstract

This study conducts a comparative analysis of national curriculum frameworks for English language education at the pre-primary and primary levels in four South Asian countries, Pakistan, India, Sri Lanka, and Bangladesh. With growing recognition of education’s role in fostering literacy, cultural identity, and sustainable development, this research examines how these nations conceptualize early language learning through curriculum goals, pedagogical strategies, skill progression, and assessment methods. The study applies a mixed-methods approach that integrates qualitative content analysis of official curriculum documents with quantitative text-mining techniques. Using a Bag-of-Words (BoW) model and cosine similarity metrics, pairwise similarity and dissimilarity indices (on a 0–1 scale) were calculated to provide a structured, evidence-based comparison.

Findings reveal both convergence and divergence in regional curriculum design. Common trends include competency-based frameworks, an emphasis on oral language development in early grades, learner-centered pedagogy, and integration of formative assessment practices. However, differences emerge in thematic priorities: India’s multilingual foundation contrasts with Pakistan’s focus on ethical and conceptual literacy, Bangladesh’s emphasis on intercultural competence (ICC), and Sri Lanka’s attention to ethnic harmony and environmental awareness. These variations reflect distinct socio-political and cultural contexts, yet highlight shared aspirations for 21st-century skills, inclusivity, and sustainable educational reforms.

By combining qualitative synthesis with computational similarity indices, this study contributes a novel methodological framework for cross-national curriculum research. The results underscore the value of evidence-based, regionally sensitive policy development and provide actionable insights for harmonizing curriculum design in South Asia while respecting local educational needs. The paper offers a foundation for future dialogue on curriculum alignment, teacher training, and multilingual education policy, supporting regional cooperation in achieving global educational goals.

Keywords:

Comparative Curriculum Studies, South Asian Education Systems, Pre-Primary Curriculum, Early Childhood Literacy, Curriculum Policy Analysis, Educational Reform, Cosine Similarity Metrics, SNC 2020, India’s NCFSE 2023, Sri Lanka’s National Curriculum, and Bangladesh’s NCF 2021.