

A CRITICAL STUDY ON THE SUBJECT OF EDUCATION TAUGHT AT GRADUATE LEVEL IN KARACHI, PAKISTAN

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ABSTRACT

This research is based upon the effectiveness and the measures needed for the subject Education taught at graduation level in different fields in Karachi. Research is further varied across the designing of the curriculum for the subject and how it is revised according to the learner's needs. The purpose of the study is to understand the current requirements and future scope in the Education subject in society. The curriculum criteria used across different fields and different countries are analyzed through data interpretation. The research particularly targets the learners who study Education and the teachers who teach Education in any graduate-level college or institute based in Karachi. For this particular research, the survey is based upon 31 colleges, among which 24 are within the government sector and 7 are within the private sector. Among these selected educational systems a total of 607 respondents are being selected, in which 57 were teachers 550 were students who were selected randomly. Both; the qualitative and the quantitative methods are used, among which questionnaire specifically is opted as a tool to collect data. The formation of the collected data is done through the chi-square statistical tool. The critical

study also includes the recommendations based on the results which target the curriculum; its modifications according to the current needs in the world.

KEYWORDS

Critical study, Subject education, Graduate level, curriculum

INTRODUCTION

Today's youngsters are tomorrow's leaders. It is necessary for the youth to build the skills and get the relevant education that would be useful and interlinked with the future world. The irrelevant and the old concepts would be of no use for the children in its practical life. Education teaches the skill of personal orientation in the changing world, and also the confidence needed to get linked with people in social life. To complete these two most important facts, Education should be taught as it enhances and upgrades these skills. By specifying and limiting the curriculum would not give students the exposure that they need in their academics in order to get ready for their professional life. The perception people possess about a certain subject, results in the policy of the subject. Through that educational policy, again the perception, opinion, and needs are analyzed which later results in a specific curriculum. The outcome of the perceptions is the curriculum, which is a concrete plan in a written plan which is turned into a process as it is then taught through different course books. The curriculum later then turns into the form of teaching through which the students get the knowledge related to the society, built the skills of critical thinking, problem-solving in the subject which is connected with real-life situations. Curriculum also includes the assessment methods that show the result of the implementation of the curriculum and the teaching method. According to John Kerr, (1968), curriculum can be specified to all the knowledge that a student gets in its school days, given by the teachers; whether it's inside the school or outside. The term curriculum is also defined by Beauchamp G.A (1968) according to him curriculum is what the people make themselves which they need their children to have the knowledge and skill for from their school.

The design of the curriculum possesses the behavior, attitude and past experiences of the learners. The design of the curriculum is not only specified to the learning needs, instead, it also focuses upon building the personality and skills of the students such as making them active and interactive adults. For the subject Education, active participation is very necessary, through participation

in the learning environment actively, it shows how successfully a learner is acquiring the curriculum and how many skills he develops which would be beneficial for the society. Curriculums can never be effective if they are fixed for a long time, in order to make a curriculum effective especially at a graduate level, it is necessary to modify the curriculum time by time. Another necessity is the check and balance of the curriculums and their modifications. They should abide by the needs and requirements, course material should be relevant and not outdated, and the assessment criteria should be relevant to the course. These requirements are not only for the Education subject, these should be opting by every curriculum of every subject in any grade. Specifically for the Education subject, it can be said that the designing of the curriculum is quite critical.

As a universal fact, logic is the base of science. Likewise, the subject Education is the base for the Learning and Teaching System. The education system of today revolves around the knowledge, behavior, attitude, and skills that together can outgrow any other system if implemented accordingly. The subject of Education is considered to be very vast and the base of a student that made a student ready for the future. The subject revolves around the psychology of children, research in the education, administrating and planning in numerous aspects, how classrooms and the behavior of the students are managed, how they are being taught, what is the assessment criteria, how their personality is build, how to participate critically and make decision in many different circumstances. Among all the people in the world, the people who are literate analyze the education and literacy level of the other person by the level and kind of degree he has. To make this concept of analyzing and understanding the other person through degree, it is necessary that the curriculum includes the knowledge that should be in the person who has the degree. Apart from the knowledge of the subject an individual has the degree in, She/he should also have the skills to think critically and creatively, to be productive, have the skill to find himself in the right place in the future and open path for other individuals having the same degree. As the course is being taught at the graduation level that is why it should include the concept of teaching the subject in-depth and none of the concepts should be left untouched as these people then would be unable to transfer the basic knowledge to the students in the future. Students should learn how to analyze the most effective and relevant things to choose for the subject, they should have the skill of aligning the topics in a sequence so that the student starts from the base of the subject and then learn the concepts

related to it in the next classes. These skills also include the method of teaching of the subject and the method of teaching skills as both are different, the plan on how to reach the specific requirement of the course.

LITERATURE REVIEW

Today's era is all about facing new challenges and overcoming new problems every day. No matter how many challenges there are for now but in the future, there would be more and solving them wouldn't be as easy as it for now. Students would never understand the skill of problem-solving until and unless they learn it, due to which it is necessary to invest upon them so they would be independent in the future. To make sure that the students reach the highest level of education and the purity of knowledge, the education system should take several steps to connect the dots. In order to fulfill the requirements, the education system has to keep in view the needs of the nation, apart from that they have to make the curriculum broad, relevant and accurate and related to modern texts not outdated. To make the education system perfect, there are various methods but the curriculum stays on the top because of its effectiveness. The reason for its effectiveness is that the learner and the teacher both know the sequence of the learning strategies and everything is pre-planned because of which motivation of the learner increases. This is the reason why it should be flexible because different teachers have different styles of teaching and learners have different styles of learning. But the flexibility should include all the knowledge of the subject and skills and should match the criteria and requirements of the learner. The scope of the curriculum is infinite as it includes and fulfills various uncountable needs and requirements. Curriculum possesses each and every aspect of the needs of a learner, whether it is for the present situation or for future events. It starts from the basic required knowledge and has no end because of the diverse fields and topics to be learned, apart from teaching the learner, the curriculum also helps them in teaching how to collect the knowledge, how to understand it, how to process it and then how to pass it on. According to Dash, (2007), the curriculum shows the answers to two basic questions; the first question is that who should be responsible for designing the contents such as it can be educationists, sociologists, people who have specialized in the particular subjects and the psychologists. The other question revolves around that what should be there in the content or curriculum, for this the people who design the curriculum should know and understand the requirements of the society, what the future needs and the professional life of the learners.

The principles explained by academics are as follows:

1: Experiences of the learners should be evaluated, that what they faced at the time of learning and how the problem can be catered which matches their requirement and personality.

2: Methodology should be focused upon the learner and the exercises should be according to the needs and level of understanding to the learner.

3: According to Reymont, (2005), the curriculum should have created so that learners would remain motivated and would further learn the art of creativity.

4: Curriculum should have the perspective of social advancement so that the learner in the future can help the citizens and also would modify the requirements of the society according to the culture and policy.

5: By abiding by all the national policies, the curriculum should have the opportunity for the learners to understand the objectives.

6: Curriculum should possess all the latest and outgrowing concepts so that the learner would be prepared perfectly for the future.

7: Having the centralized, relevant and combination of different aspects should be included in the curriculum.

8: It should be modified from time to time to remain connected with the upgrading world.

Community, nations or any specific group together have a vision and certain goal, upon which curriculum development is based. The goal and the objective to achieve it based upon the elements of time, space, material, equipment and personnel. The highest level of the process is Ministry and the Bureau and the lowest level goes down towards the learner. Singh (2007) explained that curriculum helps in identifying the needs of the learner, therefore objectives are set, outcomes are observed and plans to achieve that goal are made.

Curriculum development requires the following steps:

1. Having a Vision
2. Goals and objectives are being set
3. Goals and curriculum would be interlinked
4. Final draft of the curriculum
5. Assessment criteria
6. Teaching planning
7. Sequencing and targeting the content and learning experience
8. Curriculum implementation
9. The outcome of the curriculum would be evaluated

Curriculum development faces a lot of problems and also criticisms because every passing day there are new inventions and modified items. No matter how perfect a person is in one skill, soon that skill would die and would be replaced by a new skill. In order to act according to the world's inventions and modifications, the curriculum also needs changes and upgrading.

Charan (2003) explained curriculum development, it has a base of a framework upon which there are numerous criteria set, interactive activities and research skills are based. He further added that curriculum review is also important because especially at the graduate level, the purpose is not only to teach them but also to train them for their future social environments. According to Massie (2002), learners are the products that should be first analyzed that what the product actually needs and at what level the product stands. Curriculum development should focus on the product rather than the planning and the exercises of the curriculum.

The reviews of the curriculum are needed to keep a check and balance of its effectiveness and relevant level. The review of the curriculum should be done after every three years and should be based on the following aspects; any program can be revised whether its general that is for everyone or whether it's specific that is only for one person or the course can be for both; all of these can be revised. Revised programs can further show no need for the course, resulting in dropping the entire course, new courses can be added. Review can further show a few programs not too important, resulting in a decrease in the credit hours and vice versa. A final report would be then made which includes all the reviews from major and important sources, also in the review, there should be recommendations and the implementation plans. It can be observed that in Pakistan, this review system started to take place from the last six to eight years with the focus on the primary and graduate-level because both are considered to be a base. Graduate-level education is for those students who have passed at least 12 years of education and have enough intellectual level to study new and further subjects in their further studies. The basic purpose of graduate-level education is to prepare the learner for the professional and social life in which they would be bound for the rest of their lives. Among these skills and attitude, at graduate level, learner should also learn few different skills which are; the work habits which would be required at workplace, independent view of things and clarity on explaining them, objective and just and how to deal with diverse people whether it's for business or just an informal meeting. The

learner rapidly learns the leadership skills which are required in various phases of their lives. Till now the student was investing upon himself, but then by entering into the professional life, he starts to get the fruit of all the investments which benefit him and the whole nation. As the curriculum affects a lot of people and whole nations this is the reason that globally it is considered very important. As the world is evolving and it is necessary to keep up with the world, Pakistan's universities and colleges have to adopt two approaches; learners should have qualified and experienced professors who know the teachings of the skills apart from the academics. Another approach is to analyze the revisions of the curriculum to see if it still follows the latest theories and hypothesis, and to check the relevancy.

The Ministry of Education, some recent years took some initiatives which are appreciable for the Bachelor of Studies and the Master of Studies Degree programs. It was also analyzed that there was no attention showed towards the two-year programs maybe because it is still not considered to be connected to the standards which are set internationally, even then the students are at a huge disadvantage. Among all the initiatives and steps, there was no attention to the Education subject. It isn't like the subject is new, the subject is being taught in Pakistan from the year 1972. The education policy of the years declared Education as a subject and also clarified how it would be taught at the graduation level and then the importance was again given in the 1980 education policy. At that time the focus on the subject was too much because there was a huge need for those individuals who can set up the effective and internationally standardized curriculum for Pakistan. The subject education helps the student in learning the understanding of the subject from different dimensions such as, from the philosophical background, from the needs of the society, procedures, and concepts used in the society, implicating the societal and economic conditions, and prepare them for the future. Society prospers as the subject teaches the progress and development of the society which the learner alone or in the group can implement. In many developed countries, the subject of Education has given huge importance and the top field in the social sciences. With the passage of time, the need for the field of Education and the awareness of acquiring this as a subject is increasing.

The subject of Education can help us in analyzing the whole education system, that how it nowadays, what are the qualities of our system, and the recommendations for the upgrading of the education system. The last time BA

was given some importance was in 1992, and just like 2 year program, the subject of Education also doesn't get much attention (Dr. Isani, et al, 2003). In the last two decades, there have been a lot of irrelevant changes or no changes at all, due to which there is so much absurdness in the curriculum and also the course is outdated. The study further would focus on the subject of Education which is taught at the BA level. The purpose of educating at graduation level is to help the individuals in getting as much knowledge and learn as many skills as they can but the subject of Education and its curriculum do not reflect that in any way. The topics included in the subject now are out dates and have no relevance to the subject and not even with the changing world. The same old concept of lecture and rote learning made the subject slower than before. The critical research, explains the content used at the BA level, to see if they are enough for building leadership skills, creative skills, critical evaluating skills, and problem-solving skills. To take the study a step further, it is necessary to analyze the study methodology used at the BA level. For the research of the methodology, the topics and the sub-topics at the BA level would be analyzed. The following instructional topics are taught in Part I and II.

Part I

1. Educational Administration of Pakistan
2. Lesson planning
3. Student and teacher
4. Freedom and discipline
5. Curriculum planning

Part II

1. Sociological Foundation of Education
2. Philosophical Foundation of Education
3. Educational Movements of South Asia
4. Education in Pakistan- Policies and Steps
5. Psychological Foundation of Education

The targeted audience of the research also helped in analyzing the exposure they have for now in their field and the exposure they require, the revision which is needed, active learning which is missing, and their expectations which they are unable to analyze and see shortly. Learners know their needs and the societal needs which are required from them; they understand that rapid change is needed in their skills and their knowledge. Society requires them to know

and understand logical reasoning, critical and analytical thinking and to have that skill they are required to be engaged in different learning skills during their academics studies so that they can easily relate their academic with the skills they are learning, which would be useful for them in near future.

OBJECTIVES

1. Evaluating the relevancy between the goal of the curriculum at the graduate level and the goal which is set by the policy at the national level.
2. Analyzing the curriculum of the Education subject used, and the limits it has set.
3. Understanding the relationship between the design of the curriculum and the needs that the learners and the teachers have.
4. Display the method which is used in the modification of the curriculum, the design of the curriculum and the implication of the curriculum for the subject of Education.
5. Practical needs required in the curriculum to make the students ready for the professional life; in which their knowledge, their skills, and their behavior would be needed and analyzed.

METHODOLOGY

For this critical study, two types of research methods are used, qualitative and quantitative, to collect the data. The critical analysis is comprehensive which is based on a survey. For the research, a total of 31 colleges were chosen, among them 57 teachers and 550 students were randomly selected. Chi-square was used to determine the percentages in the questions.

RESULTS

Table 1:

To what extent curriculum promotes the required qualities among students.

STATEMENTS	CHI-SQUARE	STUDENTS	TEACHERS	STUDENTS	TEACHERS
		Government Colleges	Private Colleges	Government Colleges	Private Colleges
1 Give opportunity to develop leadership skills	Table Value (0.5) Calculated Values	9.488 139.529 Rejected	9.488 63.936 Rejected	9.488 12.221 Rejected	9.488 5.498 Accepted

		Null Hypothesi s				
2	Help in promoting problem solving skills	Table Value (0.5)	9.488	9.488	9.488	9.488
		Calculated Values	116.154	69.876	16.221	12.998
		Null Hypothesi s	Rejected	Rejected	Rejected	Rejected
3	Share latest trends and ideas	Table Value (0.5)	9.488	9.488	9.488	9.488
		Calculated Values	104.206	59.452	53.776	8.832
		Null Hypothesi s	Rejected	Rejected	Rejected	Accepted
4	Promote memorization of information	Table Value (0.5)	9.488	9.488	9.488	9.488
		Calculated Values	37.27	40.179	27.332	10.498
		Null Hypothesi s	Rejected	Rejected	Rejected	Rejected
5	Provide educational case studies in Pakistan scenarios for debate and discussion	Table Value (0.5)	9.488	9.488	9.488	9.488
		Calculated Values	34.153	30.482	11.555	17.998
		Null Hypothesi s	Rejected	Rejected	Rejected	Rejected
6	Helpful in the development of research skills	Table Value (0.5)	9.488	9.488	9.488	9.488
		Calculated Values	29.607	55.573	21.332	7.164
		Null Hypothesi s	Rejected	Rejected	Rejected	Accepted
7	Give opportunity for the application of knowledge	Table Value (0.5)	9.488	9.488	9.488	9.488
		Calculated Values	60.232	76.967	12.443	12.998
		Null Hypothesi s	Rejected	Rejected	Rejected	Rejected

		Null Hypothesis				
8	Provide scientific based information about health education	Table Value (0.5) Calculated Values Null Hypothesis	9.488 34.569 Rejected	9.488 38.422 Rejected	9.488 14.887 Rejected	9.488 12.998 Rejected
9	Integrate IT among student	Table Value (0.5) Calculated Values Null Hypothesis	9.488 81.01 Rejected	9.488 38.845 Rejected	9.488 3.776 Accepted	9.488 12.164 Rejected
10	Help in better job placement of graduate in respective field	Table Value (0.5) Calculated Values Null Hypothesis	9.488 23.4 Rejected	9.488 54.482 Rejected	9.488 8.221 Accepted	9.488 22.998 Rejected

As the above table shows, majority of the teachers and students think that curriculum do not provide opportunity to develop leadership, research and problem-solving skills nor share latest trends, integrate IT and scientific based information about health education neither application of knowledge and placement in better jobs. It only promotes memorization of information without providing educational case studies in Pakistan scenarios for debate and discussion among students.

Table 2:

To what extent curriculum provide opportunities for advancement in their respective fields for them.

		STUDENTS		TEACHERS	
STATEMENTS	CHI-SQUARE	Government Colleges	Private Colleges	Government Colleges	Private Colleges
1	Demand to work on field base/other projects to students	Table Value (0.5) Calculated Values Null Hypothesis	9.488 61.063 Rejected	9.488 49.997 Rejected	9.488 12.665 Rejected

2	Pursue to doctorate degree while teaching/lear ning the curriculum	Table Value (0.5) Calculated Values Null Hypothesis	9.488 27.556 Rejected	9.488 29.028 Rejected	9.488 16 Rejected	9.488 13.832 Rejected
3	Motivate towards educational conferences/ seminars/wo rkshops at local and international level	Table Value (0.5) Calculated Values Null Hypothesis	9.488 106.802 Rejected	9.488 30.301 Rejected	9.488 23.3776 Rejected	9.488 17.164 Rejected
4	Become lifelong learner or part of educational advancement	Table Value (0.5) Calculated Values Null Hypothesis	9.488 83.556 Rejected	9.488 58.483 Rejected	9.488 14.888 Rejected	9.488 11.332 Rejected
5	Give opportunity for the implementati on of research studies of other countries	Table Value (0.5) Calculated Values Null Hypothesis	9.488 42.232 Rejected	9.488 41.028 Rejected	9.488 7.11 Accepted	9.488 21.332 Rejected
6	Inculcates the desire for advance learning	Table Value (0.5) Calculated Values Null Hypothesis	9.488 50.959 Rejected	9.488 40.179 Rejected	9.488 8.888 Accepted	9.488 13.832 Rejected
7	Provide option to compare and contrast educational system with others in the world	Table Value (0.5) Calculated Values Null Hypothesis	9.488 71.011 Rejected	9.488 61.513 Rejected	9.488 13.109 Rejected	9.488 12.998 Rejected
8	Identify and motivate to adopt new methodologi es and	Table Value (0.5) Calculated Values	9.488 68.712 Rejected	9.488 78.542 Rejected	9.488 21.998 Rejected	9.488 4.664 Accepted

	theories for teaching	Null Hypothesis				
9	Opportunity to pursue the career as an educational researcher/facilitator	Table Value (0.5) Calculated Values Null Hypothesis	9.488 81.166 Rejected	9.488 90.422 Rejected	9.488 13.998 <i>Rejected</i>	9.488 10.5 <i>Rejected</i>
10	Libraries provide current material to satisfy thrust of knowledge	Table Value (0.5) Calculated Values Null Hypothesis	9.488 97.427 Rejected	9.488 57.149 Rejected	9.488 6.222 <i>Accepted</i>	9.488 10.498 <i>Rejected</i>
11	Demands rigorous self-study for effective teaching/learning	Table Value (0.5) Calculated Values Null Hypothesis	9.488 128.257 Rejected	9.488 65.028 Rejected	9.488 13.555 <i>Rejected</i>	9.488 10.5 <i>Rejected</i>

As the above table shows, majority of the teachers and students think that curriculum do not motivate them towards educational conferences / seminars / workshops nor become lifelong learner neither motivate to pursue doctorate degree or be a researcher/facilitator. It does not demand rigorous self-study, work on field base/other projects, implementation of research studies and new methodologies/theories as well as opportunity to compare our educational system to other countries. It does not help them to contribute productively in respective field at local or international level.

Table 3:

To what extent curriculum need constant review and revision to meet globalized world of today.

STATEMENTS	CHI-SQUARE	STUDENTS	TEACHERS	STUDENTS	TEACHERS
		Government Colleges	Private Colleges	Government Colleges	Private Colleges
1 Give information of current pedagogical aspects	Table Value (0.5) Calculated Values	9.488 70.569 Rejected	9.488 49.392 Rejected	9.488 19.998 <i>Rejected</i>	9.488 23.832 <i>Rejected</i>

	Null Hypothesis				
2	Comparable to international standards in term of knowledge and skills	Table Value (0.5) Calculated Values Null Hypothesis	9.488 85.427 Rejected	9.488 45.755 Rejected	9.488 10.332 <i>Rejected</i>
3	Satisfied with frequency of curriculum review and revision	Table Value (0.5) Calculated Values Null Hypothesis	9.488 30.414 Rejected	9.488 19.729 Rejected	9.488 8.22 Accepted
4	Some information in existing curriculum is outdated	Table Value (0.5) Calculated Values Null Hypothesis	9.488 35.816 Rejected	9.488 61.391 Rejected	9.488 19.776 Rejected
5	Teaching methodology creates lack of interest among students	Table Value (0.5) Calculated Values Null Hypothesis	9.488 82.31 Rejected	9.488 102.483 Rejected	9.488 37.109 <i>Rejected</i>
6	Involvement of teachers is essential, while revising curriculum	Table Value (0.5) Calculated Values Null Hypothesis	9.488 374.958 Rejected	9.488 104.482 Rejected	9.488 31.776 <i>Rejected</i>
7	Need constant review and updating	Table Value (0.5) Calculated Values Null Hypothesis	9.488 562.153 Rejected	9.488 106.846 Rejected	9.488 34.221 <i>Rejected</i>
8	Can influence stability and sustainability of society	Table Value (0.5) Calculated Values Null Hypothesis	9.488 815.011 Rejected	9.488 102.24 Rejected	9.488 39.332 <i>Rejected</i>

As the above table shows, majority of the teachers and students think that curriculum do not give information about current pedagogical aspects nor comparable to international standards in terms of knowledge and skills neither

methodology creates interest among students. Both teachers and students are not satisfying with the frequency of revision of curriculum as information in existing curriculum is out dated so it needs constant revision to get stability and sustainability in society as well as to meet the challenges of today's world and to do so teacher's involvement is essential for the required results.

DISCUSSION

Different nations and communities are affected by globalization. The competition among the individuals and the countries has increased. Especially the job market is affected in all the countries and contains huge competition among individuals to get the desired job. The perfect job requires specific skills, abilities, and exposure to different opportunities. Education is the weapon every country has, it depends upon the country how they use it. Pakistan also has this weapon and it is the only weapon that can give success to the country. As for the education system, the whole education system stands upon the base of the curriculum and its design. In the BA level, specifically for the subject of Education, it contains no knowledge on the international topics and the information that is present also includes a lot of misinformation or is not relevant to the subject or study. None of the teachers and the students were satisfied with the curriculum. The data clearly shows that there is a huge gap between the selected topics and the expectations of the course. Topics are not relevant to be used for the development at any level. There is no way that an individual in this field can turn into a successful professional with this curriculum. Results clearly show that there is a very necessary need for the curriculum to be reviewed so that the latest topics can be included and the existing topics can be revised according to today's needs. One individual does not represent the whole country as the curriculum does. By just looking at the curriculum of the country, people can easily analyze exactly how literate the people of the country are and what is their intellectual level.

RECOMMENDATIONS

- 1) In most countries, curriculum review and its modification is a very continuous and rapid process, the people who are responsible such as the Bureau should make sure that it is revised and modified time by time.
- 2) Entrepreneurship is successfully increasing nowadays, which is the reason why there should be an increase in the topics related to entrepreneurship so the learner understands being independent and how to live self-directed life peacefully.

- 3) The learning outcomes should also be changed and should be based upon the expectations which include the learning of all the skills such as productivity, creativeness, leadership, and critical thinking of every topic and subject.
- 4) The best decision could be made by the Bureau if all the stakeholders are present for the discussion. Though they do acknowledge the subject experts, members from the Ministry of Education and administrators, but they are not enough. Teachers and learners should also be there because they are the main target.
- 5) The subject of Education clearly shows that its implementation is in the fieldwork otherwise it is of no use. This is the reason why the course should include interactive skills, reflexive skills, and comparative skills. Case-studies are a huge necessity for the curriculum to add on so that the learner can do small scale researches during their degree so that they would be able to easily handle large scale researches in their fieldwork. Case studies help students in critical thinking and they find new issues and barriers which they can easily learn how to solve by the teachers.
- 6) Understanding the International topics is very important that is why there should be a separate section that includes the International topics and then the learners can compare them with the topics they are studying here. In this way, they will have a very wide view that how different countries do things for the subject Education in their curriculum.
- 7) As the students and teachers mentioned that there aren't any seminars this is why the curriculum should include visits to certain seminars, workshops conferences to give the learner the exposure that how the world is changing by keeping what kind of aspects in mind. It gives them the exposure of all the government and private sectors.
- 8) The instructional topics at graduate level should be according to the need of our society as well as global job market and economy. These must be selected with professional thoroughness and diligence, keeping national and international standards in view.

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