

Are we Preparing Global Competent Teachers? - Evaluation of the Incorporation of Global Education Perspectives in Teacher Education Curriculum in Pakistan

Munir Moosa Sadruddin^{*} and Zaira Wahab^{**}

Abstract

The paper investigates the integration of global component in the teacher education curriculum of B.Ed (1 yr) and looks into its role in preparing globally competent teachers. The overall strategy for the study was based on survey. The present study adopts mix-method (phenomenology and content analysis) as the major modes of investigation. The population consisted of all the B.Ed (1 yr) trained teachers and B.Ed curriculum in Pakistan. The total sample of 200 B.Ed (1 yr) qualified and experienced teachers were selected through purposive sampling while the curriculum of B.Ed (1 yr) developed by Higher Education Commission was chosen for the study. The data was collected through interview and documentary/record analysis. To find the global competency, themes are derived from the responses of experienced teachers using phenomenological research, while major global issues (Global Human Rights, Global Population, Global Language, Global Economy and Global Citizenship) were analyzed in B.Ed curriculum (1 yr) through qualitative as well as quantitative content analysis. The study identifies the missing gaps in B.Ed (1 yr) curriculum in preparing global minded teacher. The results concluded that the changing context of teaching is hampered due to theoretical integration of global education in the B.Ed (1 yr) curriculum. The curriculum partially fulfilled the needs of the teachers. They applied practical knowledge either learnt from additional courses or gained through experiences. The curriculum addresses more theoretical aspects and lacks in addressing needs of teachers due to which students are not globally prepared. The study recommends a strong intervention mechanism to revise the teachers' curriculum through the inclusion of practical global phenomena.

Key Words: Global Competent Teachers, Global Competencies, Global Education, Teacher Education, Curriculum

^{*} Lecturer, Sindh Madressatul Islam University, Karachi. Email: mmsadruddin@smiu.edu.pk

^{**} Associate Professor Iqra University Islamabad

Introduction

The concept of globalization results in functionally shrinking of the world (de Blij, 2005) into a global village (Held, 1995). The things are changing and the new ideas are emerging. The local people are now interacting with global phenomena with mutual consent (Albrow, 1990). Due to the direct and powerful impact of globalization, the social as well as moral values are rapidly transforming. From the religion to the language, it has affected every individual in different capacity, depending on the diverse number of factors such as income, education, etc.

Where globalization brought many challenges, the demand for acquiring global competency (both for teachers and students) is increasing. Preparing students to understand the global interconnections (Tye, 2009) will certainly provide an opportunity for them to participate fully in society at local, national and global levels.

The youth of 21st century are living a complex and challenging life than ever. They are worried about the global challenges and showing distress in the form of brain drain, hatred, protest, etc. At the same time, they are more inclined towards western culture. To develop positive attitude to confront the future challenges with confidence, and to survive in this increasingly competent world besides inculcating global awareness, there is a dire need to integrate global components in the curriculum.

Teachers are considered as the heart and soul of every education system. They are the key players who transmit knowledge and enhance true learning in global education (Smith, 2000). Most of the educationists are in view that the educational reforms are associated with the professional development of teachers (Borko et al, 2002; Cochran-Smith, 2001; Fullan, 2002).

The global knowledge of teachers is related to type of training, acquired by the teachers. Literature suggests that quality of teachers depends on academic qualification as well as teacher training (Aga Khan Foundation, 1998; Jangira & Ahuja, 1992; Sharma, 1993). Unless teachers are trained and capable enough to meet the challenges, we cannot expect good reaping.

The global mindedness of teachers is often linked to the knowledge, attitude and skills development of students. These factors contribute in enhancing students capabilities to face the world challenges with confidence. Fargusan (as cited by Paliakoff & Schwartz beck, 2001) observed that quality of teachers has a direct impact on student learning. Therefore, their professional development is crucial to maintain the standard of education. Teachers must be well-equipped with modern skills beside up-to-date knowledge about the world issues to impart globally competent knowledge to the students.

The current state of teacher education in Pakistan is in a dismal state that obstructs its overall effectiveness. The National Education Policy (Government of Pakistan, 1998) laid greatly emphasis on the role of teacher's in implementing education reformation in Pakistan. In Pakistan, teacher training is offered by universities, affiliated institutions, etc., through various academic programmes such as ADE (Associate Degree of Education), B.Ed (Bachelors of Education), M.Ed (Masters of Education), etc. According to the National Education Policy 1998-2010, although we are successful in mass production of teachers, but their content and methodology of education is shallow (Government of Pakistan, 1998). One of the reasons, identified by Dilshad (2010) is related to the narrow scope of teacher education curriculum in Pakistan.

Keeping the curriculum responsive to changing demands leads to prepare global competent individuals. Educational institutions providing teachers training are required to plan and design such curriculum which can equip global competent teachers with attitudes, knowledge, and skills, required to produce global minded individuals. According to Fullan (1999), not all change is improvement, but all improvement leads to change. Successful curriculum improvement should be based on the evaluation of the existing curriculum of teachers' training programmes and on the expert views of all the trained teachers.

Research Question

How the component of global education is integrated in the teacher education curriculum of B.Ed (1 yr) in Pakistan?

Are teachers globally competent?

Subsidiary Questions

- How the important global areas are portrayed in the B.Ed (1 yr) curriculum?
- What is the approach of teacher education (B.Ed, 1 yr) curriculum?
- Is the B.Ed (1 yr) curriculum addressing the needs of teachers?
- Are they applying learnt knowledge to their practical teaching?
- Are teachers and students prepared to face the global challenges?
- What are the views of teachers on the importance of teacher education?

Methodology

The overall study is based on survey methodology

Research method

The present study adopts mix method approach, i.e., phenomenology and content analysis (both qualitative and quantitative) as the major modes of investigation. The population consisted of all the B.Ed (1 yr) trained teachers and B.Ed curriculum in Pakistan. The total sample of 200 B.Ed (1 yr) qualified teachers disposed at five private and five public institutions are selected through purposive sampling, while for content analysis, the curriculum of B.Ed (1 yr) designed by Higher Education Commission is selected.

Research Instruments

The data is collected through structured interview and content analysis.

Data Analysis

To find the global competency of teachers, themes are derived from the interview responses of experienced teachers using phenomenological research, while major global issues are identified from the B.Ed curriculum (1 yr) through content analysis. The data is made reliable and valid by comparing the themes and by identifying the missing gaps derived from content analysis and structured interview.

Ethical Consideration

The participants were well informed about the research study. The informed consent letter was signed by the participants, which described the nature of the research and confirmed that the data will be kept confidential, while pseudonym is employed to avoid the disclosure of personal information.

Research Findings and Discussion

The research findings are divided into two sections. The first section is based on the responses derived from the interviews, while the second section discusses the major global issues, derived from the B.Ed (1 yr) curriculum

Section 1

Table 1: Showing the trained participants on the basis of gender

Sr. No	Gender	No. of Participants
1.	Male	84
2.	Female	116
	Total	200

Majority of the participants for this study were female. According to the statistics 2010-2011 (Academy of Educational Planning and Management., 2011), majority of the teachers in public and private sector at all the levels are female, which justify that females are associated with teaching profession more than males in Pakistan.

The interviews were conducted as per feasibility of the respondents. Objectives of the research was shared to all the participants. Consent was signed for volunteer participation. The major themes derived from all the interviews are as follows:

- Lack of Integration of Global Education in B.Ed (1 yr) curriculum
- Theoretical Curriculum (Lack of Practicality)
- Lack of addressing the needs of Respondents
- Lack of Globally Competent Students
- Partial Application of Learned Knowledge to Practical Teaching
- Innovative Teaching Strategies

Several structured questions were asked to the participants. For the first question, mix responses were gathered. Majority of the respondents agreed that they did not observe the integration of global education in teacher education curriculum of B.Ed (1 yr) during their studies, however eight of the respondents completely observed and seven respondents partially observed the component of global education in the teacher education curriculum of B.Ed (1 yr); but only few identified the specific global areas, covered in the B.Ed (1 yr) curriculum. By integration of global component we mean whether there was an infusion of the knowledge about global challenges in the curriculum or not. For example environmental issues, global warming, diversity, pluralism, etc. Tucker & Fuss (2009) laid great emphasis on the integration of global education in teacher education curriculum on the basis of the fact that if the teachers are not infused with global phenomena, it is expected that there will be a limited reaping of global minded individuals. Comparing the identified gap by the participants, similar fact was derived through the content analysis.

One of the respondents was in view that the current state of teacher education curriculum is not competitive and does not meet the current demand of teachers. The respondent said

“Although there was an integration of global education in teacher education curriculum of B.Ed (1 yr) but it did not fully match the current situation of global education. The objectives set for most of the courses were hazy while the strategies taught to us were out-dated.”

Another respondent was in view that she learnt few innovative topics related to global challenges during B.Ed studies. She responded

“To some an extent, there was an integration of global education in teacher education curriculum. Subject related to global education like environmental studies was taught to us as a part of course, which raised global awareness.”

One of the respondents was totally dissatisfied with the B.Ed (1 yr) curriculum. In his words

“I didn’t observe any integration of global education in the curriculum of B.Ed (1 yr)...I had a very bad experience during B.Ed course as it was completely based on parrot learning. We were encouraged to prepare plagiarized assignments rather enhancing teaching skills. In fact, we were not even told what this global education was all about. All what I learnt and still learning about global education is from internet sources. The teachers completely addressed the theoretical aspects of courses which did not help us to explore our capabilities and skills so how could you expect a person to have global educated mind.”

The concept of integrated curriculum empowers students, parents and teachers (Vars, 1991) by focusing on higher level thinking and provides deeper understanding of course contents. The integration of global component in teacher education curriculum helps to provide deeper understanding about society, culture, and enhance their skills to appreciate diversified ideas. This eventually helps teachers to foster positive attitude among the students. The curriculum of B.Ed (1 yr) seems to provide few of the global education components; however, it does not completely address the need of current time. It focuses more on knowledge content then on providing practical insights.

When asked, whether the curriculum of B.Ed (1 yr) is practical or theoretical, majority agreed that it was completely theoretical, however, only 9 respondents agreed that it was based on practicality. It was also compared with the results derived from the content analysis which revealed the fact that the teacher education curriculum of B.Ed (1 year) has limited practicality and focuses more on theoretical aspect.

One of the respondents said

“As far as B.Ed curriculum is concerned, it was based on theory with limited practical applications. Most of the methods taught to prepare effective lesson plans were also out fashioned. We were just asked to prepare lesson plans and to implement it practically without polishing our teaching skills.”

Another respondent shared her experience in the following words

“The B.Ed curriculum taught to us was completely theoretical. The curriculum did not address majority of the components of global education, which I was looking forward for. We were asked to complete teaching practicum at the end of the course, but the course instructors did not attend any of the practicum and marked the assignments on the basis of favoritism. One can never expect practical changes unless intellectual teachers come forward to bring changes in B.Ed curriculum.”

Emphasis on the practical approach with updated content was also made by one respondent

“There is a blend of both in the curriculum, however the practical approach needs to be implemented more along with theories. There is also immense need to unlearn some old theories and learn the new and updated ideas.”

Another respondent was in a very positive view and believed that it depends on teacher's style, how to use the knowledge, gained from teacher education degree. He said

“...it depends how a teacher takes it or implement it. I found the curriculum theoretical, but I did my practice with different type of teaching methods. In a nutshell, it depends of teachers, how to transform theory into practice.”

Siddiqui (1990) discussed the problems of teacher education in Pakistan and observed that it is due to lack of knowledge about the current state of teacher education by the policy makers; non professional heads of institutions of teacher education; lack of goal oriented curriculum and theoretical teacher education that our teacher education

system is in a dismal state. The global concept of curricula is increasingly transforming from static to dynamic document, which is partially observed in the teacher education curriculum in Pakistan. UNESCO (2006) analyzed the teacher education curriculum in Pakistan and identified several key issues and challenges in teacher education which include more theoretical weightage on content and lack of awareness and global skills to integrate latest knowledge with pedagogical skills

The respondents were asked, if the B.Ed (1 yr) curriculum addresses their needs or not, majority of the respondents disagreed. One of the respondents shared

“My needs are based on my desire to teach my students effectively. However, in some aspects, B.Ed curriculum did not give me capacity to grow professionally. Active learning environment was missing. Beside that the courses did not provide me with knowledge and evaluative skills for the curricular decisions.”

However, one of the respondents laid great emphasis on the role of teachers and had a positive views

“Needs are never fulfilled but as for a human being, we always try to achieve it. Time is changing very rapidly. The curriculum of B.Ed (1 yr) is comprehensive in nature and addressed my pedagogical knowledge as it helped me to provide proper training to my students... The curriculum also helped me to improve content knowledge.”

The needs of human are unlimited but the needs of teachers are related to the need of students. Iqbal (1999) & Muhammad (2002) stressed that the trained graduate teachers in Pakistan should appreciate their profession, have intellectual competence and effective decision making and research skills. These needs can be fulfilled through globally competent as well as practical teacher education curriculum. Besides that, the teachers can gain these skills through experience.

Although limited number of teachers are in view that they acquired global knowledge and that B.Ed (1 yr) curriculum helped them to gain practical knowledge, majority of the respondents said that their students are not fully prepared to face the global challenges. This may be due to the heavy weightage of out-dated and theoretical curriculum or due to the lack of practical training.

The respondents were asked if their students are prepared for the global challenges, one of the respondents was in view that today's youth are striving to cope up with the future challenges, but also emphasized that the teachers should adopt innovative methodologies rather relying completely on their degree. One of the respondents said

“The greatest obstacle to help students from developing countries to meet global challenges is due to lack of availability of resources. Yet I appreciate the youth who, with all these obstacles, are striving hard to take pace with the rapidly progressing world. However, the teachers and parents need to understand the importance of adopting new and innovative ways of learning. If the curriculum did not address the needs, we must try to learn it through the rich experiences of others.”

Another respondent felt that the youth of under developed countries are facing more challenges due to access to low quality education and non availability of trained teachers

“Being a citizen of under developed country, our students are not fully prepared to face challenge at global level. We are unable to maintain standards or meet the global criteria. Since many of the teachers are untrained, we cannot expect students to have global mindedness.”

It is globally observed that the youth, particularly of the third world countries, have lost their identity. Beck discusses the issue of young people living and growing up in a world of risk and uncertainty (Beck, 2000). Many factors contribute depending upon cultural and social contexts (Harvey, 2003). Ray (2007) opine that it is a difficult for the young people to construct social identities, particularly with regard to the nature of education, cultural influences and the needs of the current labour market (Furlong & Cartmel, 2007).

When asked the respondents if they applied the learnt knowledge to their practical teaching, majority of the respondents were in view that it was because of their practical experience and on-going teacher training workshops that they were able to gain more insight of practical knowledge. Azeem (2011) suggested the same idea by narrating teachers experience as one of the important factors to develop specialize knowledge and in acquiring high standards of practice.

Majority of the respondents suggested that lectures, conversations and group studies and discussions are the best mode of imparting practical knowledge to the students. Few of the respondents, who believed that the B.Ed curriculum addressed their global needs use teaching aids such as internet. Beside that, teaching strategies, methodologies and lesson planning helped to deliver lectures more effectively. One of the respondents shared

“I applied the learnt knowledge to my practical teaching to fulfill psychological needs of students and to boost up the confidence level of my students.”

Contrary to that, another respondent said

“I feel that I didn’t learn any fruitful things from B.Ed, but I am applying my knowledge and skills through the additional trainings and trying to provide them active learning environment.”

Another respondent highlighted the role of technology in transmitting knowledge to the students in the following words

“Before obtaining B.Ed degree, I never incorporated technology to my teaching, but after learning computer skills, I embedded it in practical teaching.”

The quality of teaching depends upon the professional knowledge and pedagogical skills (Exely, Walker & Brownlee, 2008) of teachers. Chandra (2004) emphasized that the teachers should acquire continuous trainings to have sound knowledge and up-to-date skills to apply practical knowledge to their classrooms.

The respondents were asked for the teaching strategies they prefer to prepare global minded students. The list of the mostly used teaching strategies are given below

List of all the teaching strategies, used by B.Ed (1 yr) trained teachers

Project based Learning, Cooperative Learning, Activity based Teaching, Use of ICT, Interactive Teaching, Self- Study, Debates/Discussion Method, Case Studies, Role Play, Rote Learning, Experimental Study, Independent Learning, Inquiry Projects, Questioning Skills, Problem Solving Approach, Creative Writing Skills, Teaching through Art and Music

Most of the strategies shared by the respondents are creative, innovative, competent and up to the demand of current need of preparing competent students. The list clearly defines that teachers use modern and latest methodologies, however, it is may be due to lack of skills or proper training that not all can use innovative strategies effectively. One of the respondents said

“I am keen to learn and improve my teaching practices and prefer to use different teaching methods, which I learnt from B.Ed books; however, due to theoretical training, I am not prepared to execute it effectively.”

Another respondent believed

“Education these days is more focused on the needs of students. While each teaching method engages students in different ways, each has its advantages, depending on the type of topic... so I prefer to adopt flexible teaching methods than adopting permanent pattern of method. I design teaching strategies according to the needs of global minded students.”

The positive learning outcomes can be reaped through successful teaching practices (Hargreaves & Ho, 2000; Thomas 1975; Connell, 1974). Mastering contents of the subjects is not the sole ladder to success rather teachers need to plan effective teaching strategies. Effective and challenging classroom practices could also ensure quality education for children (Chandra, 2004).

All the respondents highlighted the role of teacher education in preparing global competency in teachers in different context but many shared their view that although teacher education is a crucial step in professional development but unless practical components are included, one cannot term it as global competent curriculum. Misra (1993) stated that proper designed teacher curriculum is linked with the effectiveness of teachers which eventually enhance the educational standards and quality.

One respondent highlighted the role of teacher education in 21st century

“Global competency is a very important where one has to think out of the box. The major role played by teacher education is to prepare individuals to face 21st century academic challenges.”

Further comments were added by another respondent

“The first step is to prepare teachers for different global competency before imparting knowledge to the students. Teachers should have enough knowledge and skills to reflect their competencies. Teachers need to learn how to face different challenges for which teacher education should help to improve their teaching and research skills. ”

The role of Teacher Education in preparing global competency face a set of complex challenges because teachers are educational innovators, able to project a strong and coherent vision of teaching; at the same time struggle to meet the conflicting needs and expectation. One respondent stressed on the need of competent teacher education

“Teacher education is the need of time. It should encompass teaching skills, sound pedagogical theory as well as professional skills. Since teaching is considered as an art and a science, they should acquire not only knowledge but also practical skills.”

Teachers play an important role in meeting global challenges. They have responsibilities on their shoulders to transform the world through their way of teaching and to enhance the skills of the students in a positive way. UNESCO (2008) pointed out that there is a dire need to improve the quality of education in Pakistan. Teacher education institutes need to develop research skills. Teachers should be technology friendly and feel no hesitant in the use of technology for interacting with the world. They should have enough knowledge and skills to reflect, critique existing norms and methods and contribute for the improvement of teacher education.

Section 2

After reading and understanding the B.Ed (1 year) curriculum by Higher Education Commission, following global issues were content analyzed in this study:

- Global Human Rights
- Global Population
- Global Language
- Global Economy
- Global Citizenship

Table 2: Content Analysis of Global Issues in the B.Ed (1 yr) Curriculum

Sr. No	Courses	Number of Times the Component were used in Curriculum				
		Human Rights	Global Economy	Global Language	World Population	Global Citizenship
1.	Foundations of Education	09	07	03	02	01
2.	Educational Psychology	04	01	02	02	00
3.	School and Society	02	01	02	01	03
4.	Measurement and Evaluation	00	00	01	00	00
5.	Counseling and Guidance	02	02	01	01	00
6.	School Organization and Management	01	03	03	02	01
7.	Secondary School Teaching	05	02	03	02	01
8.	Elective I (Language)	05	01	09	02	01
9.	Elective II(Social Studies/ Science)	05	04	05	04	03
10.	Functional English	00	00	05	00	01
	Total	33	21	34	16	11

Category 1

Human rights are the fundamental rights entitled to every human being (United Nations, 1948). Though the term “human rights” is a relatively new one, yet human rights issues have been around for many centuries as a means to accord human beings respect and dignity. Some of the important human rights include: life, liberty and security of person; freedom from slavery and servitude; equality before the law; freedom of movement and residence; nationality; the right to marriage; freedom of thought, conscience and religion; peaceful assembly and association; right to work; right to health care and right to education.

As this study is analyzing the integration of the global issues in teacher education curriculum, human rights was taken up as the core issue. The study highlights that the concept is not practically taught in any of the courses of B.Ed curriculum. However, indirectly it is taught in several courses. For instance, it was noted that in Foundations of Education, Educational Psychology, Secondary School Teaching, Elective II (Social Studies/ Science), and Elective I (Languages) the concept was discussed at length. The concepts of life, liberty and security of person, freedom of thought, conscience and religion were taught in Foundations of Education course. The concept of equality before the law, freedom of movement and residence, nationality were seen included in the Social Studies course but how to integrate these into practical teaching was the missing gap. The number of times these concepts used were counted and categorized. Table shown above explains in detail. During the interview, majority of the teachers discussed that their students are not prepared for the global competent world. Few also revealed that the global human right issues were rarely incorporated because teachers were either unfamiliar with the effective strategies to discuss controversial issues or the curriculum taught to the students did not highlight its importance.

Category 2

The global population comprises of all the living humans living on Earth. Question like balancing the resources in terms of supply and demand have been raised and it is often wondered how the survival of human kind will be made possible in the absence of resources. Teachers educate children about the future threats and their impact on the society. Population explosion continues to be a hot global issue. In the analyzed curriculum, the topic is indirectly discussed in Social Studies, Foundations of Education, and languages. However, it does not receive its due weightage and share.

Category 3

The term global language refers to the language that is commonly spoken all over the world. English is now widely spoken language and taught as a foreign language--in over 100 countries, such as China, Russia, Germany, Spain, Egypt, and Brazil (Crystal, 2003). The analyzed content shows that English language receives its due share and weightage as it is directly and indirectly taught in every course. Students who want to take it as elective get the chance to make an in depth study, while others study English language through functional English. As the entire curriculum is taught in English, the use of global language is emphasized but global communication skill lacks in many cases. Nawab (2012) noted that the train teachers in Pakistan are not proficient in English language, which is a big challenge and one of the major cause of language defect among students. Same was observed during the interview where most of the respondents were bilingual or used native language (Urdu[†]) in their responses. Only limited numbers of respondents were fluent in English. This shows lack of practical efficacy of coursework to polish global language skills of the respondents.

Category 4

The term “Global Economy” is based on economies of all of the world's countries. It is common to limit questions of the world economy exclusively to human economic activity. As global economy impacts local economy and since the world is facing economic crisis, it is vital for teachers to know how to teach students to be able to make predictions and decisions, or in other words how to make economic analysis. Furthermore, global economy highlights the importance of teachers in the development of society, economy and education. One of the example is from the England, where teacher education curriculum is designed with the context of global economy (Barber & Mourshed, 2007) but this sense of realization is not directly comprehended from the content analysis. The study in hand highlights that though the concept is discussed liberally in the Foundations of Education course, and marginally in the School Organization and Management and Social Studies course but its practical infusion is missing.

[†] National Language of Pakistan

Category 5

Global citizenship is a global dimension in teacher education curriculum. It is an emerging concept that we are the part of global citizens and that we all are equally responsible for what happens on, and to our world. There is a growing consensus that individuals must be prepared to become the part of global world. This concept is promoted through citizenship education. Thus, every global citizen has a duty to understand what the issue entails. A very common observation is that our educational experiences do not provide us with the knowledge and tools to know what is happening around the world, and how it is affecting our lives and the lives of others. Teachers as agents of social change must teach students how ordinary people might change their lives and how they can participate in creating a safer, prosperous and sustainable world. The analyzed content shows that the term continues to be an ignored topic. It does not get the weightage it deserves. It is taught in Social Studies and School and Society courses. During the interview sessions, it was discussed by the respondents that such concepts with rarely touched during teacher training, which does not prepare them to share this concept to the students accurately. Teacher can teach the concept of citizenship by providing students with a set of guides by which to examine a global issue, and teaching them to apply it to a specific case study. Students should be able to work through the process, distinguish between and among various perspectives, and be able to show specifically how the issue is related to their lives: personally, locally, nationally and globally.

Suggestions

Teachers are the backbone of every society. Their professional training is crucial to prepare globally competent individuals. There is a dire need to include practical component in teacher education curriculum. Though the curriculum of B.Ed (1 year) addresses the global phenomena but the curriculum must equip the teachers to learn means and ways to inculcate global values in children.

Teachers are the implementer and translator of human rights. To create human rights ethos, comprehensive perspective of human rights awareness is crucial (Panda, 2005). International Perspectives on teacher education demands for the inclusion of global issues, such as human rights in the curriculum (Engelbrecht, 2012). This inclusion also demands for practical understanding of strategies to use during teaching. Higher education Commission must revise the curriculum and emphasize on practical training of human rights in the curriculum of teacher education. It is also suggested that elective courses on global issues such as human rights should be introduced. Since all the themes derived in this study comes under the domain of global issues (human rights, global population, global language, etc)

such concepts can be taught to the prospective teachers by introducing course “global issues” as a compulsory course. To raise the global competence of language, communication skills and language courses should be introduced separately.

The study recommends a strong intervention mechanism to revise the teachers’ curriculum to help teachers integrate the phenomena in their everyday classroom teaching. The identified gaps must be filled by Higher Education Commission to prepare globally competent teachers who can later enter the field with global knowledge, attitude and skills to prepare global minded individuals.

The curriculum must be changed to fulfill the requirement of teacher’s of 21st century. It can be improved by adding component of research. The curriculum needs to be more practical and should be based on practical life experiences. Theoretical part should be decreased. It must develop connection between school and family. Action Research should be incorporated in all the instructional strategies. New writers should be involved in developing curriculum. Confidence, good communication and leadership skills are few of the elements, which should be taught to the teachers beside the curriculum so that they can polish their skills before entering into the world of teaching. This will certainly give independent thoughts to the teachers to experiment new techniques in teaching without any fear. All the stake holders should be involved in the process of curriculum. Considering that the mode of acquiring education is rapidly progressing where multimedia based teaching is replacing the conventional teaching globally, the curriculum need to be updated accordingly.

Since teachers organize learning process rather than transmitting the knowledge alone, a great responsibility lies on the curriculum developer to infuse globally competent areas in teacher education curriculum, based on practical approach. The practical integration of global component in the curriculum is possible by revisiting and revising the current teacher education curriculum. We as a teacher should promote the awareness about the upcoming challenges to the students and should make them ready to solve any conflict or problem.

Results

The study identifies the missing gaps in B.Ed (1 yr) curriculum in preparing global competent teacher. The changing context of teaching is hampered due to theoretical integration of global education in the B.Ed (1 yr) curriculum. The curriculum addresses more theoretical aspects and lacks to address needs of teachers due to which all the students are not globally prepared. The B.Ed (1 yr) curriculum partially fulfilled the needs of the teachers. They applied practical knowledge learnt from additional courses and through experience.

References

- Academy of Educational Planning and Management. (2011). *Pakistan Education Statistics 2010-2011*. Islamabad: AEPAM.
- Aga Khan Foundation. (1998). *Putting the child first: Teacher education for quality learning and school improvement*. Pakistan-Canada Social Institutions Development Programme.
- Albrow, M. (1990). 'Introduction', In M. Albrow & E. King (eds.), *Globalization, Knowledge and Society*. London: Sage.
- Azeem, M. (2011). Problems of Prospective Teachers during Teaching Practice. *Savap International*, 1(2), 308-316.
- Barber, M., & Mourshed, M. (2007). *How the world's best-performing school systems come out on top*. USA: McKinsey Beck, U (1992). *Risk society: Towards a new modernity*. London: Sage.
- Beck, U. (2000). *What is globalization?* Cambridge: Polity Press.
- Borko, H., Elliott, R., & Uchiyama, K. (2002). Professional development: a key to Kentucky's educational reform effort. *Teaching and Teacher Education*, 18(8), 969-987.
- Chandra, R. (2004, Jan 5). *Education for the 21st Century: Reflections on what is needed in Fiji*. Address at the Fiji Institute for Educational Research Conference, University of the South Pacific.
- Cochran, M.S. (2001). The outcomes question in teacher education. *Teaching and Teacher Education*, 17(5), 527-546.
- Connell, W.F. (1974). *The Foundations of Education*. Sydney: Ian Novak.
- Crystal, D. (2003). *English as a Global Language* (2nd ed.). UK: Cambridge University Press.
- de Blij, H. (2005). *Why geography matters: Three challenges facing America*. New York, Oxford University Press.
- Dilshad, R.M. (2010). Assessing quality of teacher education: A student perspective. *Pakistan Journal of Social Sciences*, 30(1), 85-97.

- Engelbrecht, P. (2012). Teacher Education for Inclusion: Challenges and Opportunities. *Canterbury Christ Church University, NCSE Research Conference, Dublin*, November 21, 2012.
- Exely, B., Walker, S., & Bronlee, J. (2008). Characteristics of preservice teachers in multi campus settings: Using demographics and epistemological beliefs to unpack stereotypes. *Australian Journal of Teacher Education*, 33(6).
- Fullan, M. (1999). *Changing Force: The Sequel*. London, Falmer Press.
- Fullan, M. (2002). Principals as leaders in a culture of change. *Educational leadership*.
- Furlong, A., & Cartmel, F. (2007). *Young People and Social Change* (2nd ed.). Buckingham: Open University Press/McGraw Hill.
- Government of Pakistan. (1998). *The National Education Policy- 1998-2010*. Islamabad: Government of Pakistan.
- Hargreaves, H., & Ho, L. (2000). The Paradoxical Profession: Teaching at the turn of the century. *Prospects*, 30(2), 167-180.
- Harvey, D. (2003). *Young People in a Globalizing World- World Youth Report*. New York. Retrieved from <http://www.un.org/esa/socdev/nyin/documents/ch11.pdf>
- Held, D. (1995). *Democracy and the global order: From the modern state to cosmopolitan governance*. Stanford: Stanford University Press.
- Iqbal, M. Z. (1999). *Teacher training in Islamic perspective*. Islamabad: Institute of Policy Studies.
- Jangira, N.K., & Ahuja, A. (1992). *Effective teacher training*. New Delhi: National Publishing House.
- Misra, K. S. (1993). *Teachers and their education*. Ambala: The Associated Publishers.

- Muhammad, S. (2002). *Comparative effectiveness of teacher training in enhancing the professional attitudes of B.Ed. students admitted in Institute of Education and Research, NWFP, College of Education Islamabad and Allama Iqbal Open University*. (Unpublished Ph.D Dissertation, Allama Iqbal Open University). Retrieved from <http://eprints.hec.gov.pk/185/1/77.htm>
- Nawab, A. (2012). Is It The Way To Teach Language The Way We Teach Language? English Language Teaching In Rural Pakistan. *Academic Research International*, 2 (2), 696-705.
- Paliakoff, A., & Schwartzbeck, T.D (Eds). (2001). *Eye of the storm: Promising practices for improving instruction*. Washington D.C.: CBE.
- Panda, P. (2005). Responsiveness of Teacher Education Curriculum Towards Human Rights Education in India. *Human Rights Education in Asian Schools*, 8 (3). Retrieved from http://www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/2005/03/responsiveness-of-teacher-education-curriculum-towards-human-rights-education-in-india.html
- Ray, L (2007). *Globalisation and Everyday Life*. Abingdon: Routledge.
- Sharma, M. (1993). *Teacher education: The quest for quality*. In E. Thomas et al., *Professional development of teachers: Policy and practice in initial teacher training*. London: Commonwealth Secretariat.
- Siddiqui, S. A. (1990). *Teacher Education in Pakistan*, in *Report of the National Training Workshop on Educational Planning & Management for Principles of Teacher Training Institutions*. AEPAM, Islamabad: Ministry of Education.
- Smith, D. (2000). A few modest prophecies: The WTO, globalization, and the future of public education. *Canadian Social Studies*, 35(1). Retrieved from http://www.quasar.ualberta.ca/css/CSS_35_1/modest_prophecies.htm
- Thomas, R.B. (1975). The Supply of Graduates to School Teaching. *British Journal of Industrial Relations*. 13,107-114.
- Tucker, K., & Fuss, T (Eds.). (2009). *Visions in Global Education: The Globalization of Curriculum and Pedagogy in Teacher Education and Schools: Perspectives from Canada, Russia, and the United States*. New York, NY: Peter Lang.

Tye, K. A. (2009). A history of the global education movement in the United States. In T. F. Kirkwood-Tucker (Ed.), *Visions in global education: The globalization of curriculum and pedagogy in teacher education and schools* (pp. 3-24). New York: Peter Lang.

United Nations. (1948). *Universal Declaration of Human Rights*. New York: United Nations.

UNESCO (2008). *Status of teachers in Pakistan 2008*. Lahore: UNESCO/USAID/ITA.

UNESCO. (2006). *Situation Analysis of Teacher Education: Towards a Strategic Framework for Teacher Education and Professional Development- Pakistan*. Islamabad: UNESCO