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

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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.

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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 Social Interaction: Developing Interpersonal Skills for Global Interaction	English Communication Environment Integrated Approach Use of Online Resources Group Work Assessment Tasks

Units	**Themes**		**Nature**	**Overall**
1-5	Global Language	■	Global	☐ Global Mindedness
	Global Issues	☐		■ Global Competency Skills

Citizenship	☐	
Multiculturalism	☐	
Gender Equality	☐	
Global Events	☐	
Life Skills	■	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	■	Global	☐ Global Mindedness
	Global Issues	☐		■ Global Competency Skills
	Citizenship	☐		
	Multiculturalism	☐		
	Gender Equality	☐		
	Global Events	☐		
	Life Skills	■	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 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	Missing

Units	**Themes**		**Nature**	**Overall**
1-5	Global Language	■	Global	Global Mindedness
	Global Issues	■	Local/Global	■ Global Competency Skills
	Citizenship	■	Global	
	Multiculturalism	■	Global	
	Gender Equality	■	Global	
	Global Events	☐		
	Life Skills	☐		

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 Global Interaction: Learning how to communicate abd interact globally through internet Issue: Learn about computer ethics such as plagiarism, cyber crime	Practical Demonstration Interactive Exploration Approach

Units	**Themes**		**Nature**	**Overall**
1-5	Global Language	■	Global	☐Global Mindedness
	Global Issues	☐		■Global Competency Skills
	Citizenship	☐		
	Multiculturalism	☐		
	Gender Equality	☐		
	Global Events	☐		
	Life Skills	■	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	■	Global	☐Global Mindedness
	Global Issues	☐		■Global Competency Skills
	Citizenship	☐		
	Multiculturalism	☐		
	Gender Equality	☐		
	Global Events	☐		
	Life Skills	■	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 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 Global Economy: learn about the resources and economic development of Pakistan Global Politics: learn about political phases of Pakistan Role and Responsibility: Learn about the role of citizens and civil society	Problem Solving Critical Thinking Skills Lecturing Project Work Cooperative Learning Assignments

Units	**Themes**		**Nature**	**Overall**	
1-5	Global Language	■	Global	■	Global Mindedness
	Global Issues	■	Global	■	Global Competency Skills
	Citizenship	■	Global		
	Multiculturalism	■	Global		
	Gender Equality	☐			
	Global Events	■	Global		
	Life Skills	■	Global		

(b) Content Courses

Table 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 Social Interaction: Developing Interpersonal Skills for Global Interaction Sharing Experiences: Sharing ideas through narrations	Lecture Integrated and Group Assignments

Units	**Themes**		**Nature**	**Overall**	
1-6	Global Language	■	Global	☐	Global Mindedness
	Global Issues	☐		■	Global Competency Skills
	Citizenship	☐			
	Multiculturalism	☐			
	Gender Equality	☐			
	Global Events	☐			
	Life Skills	■	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 Global Personality: Learn about local personality in arts from global lens Global Skills: learn painting, drawing, sketching	Assignments Visits Group Work

Units	**Themes**		**Nature**	**Overall**
1-4	Global Language	☐	Global	■ Global Mindedness
	Global Issues	☐		■ Global Competency Skills
	Citizenship	☐		
	Multiculturalism	■		
	Gender Equality	☐		
	Global Events	■		
	Life Skills	■	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 Social Interaction: Developing Interpersonal Skills for Global Interaction Sharing Experiences: Sharing ideas through narrations	Integrated Approach Use of Online Resources Group Work Assessment Tasks

Units	**Themes**		**Nature**	**Overall**
1-5	Global Language	■	Global	☐ Global Mindedness
	Global Issues	☐		■ Global Competency Skills
	Citizenship	☐		
	Multiculturalism	☐		
	Gender Equality	☐		
	Global Events	☐		
	Life Skills	■	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 Culture and System: learn about Islamic culture and civilization Issues: learn about contemporary issues	Lecture Assignment

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	▬	Global	Global Mindedness
	Global Issues	☐		Global Competency Skills
	Citizenship	☐		
	Multiculturalism	☐		
	Gender Equality	☐		
	Global Events	☐		
	Life Skills	☐		

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	☐		Global Mindedness
	Global Issues	☐		Global Competency Skills
	Citizenship	☐		
	Multiculturalism	☐		
	Gender Equality	☐		
	Global Events	☐		
	Life Skills	☐		

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 f 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	☐		Global Mindedness
	Global Issues	☐		▬ Global Competency Skills
	Citizenship	☐		
	Multiculturalism	☐		
	Gender Equality	☐		
	Global Events	☐		
	Life Skills	▬	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	▬	Global	Global Mindedness
	Global Issues	☐		▬ Global Competency Skills
	Citizenship	☐		
	Multiculturalism	☐		
	Gender Equality	☐		
	Global Events	☐		
	Life Skills	▬	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 tec problem solving, learning mathematics with available technology

Units	**Themes**		**Nature**	**Overall**
1-5	Global Language	☐		Global Mindedness
	Global Issues	☐		Global Competency Skills
	Citizenship	☐		
	Multiculturalism	☐		
	Gender Equality	☐		
	Global Events	☐		
	Life Skills	☐		

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 tec problem solving, learning mathematics with available technology

Units	**Themes**		**Nature**	**Overall**
1-5	Global Language	▬		▬ Global Mindedness
	Global Issues	▬	Global	▬ Global Competency Skills
	Citizenship	▬	Global	
	Multiculturalism	▬	Global	
	Gender Equality	▬	Global	
	Global Events	▬	Global	
	Life Skills	▬	Global	

(c) Foundation Course

Table 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 To learn managing lesson and effectively engaged in constructing knowledge Time management, class management Promoting multiculturalism (creating shared values and community)	Peer discussion lectures

Units	**Themes**	**Nature**	**Overall**
1-5	Global Language Global Issues Citizenship	Global	Global Mindedness Global Competency Skills
	Multiculturalism Gender Equality Global Events	Global	
	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 To learn diverse array of methods to assess learning To learn about different assessment methods To learn how to construct test and integrate it into lesson plans	Peer discussion Lectures

Units	**Themes**		**Nature**	**Overall**
1-5	Global Language	☐		Global Mindedness
	Global Issues	☐		Global Competency Skills
	Citizenship	☐		
	Multiculturalism	☐		
	Gender Equality	☐		
	Global Events	☐		
	Life Skills	☐		

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.

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