

ASSESSMENT OF GLOBAL EDUCATION PERSPECTIVES IN THE CURRICULUM OF ASSOCIATE DEGREE OF EDUCATION IN PAKISTAN

Munir Moosa Sadruddin*

Abstract

The paper investigates the integration of global component in the curriculum of Associate Degree of Education (ADE) In-Service Program and looks into its contribution in preparing globally competent teachers. The overall strategy for the study is based on quantitative research paradigm. Curriculum of ADE (In-service) developed by Higher Education Commission was chosen for the study. The major global themes were categorized and analyzed through quantitative content analysis. From the evaluation of ADE, it was derived that the curriculum is competent and offers global mindedness and global competency. It offers practical approach with theoretical integration in few of the courses. All the compulsory, professional and foundation courses are global, except few, which are local as well as global in nature. Most of the subjects are enriched with diverse array of global themes; however, concepts of global issues are not integrated in most of the subjects. The study recommends inclusion of global issues in the curriculum for better comprehension and implementation of practical solutions in their realistic lives. Teaching approaches should be revised for few identified courses. It is also suggested to initiate teacher training (ADE) at more educational institutions in Sindh to meet the required demand of educational institutions.

Keywords: Global Education Perspectives, Curriculum, Associate Degree of Education

Introduction

Curriculum is the pillar of establishing sound education system. It is designed, keeping in view the philosophy and ideology of a country. Globalization has stratified education systems, where some has adapted dynamic, while other preferred to acclimatize traditional curriculum.

The movement of global education is greatly influenced by globalization. It emerged to provide global dimension and foster global mindedness to cope up with the demands of 21st century. It contributes in improving the world through intellectual openness. From the national to the globalist, global education identified common need to modify curriculum at all the levels (Kirkwood-Tucker, 2009). This modern approach aim at promoting global awareness, appreciating cultural diversity, building bridges between global culture, endorsing interdependencies and spreading global values (Osler & Vincent, 2002). The global education perspectives in the curriculum include central basement of global issues, global human rights, global values, equity, etc. All these have become are promising to promote global thinking among learners.

* Munir Moosa Sadruddin, Lecturer, Department of Education, Sindh Madressatul Islam University, Karachi

In this technocratic era, curriculum demands dynamic modifications as per need of time. It should be reviewed on a regular basis to ensure that it meet the needs of students. In Pakistan, this responsibility comes under the umbrella of Federal Ministry of Education, who designs curriculum, sets policy and education standards. At higher education level, federal government is liable for curriculum development. The revision of curriculum lies under the shelter of Higher Education Commission.

Education seems a contradictory and controversial subject matter in Pakistan. Looking back at the process of curriculum development in Pakistan, it has always been slow and subjected to political interference. The social sphere is lightly addressed, and the democratic as well as civic values are not keeping pace with the global transformation (Mason, 2008). Tabassum *et al.*, (2011) evaluated the efficacy of the curriculum at secondary level in Pakistan and disclosed that it is not designed according to the needs of students and has limited scope in sharing human values. Another study was conducted by a group of scholars who found that the objectives and the organization of contents in the curriculum has several loop holes, where the inclusion of learning activities are limited, whereas concepts, which can develop positive attitude is not well incorporated (Hussain *et al.*, 2011). A similar issue is highlighted at all the levels (Rehman & Sewani, 2013; Memon, 2007; Vazir, 2003), but most of the researches consider it as a problem than opportunity. In the views of Bland (2000) productive transformation in curriculum is correlated to the efforts of innovative leaders. Unless we think from the broader perspective, global curriculum goals cannot be reaped.

Teachers are the key players in sharing global values. Their professional development is central to improve the overall structure of education (Government of Pakistan, 1998). Up-to-date knowledge and global awareness is critically important to amalgamate the concept of global education through their teaching. The national and international documents (Dilshad, 2010; UNESCO, 2008; Aly, 2006; Government of Pakistan, 1998) highlighted countless challenges in teacher training program and also suggested for the reformation of curriculum. One of the studies evaluated the overall curriculum of teacher education in Pakistan (Huma, 2013). The researcher identified challenges related to planning and implementation process. In addition, authoritative pressures restrict teachers to teach within the set framework, which also hinder the progressive implementation of curriculum. Currently, the professional programs run in Pakistan include B.Ed (Bachelors of Education) and M.Ed (Masters of Education). All these programs prepare teachers to meet academic challenges.

ADE (Associate Degree of Education) was recently launched for practising teachers to enhance their teaching skills. The efficacy of this program is studied by limited researchers. One of the studies was conducted to find the motivation level of prospective teachers pursuing ADE in one of the areas of Pakistan (Ramzan, *et al.*, 2013). Prospective teachers are highly influenced and motivated towards teaching due to social and financial benefits. They perceive this course useful, however a small number of respondents also explored challenges related to policies. Another study (Munshi, *et.al.* 2012) identified the challenges which include but not limited to lack of followup mechanism and lack of quality mechanism. No research has so far been undertaken to highlight the integration of global competency content in ADE curriculum. In the light

of the current global demand, the present research evaluate ADE curriculum the level of global competency it offers.

Methodology

The current study has adopted thematic content analysis method. Through quantitative content analysis, the following areas are analyzed in ADE curriculum: Global Content, Global Themes, Nature of Teaching Approaches, Global Mindedness and Global Competency Skills.

Tables

Analysis

Table 1. *Nature and Credits Division*

Nature of Course	Credit Hours
Compulsory Courses	16 Credits with 6 Courses
Content Courses	8 Credits with 3 Courses
Professional Courses	10 Credits with 8 Courses
Foundation Courses	4 Credits with 5 Courses
Teaching Practices	No Credit with 2 Courses

Table 2. *List of Compulsory Courses*

Compulsory Courses (16 Credit Hours)	
Subject	Credit
English I	3
English II	3
Islamic Studies/Ethics	2
Computer literacy	3
General math	3
Pakistan Studies	2

Table 3. *List of Content Courses*

Content Courses (08 Credit Hours)	
Subject	Credit
General Science	3
Arts, Crafts, Calligraphy	3
Urdu/Regional Language	2

Table 4. *List of Professional Courses*

Professional Courses (10 Credit Hours)	
Subject	Credit
Methods of Islamic Studies	1
Teaching Literacy	2
Teaching Urdu/Regional Language	1
Teaching General Science	1
Inst & Como Tech in Education	2
Teaching English	1
Teaching Math	1
Teaching Social Studies	1

Table 4. *List of Foundation Courses*

Foundation Courses (4 Credit Hours)	
Subject	Credit
Child Development	-
General Methods	-
Classroom Management	1
Classroom Assessment	2
School,Community, Teaching	1

Table 5. *List of Teaching Practice*

Teaching Practice (0 Credit Hours)	
Subject	Credit
Teaching Practice (Short Term)	-
Teaching Practice	-

Subject by Subject Analysis**(a) Compulsory Courses**Table 6. *Showing the Analysis of Functional English*

Course: English I (Functional English)	
Global Content	Nature Teaching Approaches
Global Language Learning: Basic Skills to Read, Write, Understand in English	English Communication Environment Integrated Approach
Social Interaction: Developing Interpersonal Skills for Global Interaction	Use of Online Resources Group Work Assessment Tasks

Units	Themes	Nature	Overall
1-5	Global Language <input checked="" type="checkbox"/>	Global	<input type="checkbox"/> Global Mindedness
	Global Issues <input type="checkbox"/>		<input checked="" type="checkbox"/> Global Competency Skills

Citizenship	<input type="checkbox"/>	
Multiculturalism	<input type="checkbox"/>	
Gender Equality	<input type="checkbox"/>	
Global Events	<input type="checkbox"/>	
Life Skills	<input checked="" type="checkbox"/>	Global

Table 7. *Showing the Analysis of Communication Skills***Course:** English II (Communication Skills)

Global Content	Nature Teaching Approaches
Global Language Learning: Emphasize on Communication Skills	English Communication Environment Integrated Approach
Persuading Audience/ Global Interaction: Emphasize on Global Interaction and Confidence Building Skills	Use of Online Resources Group Work Assessment Tasks

Units	Themes	Nature	Overall
1-5	Global Language	<input checked="" type="checkbox"/> Global	<input type="checkbox"/> Global Mindedness
	Global Issues	<input type="checkbox"/>	<input checked="" type="checkbox"/> Global Competency Skills
	Citizenship	<input type="checkbox"/>	
	Multiculturalism	<input type="checkbox"/>	
	Gender Equality	<input type="checkbox"/>	
	Global Events	<input type="checkbox"/>	
	Life Skills	<input checked="" type="checkbox"/> Global	

Table 8. *Showing the Analysis of Islamic Studies***Course:** Islamic Studies

Global Themes	Nature Teaching Approaches
Ethics: Learning ethics in the light of Holy Quran and Hadith	Missing
Global Personality: learn lessons from the life of Holy Prophet (SAW)	
Islamic Culture and Civilization: learn about Islamic culture	
Issues: learn about contemporary issues related to faith	
Global Interaction: finding relationship of Science with Islam	

Units	Themes	Nature	Overall
1-5	Global Language	<input checked="" type="checkbox"/> Global	Global Mindedness
	Global Issues	<input checked="" type="checkbox"/> Local/Global	<input checked="" type="checkbox"/> Global Competency Skills
	Citizenship	<input checked="" type="checkbox"/> Global	
	Multiculturalism	<input checked="" type="checkbox"/> Global	
	Gender Equality	<input checked="" type="checkbox"/> Global	
	Global Events	<input type="checkbox"/>	
	Life Skills	<input type="checkbox"/>	

Table 9. *Showing the Analysis of Computer Literacy*

Course: Computer Literacy				
Global Themes			Nature Teaching Approaches	
Global Skills: learning about basics of computers and skills, required to use in daily life such as internet skills, computer softwares, online global software, computer aided instructions, etc			Practical Demonstration	
Global Interaction: Learning how to communicate and interact globally through internet			Interactive Exploration Approach	
Issue: Learn about computer ethics such as plagiarism, cyber crime				
Units	Themes	Nature	Overall	
1-5	Global Language	<input checked="" type="checkbox"/>	Global	<input type="checkbox"/> Global Mindedness
	Global Issues	<input type="checkbox"/>		<input checked="" type="checkbox"/> Global Competency Skills
	Citizenship	<input type="checkbox"/>		
	Multiculturalism	<input type="checkbox"/>		
	Gender Equality	<input type="checkbox"/>		
	Global Events	<input type="checkbox"/>		
	Life Skills	<input checked="" type="checkbox"/>	Global	

Table 10. *Showing the Analysis of Mathematics*

Course: Mathematics				
Global Themes			Nature Teaching Approaches	
-			Assignments	
			Experience Approach	
			Problem Solving Skills	
Units	Themes	Nature	Overall	
1-5	Global Language	<input checked="" type="checkbox"/>	Global	<input type="checkbox"/> Global Mindedness
	Global Issues	<input type="checkbox"/>		<input checked="" type="checkbox"/> Global Competency Skills
	Citizenship	<input type="checkbox"/>		
	Multiculturalism	<input type="checkbox"/>		
	Gender Equality	<input type="checkbox"/>		
	Global Events	<input type="checkbox"/>		
	Life Skills	<input checked="" type="checkbox"/>	Global	

Table 11. *Showing the Analysis of Pakistan Studies***Course:** Pakistan Studies

Global Themes			Nature Teaching Approaches	
History of Pakistan: helps understand local history of Pakistan through global context			Problem Solving	
Issues: learn about the challenges face by Pakistan at the time of independence; learn about the current problems such as of environment, population, social, cultural, ethnic and sectarian issues			Critical Thinking Skills	
Global Economy: learn about the resources and economic development of Pakistan			Lecturing	
Global Politics: learn about political phases of Pakistan			Project Work	
Role and Responsibility: Learn about the role of citizens and civil society			Cooperative Learning	
			Assignments	
Units	Themes		Nature	Overall
1-5	Global Language	<input checked="" type="checkbox"/>	Global	<input checked="" type="checkbox"/> Global Mindedness
	Global Issues	<input checked="" type="checkbox"/>	Global	<input checked="" type="checkbox"/> Global Competency Skills
	Citizenship	<input checked="" type="checkbox"/>	Global	
	Multiculturalism	<input checked="" type="checkbox"/>	Global	
	Gender Equality	<input type="checkbox"/>		
	Global Events	<input checked="" type="checkbox"/>	Global	
	Life Skills	<input checked="" type="checkbox"/>	Global	

(b) Content CoursesTable 12. *Showing the Analysis of Science 2***Course:** Science 2

Global Themes			Nature Teaching Approaches	
Global Language Learning: Basic Skills to Read, Write, Understand and Communicate in English			Lecture	
Social Interaction: Developing Interpersonal Skills for Global Interaction			Integrated and Group Assignments	
Sharing Experiences: Sharing ideas through narrations				
Units	Themes		Nature	Overall
1-6	Global Language	<input checked="" type="checkbox"/>	Global	<input type="checkbox"/> Global Mindedness
	Global Issues	<input type="checkbox"/>		<input checked="" type="checkbox"/> Global Competency Skills
	Citizenship	<input type="checkbox"/>		
	Multiculturalism	<input type="checkbox"/>		
	Gender Equality	<input type="checkbox"/>		
	Global Events	<input type="checkbox"/>		
	Life Skills	<input checked="" type="checkbox"/>	Global	

Table 13. *Showing the Analysis of Arts Crafts and Calligraphy*

Course: Arts Crafts and Calligraphy			
Global Themes		Nature Teaching Approaches	
History and Culture: Learn about history and culture of Pakistan with special reference to art and architecture in Islam and Pakistan		Assignments	
Global Personality: Learn about local personality in arts from global lens		Visits	
Global Skills: learn painting, drawing, sketching		Group Work	
Units	Themes	Nature	Overall
1-4	Global Language	<input type="checkbox"/>	<input checked="" type="checkbox"/> Global Mindedness <input checked="" type="checkbox"/> Global Competency Skills
	Global Issues	<input type="checkbox"/>	
	Citizenship	<input type="checkbox"/>	
	Multiculturalism	<input checked="" type="checkbox"/>	
	Gender Equality	<input type="checkbox"/>	
	Global Events	<input checked="" type="checkbox"/>	
	Life Skills	<input checked="" type="checkbox"/>	
		Global	

Table 14. *Showing the Analysis of Urdu*

Course: Urdu			
Global Themes		Nature Teaching Approaches	
Global Language Learning: Basic Skills to Read, Write, Understand and Communicate in English		Integrated Approach	
Social Interaction: Developing Interpersonal Skills for Global Interaction		Use of Online Resources	
Sharing Experiences: Sharing ideas through narrations		Group Work	
		Assessment Tasks	
Units	Themes	Nature	Overall
1-5	Global Language	<input checked="" type="checkbox"/>	<input type="checkbox"/> Global Mindedness <input checked="" type="checkbox"/> Global Competency Skills
	Global Issues	<input type="checkbox"/>	
	Citizenship	<input type="checkbox"/>	
	Multiculturalism	<input type="checkbox"/>	
	Gender Equality	<input type="checkbox"/>	
	Global Events	<input type="checkbox"/>	
	Life Skills	<input checked="" type="checkbox"/>	
		Global	

Table 15. *Showing the Analysis of Teaching of Islamic Studies***Course:** Teaching of Islamic Studies










Global Themes			Nature Teaching Approaches	
Islamic values: learn about tolerance, honesty, kindness			Lecture	
Culture and System: learn about Islamic culture and civilization			Assignment	
Issues: learn about contemporary issues				
Units	Themes		Nature	Overall
1-5	Global Language		Global	 Global Mindedness
	Global Issues			 Global Competency Skills
	Citizenship			
	Multiculturalism		Global	
	Gender Equality			
	Global Events			
	Life Skills		Global	

Table 16. *Showing the Analysis of Teaching Literacy***Course:** Teaching Literacy








Global Themes			Nature Teaching Approaches	
None			Group work, assignments, lecture, video presentation	
Units	Themes		Nature	Overall
1-5	Global Language		Global	Global Mindedness
	Global Issues			 Global Competency Skills
	Citizenship			
	Gender Equality			
	Global Events			
	Life Skills		Global	

Table 17. *Showing the Analysis of Teaching of Urdu*

Course: Teaching Urdu				
Global Themes			Nature Teaching Approaches	
None			Evaluation Group Work	
Units	Themes		Nature	Overall
1-5	Global Language	<input checked="" type="checkbox"/>	Global	Global Mindedness
	Global Issues	<input type="checkbox"/>		Global Competency Skills
	Citizenship	<input type="checkbox"/>		
	Multiculturalism	<input type="checkbox"/>		
	Gender Equality	<input type="checkbox"/>		
	Global Events	<input type="checkbox"/>		
	Life Skills	<input type="checkbox"/>		

Table 18. *Showing the Analysis of Teaching Science*

Course: Teaching Science				
Global Themes			Nature Teaching Approaches	
None			Inquire based Approach Discussion	
Units	Themes		Nature	Overall
1-5	Global Language	<input type="checkbox"/>		Global Mindedness
	Global Issues	<input type="checkbox"/>		Global Competency Skills
	Citizenship	<input type="checkbox"/>		
	Multiculturalism	<input type="checkbox"/>		
	Gender Equality	<input type="checkbox"/>		
	Global Events	<input type="checkbox"/>		
	Life Skills	<input type="checkbox"/>		

Table 19. *Showing the Analysis of ICT in Education***Course:** ICT in Education

Global Themes	Nature Teaching Approaches
Power of audio/radio in education; global skills- using movies, radio, video, internet Concept of globalization/ global teacher community Interactive online applications Language development, improving communication skills, collaborative learning in Pakistan studies, civic, English Emerging Trends in Education	Collaborative approach, peer teaching, discussion., lecture

Units	Themes		Nature	Overall
1-5	Global Language	<input type="checkbox"/>		Global Mindedness
	Global Issues	<input type="checkbox"/>		<input checked="" type="checkbox"/> Global Competency Skills
	Citizenship	<input type="checkbox"/>		
	Multiculturalism	<input type="checkbox"/>		
	Gender Equality	<input type="checkbox"/>		
	Global Events	<input type="checkbox"/>		
	Life Skills	<input checked="" type="checkbox"/>	Global	

Table 20. *Showing the Analysis of Teaching English***Course:** Teaching English

Global Themes	Nature Teaching Approaches
	Inquire based Approach Discussion

Units	Themes		Nature	Overall
1-5	Global Language	<input checked="" type="checkbox"/>	Global	Global Mindedness
	Global Issues	<input type="checkbox"/>		<input checked="" type="checkbox"/> Global Competency Skills
	Citizenship	<input type="checkbox"/>		
	Multiculturalism	<input type="checkbox"/>		
	Gender Equality	<input type="checkbox"/>		
	Global Events	<input type="checkbox"/>		
	Life Skills	<input checked="" type="checkbox"/>	Global	

Table 21. *Showing the Analysis of Teaching Mathematics*

Course: Teaching Mathematics			
Global Themes		Nature Teaching Approaches	
		Assignments, class participation, discussion, problem solving, learning mathematics with available technology	
Units	Themes	Nature	Overall
1-5	Global Language	<input type="checkbox"/>	Global Mindedness
	Global Issues	<input type="checkbox"/>	Global Competency Skills
	Citizenship	<input type="checkbox"/>	
	Multiculturalism	<input type="checkbox"/>	
	Gender Equality	<input type="checkbox"/>	
	Global Events	<input type="checkbox"/>	
	Life Skills	<input type="checkbox"/>	

Table 22. *Showing the Analysis of Teaching Social Studies*

Course: Teaching Social Studies			
Global Themes		Nature Teaching Approaches	
Culture and diversity Citizenship and HRE, Women Rights Social, economic, political and cultural rights Human and environmental issues Global warming, cultural diversity Multiculturalism, cultural adaptation Interdependence, peace education, civil society Skills: opportunity cost, supply demand Positive attitudes and skills		Assignments, class participation, discussion, problem solving, learning mathematics with available technology	
Units	Themes	Nature	Overall
1-5	Global Language	<input type="checkbox"/>	<input type="checkbox"/> Global Mindedness
	Global Issues	<input type="checkbox"/>	<input type="checkbox"/> Global Competency Skills
	Citizenship	<input type="checkbox"/>	
	Multiculturalism	<input type="checkbox"/>	
	Gender Equality	<input type="checkbox"/>	
	Global Events	<input type="checkbox"/>	
	Life Skills	<input type="checkbox"/>	

(c) Foundation CourseTable 23. *Showing the Analysis of Classroom Management***Course:** Classroom Management






Global Themes		Nature Teaching Approaches		
To equip teachers with knowledge and strategies to become effective managers		Peer discussion		
To learn managing lesson and effectively engaged in constructing knowledge		lectures		
Time management, class management				
Promoting multiculturalism (creating shared values and community)				
Units	Themes		Nature	Overall
1-5	Global Language		Global	 Global Mindedness
	Global Issues			 Global Competency Skills
	Citizenship			
	Multiculturalism		Global	
	Gender Equality			
	Global Events			
	Life Skills		Global	

Table 24. *Showing the Analysis of Classroom Assessment*

Course: Classroom Assessment			
Global Themes		Nature Teaching Approaches	
To provide teachers to integrate assessment activities in lesson plan to improve learning		Peer discussion	
To learn diverse array of methods to assess learning		Lectures	
To learn about different assessment methods			
To learn how to construct test and integrate it into lesson plans			
Units	Themes	Nature	Overall
1-5	Global Language	<input type="checkbox"/>	Global Mindedness
	Global Issues	<input type="checkbox"/>	Global Competency Skills
	Citizenship	<input type="checkbox"/>	
	Multiculturalism	<input type="checkbox"/>	
	Gender Equality	<input type="checkbox"/>	
	Global Events	<input type="checkbox"/>	
	Life Skills	<input type="checkbox"/>	

Analysis:

Associate Degree of Education (ADE) is a unique program launched in Pakistan by Higher Education Commission through the support of USAID. The program is designed to provide professional skills to the practicing teachers at elementary level. This program is significantly important for the career development of practicing teachers. The program is functional in several public and private sector universities and affiliated colleges. The entry requirement is 12 years of formal education. The duration of the regular program is 12-18 credit hours per semester.

The course of English is global in nature. It emphasizes on grammar and communication skills to an extent rather theoretical; however, global issues and emerging areas are not integrated in it. The course adopts global teaching approaches, which certainly support global competency skills.

English II course emphasize on developing communication skills. Global teaching approaches are transformative in nature. It is predicted that thorough this course, teachers can overcome communication barriers. However, global issues and emerging areas are not included in the course, which could have been an additional support for sharing global values.

Islamic Studies emphasizes understanding about Islamic Civilization, and issues related to faith. The nature of teaching approaches is missing; however, local issues and global areas are focused. Issues, other than bounded by Islam could have been offered global mindedness. The course is comprehensive and crucial to prepare global competency skills in teachers.

The course “Computer Literacy” emphasizes application of technical skills in educational settings. It shares global skills its best. The nature of teaching approach is highly global in nature. However, the course fails to prepare global mindedness.

Mathematics course emphasizes strengthening mathematics skills and knowledge. Teaching approaches are modern, but the course has no scope for global issues and global competency skills.

Overall, the objective of the course “Pakistan Studies” is to enhance content knowledge about history of Pakistan, developing sense of responsibilities, inculcating life skills, learning about local and global skills, identifying controversial issues. The nature of teaching approach is global. The course offers global skills and also highlights global issues, which makes this course productive for reaping global minded teachers.

Overall, Science II course aims at deepening knowledge of content, teaching strategies to teach science effectively. The course has no scope for global content. Additionally, the nature of teaching approaches is very limited. The course fails to share global mindedness; however, it shares life skills.

The course “Arts Crafts and Calligraphy” develops critical and creative thinking skills. It promotes multiculturalism through the medium of arts. The nature of teaching approach is limited, but shares global-mindedness and global competency skills.

Urdu emphasizes prose and poetry. The course fails to prepare global mindedness. The nature of teaching approaches is global. Life skills are also integrated in the course, but have limited scope to share global issues and other developmental areas.

Teaching of Islamic Studies is a significant course for the students as it covers most of the global areas; however, the nature of teaching approaches is not appropriate. Over all, the course has potential to develop global competency and global mindedness.

The course “Teaching Literacy” does not support global issues, however, it is highly supportive towards global competency skills. The nature of teaching approaches is balanced, but no global themes are attached to the course.

Teaching Urdu mainly touches the theoretical aspects. The nature of teaching approaches is outdated. Moreover, it has no prospect of developing global mindedness and shares no global competency skills.

The course “Teaching Science” is designed with more theoretical and least practical aspects. It does not address modern teaching approaches, global issues and global competency skills.

The course “ICT in Education” is crucial to connect teachers to the global community. The nature of teaching approach is global. It provides global competency skills such as critical thinking, decision making, but do not address other themes.

The course “Teaching English” is supportive in developing global competency skills among students. The teaching approaches are supportive, but the course does not develop global mindedness.

The course “Teaching Mathematics” helps to deepen understanding of mathematical concepts and pedagogical skills. It adopts global teaching approaches, but has no scope for global mindedness and global competency skills.

The course “Teaching Social Studies” is enriched with all the aspects of global competency and global mindedness. The course helps to develop skills, values and attitudes for democratic citizenship. It offers varieties of teaching approaches. Overall, the course is well-designed and highly supportive for global competitiveness.

The course “Classroom Management” designed to broaden pedagogical strategies. The nature of teaching approaches is theoretical. It highlights several global competency skills and has great potential to develop global mindedness.

The overall course “Classroom Assessment” is weak and does not support any practical skills. Although global themes are highly competitive but the nature of teaching approach and course is theoretical and outdated. Moreover, global mindedness is not taken into consideration.

Conclusion and Recommendations

Most of the subjects offer global competency skills and global mindedness. Global issues are not integrated in most of the courses. Course of Islamic Studies should be revised and nature of teaching approaches must be defined. It must also cover content other than of Islamic civilization. Science II and Teaching Science are potential subjects, which must be revised. Global content should involve global teaching approaches. Global issues such as pollution, global warming, nuclear bomb affects, etc., should be included. The course “Teaching Literacy” has a lot of scope towards global competency but fails. Therefore, the curriculum must be re-drafted. The researcher suggests revision of the curriculum to develop global competencies through all the subjects through the inclusion of global skills and areas of global issues in all the potential subjects.

References

Ashraf, I., Tabassum, R., Kayani, T., & Bajwa, M.J. (2011). Evaluation of Curriculum at Secondary Level in Pakistan in light of Expert’s Views. *International Journal of Social Sciences and Education*, 1(2), 140-166.

Government of Pakistan. (1998). *National Education Policy 1998-2010*. Islamabad: Government of Pakistan.

Osler, A. & Vincent, K. (2002) *Citizenship and the Challenge of Global Education*. Stoke, Trentham.

Hussain, A., Dogar, A.H., Azeem, M., & Shakoor, A. (2011). Evaluation of Curriculum Development Process. *International Journal of Humanities and Social Science*, 1(14), 263-271

Bland JC, Starnaman S, Wersal L, Moorhead-Rosenberg L, Zonia S, Henry R: **Curricular Change in Medical Schools: How to Succeed.***Acad Med* 2000, **75**:575-594. [PubMed Abstract](#) | [Publisher Full Text](#)

Kirkwood-Tucker, T.S. (2009). *Visions in Global Education: The Globalization of Curriculum and Pedagogy in Teacher Education and Schools: Perspectives from Canada, Russia, and the United States*. Peter Lang.

Memon, G.R. (2007). Education in Pakistan: The Key Issues, Problems and The New Challenges, *Journal of Management and Social Sciences*, 3(1), pp. 47-55.

Mason, M. (2008). *Citizenship Curriculum in Asia and the Pacific*. Springer Science & Business Media.

Vazir, N. (2003). *Curriculum as practiced in Pakistan*. Karachi: Aga Khan University, Institute for Educational Development,

Rehman, H., & Sewani, S. (2013). Critical Analysis of the Educational Policies of Pakistan. *The Dialogue*, 8(3), 247-259

Munshi, P., Bhatti, T., & Irum, S. (2012). New Teacher Education Programs: B.Ed (Hons.). Elementary 4-year and ADE 2-Year Program: Achievements and Challenges. *The Sindh University Journal of Education*, 42(13), 31-39

Huma, A. (2013). *Interpretive Analysis of New Teacher Education Curriculum Reform Introduced in Pakistan*. Ph. D dissertation, Michigan State University

Ramzan, M., Iqbal, J., & Khan, A. (2013). Motivation of Prospective Teachers in Associate Degree in Education [ADE] and B.Ed. [Hons] Elementary Programs in Gilgit-Baltistan. *Bulletin of Education and Research*, 35(2), 55-73

Aly, J. H. (2006). *Education in Pakistan: A white paper. Document to debate and finalize the national education policy*. Islamabad: Government of Pakistan.

Government of Pakistan. (1998). *National policy of education: 1998-2010*. Islamabad: Ministry of Education.

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